

**DEPARTMENT OF ARTS AND HUMANITIES
COMM 120: PUBLIC SPEAKING
ATLANTIC CAPE COMMUNITY COLLEGE - SPRING 2016 SYLLABUS***

Instructor: M. Larry Litwin, APR, Fellow PRSA

Phone: 856-767-7730 Home Office

Email: larry@larrylitwin.com

Assignments should be emailed to litwinassignment@gmail.com

Office Hours on Campus: By appointment.

Class Day and Time: Friday 11 a.m.-1:45 p.m.

Location: B1:B102

Section: MD04 (20717)

Course Number: 120

Credit Hours: 3

REQUIRED MATERIALS [3 x 5 index cards (or 4 x 6) depending on student preference]

***The Natural Speaker* (Do not purchase until discussed during first class)**

Eighth Edition, Allyn and Bacon, 2015

Author – Randy Fujishin

OPTIONAL BOOKS

The Public Relations Practitioner's Playbook

Fourth Edition [White Cover], AuthorHouse, 2013

Author – M. Larry Litwin, APR, Fellow PRSA

The ABCs of Strategic Communication**

Second Edition [Green Cover], AuthorHouse, 2008

Author – M. Larry Litwin, APR, Fellow PRSA

*****More ABCs of Strategic Communication***

First Edition [Green Cover], AuthorHouse, 2015

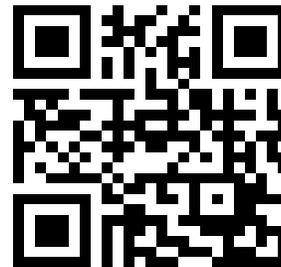
Author – M. Larry Litwin, APR, Fellow PRSA

[This \$19.95 book is free with purchase of *The ABCs*]

****The instructor reserves the right to change this syllabus at any time and for any reason at his discretion.***

Scan for contact Info:

Scan for website:



COURSE DESCRIPTION

COMM 120 – Public Speaking is designed to increase understanding of the principles and processes of communicating effectively in public settings and to facilitate the development of public communication skills. During this course, students will complete a series of speaking, listening, reading and writing assignments. Specifically, students will outline, write and deliver both informative and persuasive speeches. This course will begin with a thorough examination of the fundamentals of public speaking, including the five canons of public speaking, speech organization, and extemporaneous delivery techniques. Course assignments are designed to develop a student's understanding and abilities progressively throughout the semester.

The goal of Public Speaking 120 is to develop a positive attitude toward speech communication and to increase the student's confidence in speaking publicly. This course will focus on techniques in decreasing speaking anxiety and the importance of preparation in the development of confidence. After completing this course, students will be equipped with an understanding of public speaking and an awareness of their speaking ability (both strengths and areas for improvement).

PREREQUISITE

COMM 120 is part of the General Education curriculum and fulfills the Public Speaking requirement. A prerequisite course is required-English-080 with a minimum grade of C, English-101, or a PLACENGL test with a minimum score of 101.

CATALOG DESCRIPTION

Study of the elements of rhetoric and speech composition as applied to informative speaking; also instruction and practice of basic techniques of extemporaneous delivery.

COURSE GOALS:

Students will be able:

- To design and deliver messages appropriate to various audiences and occasions
- To communicate a clear thesis and purpose
- To research, evaluate and incorporate supporting material
- To construct and deliver organized presentations with well-developed introductions, main points, conclusions and transitions
- To employ creative and ethical language
- To deliver speeches extemporaneously using appropriate and effective vocal and physical behaviors to enhance messages such as vocal variety, articulation and movement

STUDENT LEARNING OUTCOMES (SLO):

Students will be able to:

- Analyze audiences and occasions and adapt appropriate speeches to diverse audiences and occasions.
- Develop speeches appropriately for a variety of purposes by using a traditional preparation outline.
- Appraise, evaluate and incorporate different forms of supporting material.

- Develop and demonstrate effective delivery techniques.
- Demonstrate confidence in ability to make effective oral presentations.
- Demonstrate effective listening skills.

LEARNING OBJECTIVES:

Module	Student Learning Objectives
Research and Ethics	<ul style="list-style-type: none"> • Identify non-traditional research methods for gathering information for a speech • Select effective visual aids and formulate speeches using those devices • Develop speeches from an inventory of personal experiences
Persuasion	<ul style="list-style-type: none"> • Apply the five canons of public speaking to creating, delivering and critiquing speeches • Identify the two main questions that the audience has for every presentation • Design and deliver a persuasive speech using Monroe’s Motivated Sequence
Delivery	<ul style="list-style-type: none"> • Practice proper presentation techniques by delivering five speeches • Illustrate why the non-verbal elements of a speech are often more important than the verbal elements • Use emotion and passion as a way of enhancing presentations • Evaluate personal performance on each speech as a way of improving from speech to speech • Describe the advantages of using an extemporaneous style to prepare and deliver speeches
Fundamentals of Public Speaking	<ul style="list-style-type: none"> • Develop procedures for creating an effective introduction and conclusion • Practice techniques for reducing public speaking anxiety • Summarize ways to prepare an effective outline
Informative Speaking	<ul style="list-style-type: none"> • Employ a chronological style to design and deliver a demonstration speech • Produce a compelling informative speech using engaging aspects of your cultural heritage

ASSESSMENT STRATEGIES:

Student Learning Outcomes	Assessment Strategies
Analyze audiences and occasions and adapt appropriate speeches to diverse audiences and occasions.	<ul style="list-style-type: none"> • Speeches 1-5 • Speech Critiques • Exams 1,2,3
Develop speeches appropriately for a variety of purposes by using a traditional preparation outline.	<ul style="list-style-type: none"> • Speeches 1-5
Appraise, evaluate and incorporate different forms of supporting material.	<ul style="list-style-type: none"> • Speeches 3-5
Develop and demonstrate effective delivery techniques.	<ul style="list-style-type: none"> • Speeches 1-5
Demonstrate confidence in ability to make effective oral presentations.	<ul style="list-style-type: none"> • Speeches 1-5
Demonstrate effective listening skills.	<ul style="list-style-type: none"> • Exams 1,2,3 • Speech Critiques

ATTENDANCE POLICY

Class attendance is **MANDATORY**. Communication is learned by communicating and observing others. Therefore, attendance is absolutely mandatory. Students are expected to be in class for the entirety of each meeting. The penalty guidelines are described below.

1. Students who miss class on their assigned speech day will not be permitted to make up the speech and will be given a grade of zero, unless prior arrangements have been made with the instructor or the absence is excused, (see excused absence policy).

2. Students will be permitted to miss **two class sessions. Each additional class session missed after two will reduce the student’s final grade by 20 points. Attendance will be taken at the beginning of each class. Arriving late or leaving early will result in a partial absence. If a student arrives after the roll has been called they are considered tardy and it is their responsibility to tell the instructor after class that they were present.**

PENALTY FOR LATENESS

Not only are students expected to be in class each day, but students also need to be on time. Tardiness is unprofessional and disruptive. **Attendance is defined as not only being present for the class but also being present when the roll is called until the completion of the class session.** Students who are late (tardy) will be penalized by not being allowed to make up work done in class prior to their arrival or after they leave.

Likewise, after leaving class early or arriving late twice, students will be given an absence. In other words, being tardy or leaving early twice equals an absence. If students come to class after the roll has been taken, it is their responsibility to notify the instructor after class that they were present. If students have a circumstance that they know will cause them to be late they should talk to the instructor.

EXCUSED ABSENCE POLICY

No make-up exams or other assignments will be scheduled unless arrangements are made with the instructor in advance or in emergencies where advance arrangement is not possible. In either case, **a documented valid excuse** will be required within one week of the occurrence. Approved make-up work is due the first class meeting after the student returns.

An excused absence is defined as:

1. Illness of the student or serious illness of a member of the student's immediate family
2. The death of a member of the student's immediate family
3. Trips for members of student organizations sponsored by an academic unit, trips for college classes, and for participation in intercollegiate activities
4. Major religious holidays

Repeat: I do not accept late work (including speeches) without a validated excused absence. Any make up work that is permitted is due within one week of the excused absence.

RESPONSIBILITIES OF A COMPETENT COMMUNICATOR

To build an open and professional classroom atmosphere everyone should follow certain ground rules. These rules of civility include but are not limited to:

1. **Displaying respect** for all members of the classroom community – the instructor and fellow students. Students are not permitted to walk in and out of class sessions. At least one break will be provided during class. If students have to step out during a class session they should inform the instructor they are leaving.
2. **Paying attention to and participating** in lectures, group activities, presentations and other exercises.
3. **Avoiding unnecessary disruptions** during class such as ringing cell phones (turn them off before class), text messaging, private conversations, reading newspapers/laptops/devices and doing work for other classes.
4. **Avoiding racist, sexist, homophobic, or other negative language** that may unnecessarily exclude members of our campus and classroom community

All students should give their undivided attention to each lecture and presentation. Students will receive one warning for poor behavior. After the first offense, any further disruptive behavior will result in removal from the class that day, which will affect the participation grade. Repeated offenses will result in permanent removal from the class. Students who attempt to sleep in this class will be asked to leave.

CELL PHONE POLICY

Use of cell phones, computers, devices [tablets] etc.:

In this class, we will maintain a professional level. Use the same courtesy in class as you would in the workplace concerning the use of these devices (ringers on silent, vibrate, no calls, etc.). If you must take a call, please go out into the hallway. Alert Prof. Litwin if you are expecting a call. You may take electronic notes. Once again, mention it to Prof. Litwin.

ACADEMIC OFFENSES: PLAGIARISM AND CHEATING

Plagiarism is the act of presenting the words and ideas of others as if they were the ideas of the student and without acknowledging their origin. Students are encouraged to use supporting materials in their speeches, but students should make sure credit is given to the author. Be certain you know the difference between plagiarism and fabrication. (See *The ABCs of Strategic Communication*.)

PENALTY FOR ACADEMIC DISHONESTY

Atlantic Cape Community College and the Department of Arts and Humanities are committed to the highest standards of ethical conduct and academic excellence. Any student found guilty of plagiarism, fabrication, cheating on an exam, or purchasing papers, speeches or other assignments will immediately receive a failing grade on the assignment. Falsified medical excuses and presenting another student's work fall within the guidelines of this academic integrity policy.

If students have any questions about how to properly credit sources, please contact the instructor prior to the due date of the assignment.

Students are expected to use the “Three Step Citation Method,” when citing supporting material in speeches. This means students will:

- 1. Orally state the name of the author, source, and the date the supporting material was written.**
- 2. Orally state the supporting material**
- 3. Orally restate the supporting material (statistic, expert testimony, definition, etc..) in their own words**

IF IN NEED OF HELP

If students have questions or concerns, or find certain materials or assignments difficult they should contact the instructor via email or schedule an appointment.

If students need assistance because of a learning disability, please inform the instructor. Documentation from the Office of Special Needs is required before any accommodations can be made.

COMMUNICATION AWARDS

During the spring semester, ACCC holds its annual communication awards show. The show is reflective of the Oscars and awards students for outstanding performances in communication classes. Students do not have to be communication majors to win awards. They just have to do exceptional work in communication classes. Assignments completed in this class could potentially earn a communication award at

the big show – if it is the best work for the year. For example, two awards that come from this class are "Best Debate Speech" and "Best Informative Speech."

SPEECH ASSIGNMENTS

This semester there will be five graded speech assignments. Students – for the most part – are expected to use topics of their own choice, which meet the guidelines for the specific speech assignment. Students will also be required to evaluate each other and provide feedback for each speech. Students will be assigned a critique partner for speech 3, 4 and 5. Students will use a critique form to provide feedback for their partner. Student evaluations and feedback will not affect the speaker's final speech grade.

Each speech has a time limit which has been designated to allow all class speakers to complete the assignment on schedule and to give you practice in fitting materials into a given time allotment. **Speaking too long or not long enough means your speech does not meet the requirements of the assignment.** As you prepare your speech, please allow enough time to practice orally so that you can meet these time limits. Speaking over or under the assigned time limit will result in a grade reduction. Students have a one minute grace period. **Five points will be deducted if the student's speech is more than one minute over or under the assigned time limit.**

EXTEMPORANEOUS DELIVERY

All speeches in this class are to be delivered extemporaneously. In other words, speeches may not be read verbatim from a prepared text or written manuscript. Likewise, speeches cannot be memorized from a prepared text. Students will speak from an outline, using a conversational style. Students should keep their eyes focused on the audience, glancing at the outline only when necessary. Certainly, lack of preparation or reading a speech will result in a substantial grade reduction.

Written Critique and Analysis

Self-critique and analyses are two of the most efficient ways of discovering personal strengths and areas for improvement. In this course, each student will critique speeches presented by their classmates. Critiques of classmate speeches will be written on critique sheets and completed in class. In addition, students will write two critiques of their own speeches. Each student will write two, 2-page, typed, double-spaced, speech critiques. One critique will be written after speech 1 and the second critique will be written after speech 4. The critiques must include an introduction, paragraph(s) devoted to content, organization, and delivery, as well as a conclusion. Therefore, the papers will contain at least five paragraphs. Students must provide specific examples for each variable (i.e. content, organization, and delivery). This is a critique, so the papers must have both positive comments and negative criticism for the speech. The critique will be graded on content, organization, and grammar. I expect college level writing. The point value for all critiques – including self-critiques – are on the weekly Grade Sheets provided by Professor Litwin. Critiques are an important tool for students to improve their oral communication ability.

Speech 1: Speech of Introduction (2-3 minutes) [Any Old Bag Will Do]

This introductory speech gives students an opportunity to start speaking right away and gives classmates an opportunity to learn about their peers. Students will select three items and prepare a speech based on how the three items describe them. For example, students may include an item that indicates a special interest (e.g. a tennis ball if you play tennis), or an item that symbolizes career interests (e.g. an apple for an education major). Students should make sure their visuals are larger than a driver's license or small photo, so that everyone in the class can see. Students must demonstrate that effort went in to the assignment. In other words, pulling three textbooks out of a backpack will not fill the requirement. This exercise will also help students learn how to organize a speech in a topical pattern organization – an introduction, three major points and a conclusion. Speaking from a brief outline and using no more than three, single sided index cards, students are expected to speak extemporaneously.

Speech 2-Process/Demonstration Speech (4-6 minutes)

This is an informative speech in which students demonstrate a process by illustrating or explaining a sequence of events or actions that lead to a specific product or result. A chronological organization pattern should be used along with a visual aid. You are required to use extemporaneous delivery, speaking from a brief outline using no more than three, single-sided, 3 x 5 index cards.

Speech 3-Speech of Information and Diversity (4-6 minutes)

This is an informative speech in which students use supporting materials that go beyond personal opinion or knowledge. In this speech, students will inform classmates about their cultural heritage. Students are to cite no fewer than three different sources and use three or more types of amplification or supporting materials. This speech should be organized in a topical organizational pattern, broken into three main points. Students are required to speak extemporaneously using no more than five, single-sided, 3 x 5 index cards. Students will also critique fellow class members.

Speech 4-Speech of Point and Counterpoint [Debate] (5-7 minutes)

This is a persuasive speech in which students will present a case and attempt to form, reform, or reinforce listeners' attitudes, beliefs, or values about an issue. Students will be paired with a research partner to research and prepare two different speeches, advocating opposite sides of the same issue. Although students are encouraged to share research and prepare the speech together to insure a clash, students are graded individually for the oral presentation. This speech will be organized using statements of reasons. Students are required to present within the time limit, speaking extemporaneously from an outline on no more than **five**, single sided, 3x5 note cards. Students are to cite no fewer than **four** different sources and use **three** or more types of amplification or supporting materials. **PowerPoint is required for this speech.** Groups can prepare **PowerPoints** together or separately. The **PowerPoint** presentation should include at least one chart or graph and one slide containing a bulleted list. Students will critique fellow class members.

Speech 5-Call to Action Speech (6-8 minutes)

This persuasive speech uses Monroe's Motivated Sequence organizational pattern. This is a service learning project where students may elect to contribute two dollars to a fund collected at the end of the semester. Each student will develop a call to action speech persuading the class to donate the collected fund to an organization/charity. Students will use **Monroe's Motivated Sequence** to motivate the audience to choose their cause

or charity. The class will vote on the best persuasive speech, and if students choose they may donate money to the winning charity/organization during the final week of the semester. Students should develop each step of the **motivated sequence** incorporating at least **four** sources and **three** different types of support. Topics should be cleared by your instructor prior to the speech delivery date. Students are required to speak extemporaneously using no more than **six**, single-sided, 3 x 5 index cards.

OUTLINES

Outlines are **required** for each of the graded speeches. **Late outlines will not be accepted.** The outline should include: specific purpose, thesis (central idea), a sentence outline of the speech, a list of sources used in the preparation for the speech, and any additional information the instructor may assign. Professor Litwin will provide the outline for speeches, 1-4 (Page 66 In Fujishin book) It should be used. **Preparation outlines are due no later than immediately prior to presenting a speech.** Outlines and other written work must be typed on 8 ½ by 11 paper. **Late outlines will not be accepted. Work that is not typed will not be accepted.**

On the day of your presentation, please bring 1.) Typed speech outline, 2.) Any note cards or visual aids used for speech

WRITTEN WORK

In addition to the speeches, students will be graded on written homework assignments required by the instructor throughout the semester. These assignments will include written, personal critiques of students’ own speeches, as well as their peers. Students will also view and critique the presentation of a professional speaker.

EXAMINATIONS

Three examinations will be given. Examination dates are listed on the attached daily schedule.

ADA ACCOMMODATIONS

ADA accommodations for disabilities can be provided to students who provide documentation to Atlantic Cape’s Disability Support Services (DSS) office. A licensed healthcare professional must provide this documentation and it must be current within the last five years. No accommodations can be provided for a course unless a student is first registered with the DSS office. For more information, please contact Lucy McGlynn (email: lmcglynn@atlantic.edu and/or phone: 609-343-5090).

ASSIGNMENT	POINTS	PERCENTAGE	DESCRIPTION	LENGTH	DUE DATE
SPEECH 1: Speech of Introduction	25	5%	This is an informative speech in which students will select three items, place them in a bag, and prepare a speech based on how the	2-3 Minutes	Feb. 5

			three items describe them.		
SPEECH 2: Process/Demonstration Speech	50	10%	This is an informative speech in which students demonstrate a process by illustrating or explaining a sequence of events or actions that lead to a specific product or result. A chronological organizational pattern should be used for this speech.	4-6 Minutes	Feb. 26
SPEECH 3: Speech of Information and Diversity	75	15%	This is an informative speech in which students will use supporting material that will go beyond personal knowledge.	4-6 Minutes	March 11
SPEECH 4: Speech of Point/Counterpoint	100	20%	This is a persuasive speech in which students will present a case and attempt to reform or reinforce listeners' attitudes, beliefs, or values about an issue. This speech should be organized in a statement of reasons organizational pattern.	5-7 Minutes	April 1 , April 8
SPEECH 5: Call to Action	125	25%	This persuasive speech uses Monroe's Motivated Sequence organizational pattern.	6-8 Minutes	April 22, April 29
EXAMS 1,2,3	75	15%	Exams will cover concepts,	25 Points each	Feb. 12, March 4, May 13

			terms, and organization methods discussed in class lecture. Exams will be in short answer/essay format.		
*Participation/Homework	50	10%	Students will be rewarded for thoughtful, careful insights and questions. This also includes written speech critiques and other in class activities.		Self-Critiques Due within one week after they are posted on Blackboard. Partner-Critiques are due at start of following class. Home work may be emailed to: litwinassignment@gmail.com

*This includes written personal speech critiques

**Written outlines are worth 10% of the total speech grade.

GRADING SCALE

Total Points=500

A = 470- 500

A⁻ = 450- 469

B⁺ = 435- 449

B = 420- 434

B⁻ = 400- 419

C⁺ = 385-399

C = 350- 384

D = 300- 349

F= Below 300

Final Grades will be based on this grading scale:

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
70-76	C
60-69	D
59-Below	F

Grade	Grade Point Value	Definition
A	4.0	Superior
A-	3.7	
B+	3.3	
B	3.0	Good

B-	2.7	
C+	2.3	
C	2.0	Average
D	1.0	Passing
F	0.0	Failure

No one is guaranteed any particular grade in this class. Grades will be awarded according to the level of mastery of the concepts and assignments. C's go to students who complete the work in an adequate and competent manner. B's go to students who are well above average. A's go to students who do exceptional work. Obviously, D's and F's go to students who do below average work.

MEETING	DATE	TOPIC	READING	ASSIGNMENTS
1	Jan. 22	Intro to Course/Syllabus <ul style="list-style-type: none"> Developing Confidence Let's talk... Elevator speech No. 1 	Chapter 1, 2 (will be explained in class)	Read Chapters 1,2 (will be explained in class)
2	Jan. 29	Components of Communication <ul style="list-style-type: none"> Giving Your First Speech Topic/Purpose Outlining Organizing Speech 1: Overview 	Chapter 3, 6	Handout: Shannon and Weaver Model Speech Preparation Questionnaire Group Activity Completed in Class
3	Feb 5	SPEECH: Bag Speech	Read Chapters 3, 6 Handout: Outlining and Elements of Intro/Conclusion	Speech Preparation Questionnaire Group Activity Completed in Class
4	Feb. 12	Exam One	Chapter 4	Exam 1
5	Feb. 19	LECTURE: <ul style="list-style-type: none"> Delivery Practice Visual Aids (overview) Demo/Process Speech 2 Overview 	Chapter 5	Speech 1 Critique One assigned
6	Feb. 26	<ul style="list-style-type: none"> SPEECH 2: Demonstration/Process Speech 	NONE	Demonstration/Process Speech
7	March 4	LECTURE: <ul style="list-style-type: none"> Visual Aids Cont. Research/Ethical Speeches Informative Speaking Speech 3 Overview Review for Exam 2	Chapter 7, 8	Review for Exam II
8	March 11	SPEECH 3: Speech of Information and Diversity <ul style="list-style-type: none"> Exam 2 		Speech 3
9	March 25	Lecture <ul style="list-style-type: none"> Persuasive Speaking Five Canons of Rhetoric Aristotle's Persuasive Proofs. 	Chapter 9	Exam 2

		<ul style="list-style-type: none"> If time permits, the second half of class will be reserved for library research. 		
10	April 1	SPEECH 4: Speech of Point and Counterpoint		Point/Counterpoint Speech
11	April 8	SPEECH 4: Speech of Point and Counterpoint		Point/Counterpoint Speech
12	April 15	<ul style="list-style-type: none"> Monroe’s Motivated Sequence Maslow’s Hierarchy of Needs Speech 5 Overview 		Assign Final Critique
13	April 22	SPEECH 5: Call to Action Speech	Chapter 10	Video: Persuaders Final Critique Due
14	April 29	SPEECH 5: Call to Action Speech		
15	May 6, May 13	Elevator Speech No. 2 Final Exam		Final Exam

Criteria Used for Evaluating Speeches

The *average speech* (grade C) should meet the following criteria:

1. Conform to the kind of speech assigned—informative, persuasive, etc.
2. Be ready for presentation on the assigned date
3. Conform to the time limit
4. Fulfill any special requirements of the assignment—preparing an outline, using visual aids, conducting an interview, etc.
5. Have a clear specific purpose and thesis
6. Have an identifiable introduction, body, and conclusion
7. Show reasonable directness and competence in delivery
8. Be free of serious errors in grammar, pronunciation, and word usage

The *above average speech* (grade B) should meet the preceding criteria and also:

1. Deal with a challenging topic
2. Fulfill all major functions of a speech introduction and conclusion
3. Display clear organization of main points and supporting materials
4. Support main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency
5. Exhibit proficient use of connectives—transitions, internal previews, internal summaries, and signposts

6. Be delivered skillfully enough so as not to distract attention from the speaker's message

The *superior speech* (grade A) should meet all the preceding criteria and also:

1. Constitute a genuine contribution by the speaker to the knowledge or beliefs of the audience
2. Sustain positive interest, feeling, and/or commitment among the audience
3. Contain elements of vividness and special interest in the use of language
4. Be delivered in a fluent, polished manner that strengthens the impact of the speaker's message

The *below average speech* (grade D or F) is seriously deficient in the criteria required for the C speech. Furthermore, the below average speech (grade D) is deficient in the following ways:

1. It fails to clearly conform to any of the patterns of organization.
2. It is delivered in a way that ignores the audience (e.g., it is read to the audience).
3. It fails to conform to the time limit.
4. It fails to use or cite supporting materials as required by the assignment.
5. It fails to use visual aids as required by the assignment.

The *below average speech* (grade F) is seriously deficient and is characterized by one or more of the following:

1. It is not delivered on the day assigned and the speaker has not contacted his/her instructor prior to class.
2. It has serious ethical flaws such as plagiarizing another person's speech, using sources without proper citation, or manufacturing support material and citations.
3. It does not correspond to the definition of the assignment (e.g., it is persuasive when the assignment calls for an informative speech).
4. It does not come close to conforming to the time limit.
5. It insults, humiliates, or demeans the audience or members of the community at large or is in other ways inappropriate for a presentation in a university classroom.

Source: Lucas, S. E. (2008). *Instructor's Manual for The Art of Public Speaking*. Boston: McGraw Hill.