

South Plains College
Fall 2018 Public Speaking
SPCH 1315.012 (Mondays 6:00-8:50 pm at Reese campus)
SPCH 1515.015 (Wednesdays 5:30-8:20 pm at Lubbock Campus)

Instructor: Nicole White

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Office Hours: M-F 8:00-3:30 or by appointment

Textbook: *Speakers Primer, 2nd Edition*, by Valenzano, Braden and Broeckelman-Post, ISBN: 978-1-68036-321-0

Supplies:

1. Spiral and pen for notes
2. Choice of sensory aid materials for oral presentations
3. Folder with clasps and pockets
4. Access to the Internet. Access to Google Docs would also be helpful.
5. Notecards (3x5) allowed during some speeches.

Description:

Research, composition, organization and delivery of speeches for various purposes and occasions with emphasis on listening analysis and informative and persuasive techniques. (Performance Based)

Course Requirements:

1. You will be tested on class lecture/discussion materials on scheduled exams.
2. Take thorough notes and study all lecture material, informational handouts, and assigned readings.
3. Actively participate in class discussions and group activities.
4. Show maturity and professionalism in preparation of assignments and in classroom behavior.
5. Show courteousness to fellow classmates/speakers.
6. Initiate consultations with the instructor whenever assistance is needed regarding class assignments.
7. Appropriately cite information obtained from other sources. Cases of plagiarism will be treated as will any case of academic dishonesty, with at least a failing grade for the assignment or examination.
8. Initiate withdrawal from the course if absences become excessive. Your professor will drop you from the course if you miss more than two weeks' worth of class. (3rd absence for classes meeting once a week)
9. A student cannot pass the course if s/he does not complete two major grades.
10. All presentations and assignments must be prepared and given in a language (English) that the instructor and classmates can understand.

Grading Policy:

Speech 1315 uses a 40/60 grading policy in which at least 40% of the course grade will be made up of speeches and presentations. My class is a 50/50 split of speeches and other grades. The total number of points you can earn in this class is 1000 points

895-1000 pts = A

795-894 pts = B

695-794 pts = C

595-694 pts = D

0-594 pts = F

<u>DAILY GRADES 25%</u>	POINTS
Peer Critique- Introduction Speech	25
Peer Critique –Informative Speech	25
Peer Critique – Persuasive Speech	25
Self Critique – Introduction Speech	25
Self Critique – Informative Speech	25
Self Critique – Persuasive Speech	25
Group Evaluations (5x10 pts each)	50
Discussion Boards (3x5 pts each)	15
Enrichment Assignments	35
Total	250 pts
<u>MAJOR GRADES 65%</u>	
Exam 1	50
Exam 2	50
Exam 3	50
Introductory Speech & Outline	100
Informative Speech & Outline	100
Persuasive Speech & Outline	100
Group Speech & Outline	100
Commemorative Speech & Outline	100
Total	650 pts
<u>FINAL EXAM 10%</u>	
Impromptu Speech	100 pts
<i>Possible Extra Credit (Ted Talk)</i>	<i>25 pts</i>
Total Points	1000 Points

Important Notes:

- Students with perfect attendance will be exempt from the final exam!
- Students who have earned 800 pts and have no more than 1 absence will be exempt from the final exam!
- Students need to bring their material to class and take notes.
- Cell phones should be on silent and never a distraction.
- Laptops are allowed with instructor permission only.
- No tobacco products are allowed in the classroom.
- The last day to drop is November 15th.
- Please do not message me through Blackboard.

Make-up policy:

*** ONLY 1 Speech can be made up.

- Speeches or Exams may be made up on a specified day IF the absence is excused (school trip, death in the family, sickness with a doctor's note)...this is up to the instructor's discretion and is done on an individual basis only.
- **Missing Speech will result in lowering that speech grade by 25 points.**
- **If you do not complete two major or final grades (Speech or Exam), you will be dropped from the class or take an F at the end of the semester.**
- Late papers will NEVER receive more than half credit. If you are absent and an assignment is due, it still must be received by the deadline date and time.
- Assignments are due by NOON pm on the designated due date. All late work must be turned in before the last week of regularly scheduled class (the week before finals week) or it will not be accepted.

Mrs. White's Attendance/Tardy Policy:

- A student may be dropped from the course on his/her 3rd absence. If you are not dropped, the 3rd absence will result in 10 points being deducted from your participation grade and 5 points deducted for every absence after that.
- Two tardies equal one absence. Arriving more than 10 minutes late is considered a tardy.
- Sleeping in class constitutes an absence.

Class Attendance

Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting.

Students who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy.

It is the student's responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

Academic Honesty

It is my expectation and the institution's that appropriate citation and documentation is given for materials and information obtained from other sources. Cases of plagiarism will be treated, *as will any case of academic dishonesty*, with at least a failing grade for the assignment/examination. In addition, the student may be dropped from the course with a failing grade. *See the SPC Student Handbook for more information.*

Disability Statement

ADA Statement - Levelland Campus

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability. For more information, call or visit the Disability Services Office in the Student Health & Wellness Office, 806-716-2577.

Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations,

you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Chris Straface, Director of Health and Wellness, at 806/716-2362 or email cstraface@southplainscollege.edu for assistance.

Campus Concealed Carry

South Plains College permits the lawful carry of concealed handguns in accordance with Texas state law, and Texas Senate Bill 11. Individuals possessing a valid License to Carry permit, or the formerly issued Concealed Handgun License, may carry a concealed handgun at all campus locations except for the following.

Natatorium

For a complete list of campus carry exclusions zones by event, please visit <http://www.southplainscollege.edu/campuscarry.php>

Student Learning Outcomes/Competencies

1. Communication Process:

The student on exams will be able to demonstrate mastery of the following competencies/activities:

- 1.1 Define communication and demonstrate an understanding of the foundational models of communication.
- 1.2 Recall and discuss the personal, professional and public benefits of studying public speaking.
- 1.3 Recognize and distinguish between the elements of the communication process.
- 1.4 Discuss differences between oral and written communication channels.
- 1.5 Define and distinguish between intrapersonal, interpersonal, group, public and mass communication.
- 1.6 Identify how frames of reference differences such as culture, ethnicity and gender influence communication.

2. Verbal/Vocal

The student while giving speeches and writing evaluations will be able to demonstrate mastery of the following competencies/activities:

- 2.1 Identify and provide alternatives for excessively vague or jargon-filled language and evaluate when it is appropriate to use them.
- 2.1 Detect biased, sexist, and inflammatory language, and replace it with more neutral terms.

2.3 Utilize proper grammar and lessen filler statements.

2.4 Vocalize variety in pitch, rate, volume, rhythms and tones.

3. Nonverbal

The student while giving speeches and writing evaluations will be able to demonstrate mastery of the following competencies/activities:

- 3.1 Explain the importance of nonverbal messages.
- 3.2 Define the different areas of nonverbal communication.
- 3.3 Identify personal nonverbal behaviors that help or hinder communication effectiveness and develop alternative behaviors as necessary.

4. Listening

The student during exams, while giving speeches and writing evaluations will be able to demonstrate mastery of the following competencies/activities:

- 4.1 Discern the differences between hearing and listening.
- 4.2 Discuss the benefits of listening effectively.
- 4.3 List reasons for poor listening.
- 4.4 Plan methods as a speaker to decrease listening barriers for an audience member.
- 4.5 Describe how to become a more effective listener.
- 4.6 Practice effective listening skills.

5. Public Speaking (informative and persuasive speeches)

The student while giving speeches and writing evaluations will be able to demonstrate

mastery of the following competencies/activities:

- 5.1 Conduct an analysis of the speaking situation for a specific presentation and describe how relevant situational factors should influence the approach of a presentation.
- 5.2 Define the general purposes for speaking.
- 5.3 Formulate specific thesis statements for presentations.
- 5.4 Conduct research for developing a speech topic.
- 5.5 Develop the body of a presentation, choosing the most appropriate organizational pattern whether informative or persuasive in nature.
- 5.6 Identify the purpose and placement of transitions, and will be able to select appropriate transitions to be used in presentations.
- 5.7 Name the content and functions of introductions and conclusions.
- 5.8 Construct appropriate introductions and conclusions to match the body of presentations.
- 5.9 Explain the functions of verbal and sensory support in presentations.
- 5.10 Develop and present the best support to add interest, to clarify, and prove a given point.
- 5.11 Demonstrate when and how to use sensory aids.
- 5.12 Select and demonstrate the most effective medium to present a given sensory aid in a presentation.
- 5.13 Develop and use a set of speaking notes that enhance delivery.
- 5.14 Deliver brief, impromptu remarks effectively.
- 5.15 Deliver extemporaneous presentations that follow the guidelines for nonverbal, verbal, and vocal behavior.
- 5.16 Respond effectively to questions arising from presentations.
- 5.17 Identify audience needs and the evidence necessary to form and support a persuasive claim.
- 5.18 Effectively evaluate peer and self-presentations according to critique guidelines.
- 5.19 Assess and manage communication apprehension.

5.20 Demonstrate effective usage of technology when researching and/or presenting speeches.

6. Special Occasion Speeches

The student while giving speeches and writing evaluations will be able to demonstrate mastery of the following competencies/activities:

- 6.1 Prepare and present a speech of introduction.
- 6.2 Present or accept an award.
- 6.3 Prepare a speech of tribute and a speech of welcome.

7. Small Groups

The student while taking exams, giving speeches and writing evaluations will be able to demonstrate mastery of the following competencies/activities:

- 7.1 Explain the characteristics of small groups, and express the advantages and disadvantages of group presentations.
- 7.2 Demonstrate the steps in preparing and delivering a team presentation.
- 7.3 Control a public forum after the team presentation.

Week of 2018	Activities
WEEK 1 August 27-31	Syllabus; Pre-Test; Group Speed Meeting Activity; Who Am I? Example Presentation and Assignment; Chapter 1 – Understanding Public Communication
WEEK 2 September 3-7	No class on Labor Day Monday ; Speech Day Etiquette; Who Am I? Speech Presentations; Chapter 2 – Speech Anxiety; Online PRCA
WEEK 3 September 10-14	Chapter 3 – Speaking and Ethics; Chapter 4 – Speaking in and to Different Disciplines;
WEEK 4 September 17-21	Chapter 5 – Culture and Diversity; Chapter 8 – Audience Analysis
WEEK 5 September 24-28	Exam 1 (Chapters 1-5, 8) ; Chapter 21 – Group Presentations
WEEK 6 October 1-5	Chapter 6 – Topic Selection; Chapter 14 – Informative Speeches
WEEK 7 October 8-12	Chapter 7 – Research and Preparation; Chapter 13 - Reasoning
WEEK 8 October 15-19	Chapter 11 – Outlining; Chapter 12 – Introductions, Conclusions, and Connective Statements; Chapter 20 - Practice
WEEK 9 October 22-26	Informative Speeches
WEEK 10 Oct. 29-Nov. 2	Exam 2 (Chapter 6-7, 11-14, 20-21) Halloween Week
WEEK 11 November 5-9	Chapter 18 – Language; Chapter 19 – Delivery; Chapter 10 – Context and the Speech Situation
WEEK 12 November 12-16	Chapter 15 – Persuasive Speaking; Chapter 9 – Supporting Materials; Chapter 17 – Presentation Aids
WEEK 13 November 19-23	Exam 3 (Chapter 9-10, 15, 17-19) Thanksgiving Week
WEEK 14 November 26-30	Persuasive Speeches; Chapter 16 – Commemorative Speeches
WEEK 15 December 3-7	Commemorative/Toast Speeches; Exam Review
WEEK 16 December 10-14	FINAL EXAMS (Impromptu Speeches)