



COMS 1315.02E: Fundamentals of Public Speaking

COURSE SYLLABUS: Fall 2026

INSTRUCTOR INFORMATION

Instructor: **Dr. Hubbard**

Office Location: **Ferguson Social Sciences 133**

Office Hours: **MW 8-9 a.m.**

Office Phone:

University Email Address: **Katharine.Hubbard@etamu.edu**

Preferred Form of Communication: **Email**

Communication Response Time: My email is turned on Monday-Friday, 9 a.m. to 5 p.m. If you don't hear from me within 48 hours during regular business days, send a follow-up email.

COURSE INFORMATION

Course Description

COMS 1315: This course addresses how to develop and organize effective oral presentations. This class covers theories and related skills for planning, organizing, rehearsing, presenting and evaluating different types of speeches as well as rhetorical traditions, principles, and strategies used in informative, persuasive, and ceremonial speeches. Emphasis on student performance and evaluation of oral and written models of classical and contemporary speeches. Recommended for students pursuing careers in sales, human resources, training and development, teaching, law, the ministry, politics, or other professions requiring public presentations. May be taken to meet a communication requirement.

Materials – Textbooks, Readings, Supplementary Readings

Required Texts:

[Exploring Public Speaking - 4th Edition](#), which can be downloaded for free from the link. Readings will be posted on D2L weekly. It's your responsibility to stay ahead in the readings. Readings are due prior to coming to class.

Student Learning Outcomes

As a Core Curriculum requirement, this class focuses on four common Student Learning Outcomes:

1. **Critical Thinking** - Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.

The syllabus/schedule are subject to change.

2. **Oral/Visual Communication** - Students will communicate in a manner appropriate to audience and occasion with an evident message and organizational structure.
3. **Personal Responsibility** - Students will understand and practice academic honesty.
4. **Social Responsibility** - Students will demonstrate an understanding of societal and/or civic issues.

Each SLO is embedded in course content and measured through specific assignments, as mapped below:

SLO	Where It's Taught (Course Content)	How It's Assessed
Critical Thinking	Audience-analysis lessons, topic research and evaluation of source credibility, and the Free Expression vs. Ethical Responsibility unit.	Analyzing Audiences assignments, the Topic Proposal & Speech Foundation Ticket, the Free Expression vs. Ethical Responsibility Reflection, and the written/outline portion of the Persuasive Speech to a Chosen Public.
Oral/Visual Communication	Instruction on speech organization, delivery, and audience adaptation (organizational-pattern lessons and in-class practice such as the Organizational Pattern Relay).	Graded delivery of the Introductory Personal Narrative Speech, Transformational Speech, and Persuasive Speech to a Chosen Public, each scored with a rubric assessing message clarity, organization, and delivery appropriate to audience and occasion.
Personal Responsibility	Coverage of the syllabus's Academic Integrity and AI Use policies, plus source citation and attribution expectations for speeches.	The Syllabus Quiz, proper source citation and works-cited accuracy on speech outlines, and adherence to the academic-honesty and AI-use policies across all assignments.
Social Responsibility	The Love It / Hate It topic unit and Persuasive Speech unit, which require students to select and research a live societal or civic issue.	The Love It or Hate It Topic Pitch and the Persuasive Speech to a Chosen Public, both graded in part on the student's demonstrated understanding of a societal or civic issue and its stakeholders.

COURSE REQUIREMENTS

Instructional Methods and Assessment

This course is taught through a mix of lecture, guided discussion, and hands-on in-class workshops. Each unit opens with instruction on public-speaking theory and skills (drawn from the required text and weekly readings), followed by structured practice activities—brainstorming labs, topic pitches, and peer feedback sessions—that let students rehearse and refine their ideas before a graded performance.

Assessment combines several formats so students are evaluated on both understanding and performance:

1. **Reading quizzes** at the start of each chapter check comprehension of assigned readings before that material is applied in class.
2. **Written assignments** — speech outlines, reflections (e.g., the Speech Anxiety & Growth Mindset Action Plan, the Free Expression vs. Ethical Responsibility Reflection), and topic proposals — evaluate planning, research, and critical thinking ahead of each speech.
3. **In-class practice activities** (topic pitches, organizational-pattern relays, brainstorming labs) give low-stakes practice and instructor/peer feedback before graded speeches.
4. **Graded speeches** — the Introductory Personal Narrative Speech, Transformational Speech, and Persuasive Speech to a Chosen Public — are delivered in class and scored with a rubric assessing content, organization, delivery, and audience adaptation.

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Assignments, Student Responsibilities, Expectations, and Tips for Success

Assignments: Assignments, detailed directions, and grading rubrics for this course are posted on D2L. Students are responsible for logging into D2L regularly to review assignment instructions, check due dates, and submit coursework on time. It is the student's responsibility to read all posted materials carefully and reach out to the instructor with questions well before a deadline. Success in this course depends on consistent engagement with D2L, staying current with readings and assignments, and approaching each speech and activity as an opportunity to practice and improve. Waiting until the last minute to review directions or begin an assignment is not a valid reason for missing a deadline.

Be professional: *College is the time to start practicing your professional behaviors. Send emails like you're emailing your boss and greet your contacts properly. Be careful about making gender or marital assumptions.*

Read your emails: Class information will be sent through email. Make sure you check your school email.

Seek proper sources: If you have questions, ask the professor. They have the best information regarding assignments, due dates, expectations, and everything that will make you successful in class.

Time-management: Assignments are on D2L, with ample time to complete them. Don't wait until the last minute to start assignments in case something unexpected comes up. If you start early, it won't be late.

Use of Portable and Electronic Devices: You're an adult. Make adult decisions about your devices. **NO ONE can multitask—scientific fact.** You will miss information if you do other things on your computer or phone while listening to lecture videos.

AI Use: Assignment-by-Assignment AI Use: Different assignments call for different levels of AI involvement. Here's how to read the label on each one.

Icon	Label	One-line logic
	No AI Use	The struggle <i>is</i> the assignment
	Partial Use—Read the Fine Print	Follow directions; ask if unsure
	Use It Freely, Know Your Story	Real-world tool, but you own the outcome

What Counts as "AI Use" for Disclosure Purposes:

- You may use AI for spelling/grammar checking (e.g., Word's built-in spell-check and grammar-check tools) and to format references in APA style—no disclosure needed for these.
- For anything else—brainstorming, drafting, summarizing, editing beyond grammar, generating ideas or content, etc.—use the AI Boilerplate found on D2L, even on  assignments.

The Rule is Simple: Don't Lie to Me.

I get it—life is demanding, and school is stressful. I fully believe that when you use AI, you have a reason that feels justifiable in the moment. I'm not here to judge your reasons; I just ask that you respect our learning partnership enough not to lie about it.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

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COURSE OUTLINE / CALENDAR

Sun	Mon	Tues	Wed	Thurs	Fri
	Aug. 17	Aug. 18	Aug. 19	Aug. 20	Aug. 21
					First day of class
Aug. 23	Aug. 24	Aug. 25	Aug. 26	Aug. 27	Aug. 28
DUE: 1. Baseline Speech 2. Syllabus Quiz			IN CLASS - Introductory Personal Narrative Speech		IN CLASS - Introductory Personal Narrative Speech
Aug. 30	Aug. 31	Sept. 1	Sept. 2	Sept. 3	Sept. 4
DUE: 1. Speech Anxiety & Growth Mindset Action Plan 2. Quiz Chapter 1			IN CLASS - Analyzing Audiences		
Sept. 6	Sept. 7	Sept. 8	Sept. 9	Sept. 10	Sept. 11
DUE: 1. Analyzing Audiences 2. Quiz Chapter 2	NO CLASS - Holiday				
Sept. 13	Sept. 14	Sept. 15	Sept. 16	Sept. 17	Sept. 18
DUE: 1. Free Expression vs. Ethical Responsibility Reflection 2. Quiz Chapter 3	Lecture CATTNIPP		IN CLASS - Love It / Hate It Brainstorming Lab		
Sept. 20	Sept. 21	Sept. 22	Sept. 23	Sept. 24	Sept. 25
DUE: 1. Topic Proposal & Speech Foundation Ticket 2. Quiz Chapter 4	Librarian to talk in class about research		IN CLASS - Love It or Hate It Topic Pitch		IN CLASS - Love It or Hate It Topic Pitch
Sept. 27	Sept. 28	Sept. 29	Sept. 30	Oct. 1	Oct. 2
DUE: 1. Quiz Chapter 5					IN CLASS - Blueprint Pitch
Oct. 4	Oct. 5	Oct. 6	Oct. 7	Oct. 8	Oct. 9

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DUE: 1. Quiz Chapter 6	IN CLASS - Organizational Pattern Relay		TBA		NO CLASS - Holiday
Oct. 11	Oct. 12	Oct. 13	Oct. 14	Oct. 15	Oct. 16
DUE: 1. Transformational Speech written part 2. Quiz Chapter 7	IN CLASS – Change Speech		IN CLASS - Change Speech		
Oct. 18	Oct. 19	Oct. 20	Oct. 21	Oct. 22	Oct. 23
DUE: 1. Analyzing Audiences 2. Quiz Chapter 8					
Oct. 25	Oct. 26	Oct. 27	Oct. 28	Oct. 29	Oct. 30
DUE: 1. Analyzing Audiences 2. Quiz Chapter 9					
Nov. 1	Nov. 2	Nov. 3	Nov. 4	Nov. 5	Nov. 6
DUE: 1. Persuasive Speech to a Chosen Public written 2. Quiz Chapter 10	IN CLASS - Persuasive Speech to a Chosen Public		IN CLASS - Persuasive Speech to a Chosen Public		
Nov. 8	Nov. 9	Nov. 10	Nov. 11	Nov. 12	Nov. 13
DUE: 1. Analyzing Audiences 2. Quiz Chapter 11					
Nov. 15	Nov. 16	Nov. 17	Nov. 18	Nov. 19	Nov. 20
DUE: 1. Analyzing Audiences 2. Quiz Chapter 12					
Nov. 22	Nov. 23	Nov. 24	Nov. 25	Nov. 26	Nov. 27
DUE: 1. Analyzing Audiences 2. Quiz Chapter 13			NO CLASS - Holiday	NO CLASS - Holiday	NO CLASS - Holiday
Nov. 29	Nov. 30	Dec. 1	Dec. 2	Dec. 3	Dec. 4

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DUE: 1. Analyzing Audiences 2. Quiz Chapter 14					
Dec. 6	Dec. 7	Dec. 8	Dec. 9	Dec. 10	Dec. 11
	Final Exam: 10:30 am				

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a ETAMU campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

[instructor should insert any specific course policies]

Interaction with Instructor Statement

[To be determined by the faculty member teaching the course]

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Statement on Student Grievances

Students who have questions or concerns about the instructor's course policies or the conduct either of the instructor or a classmate should first consult with the instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History and Liberal Studies Department, Sharon Kowalsky (Sharon.Kowalsky@etamu.edu). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.etamu.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

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<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

AI Use Policy

East Texas A&M University acknowledges that there may be legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructor's guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Resources and Services](http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#)

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document and/or consult your event organizer.

Web url:

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit

www.etamu.edu/counsel



<http://telusproduction.com/app/5108.html>