

**SPCH 1315.205 Public Speaking  
Course Outline and Assignment Due Dates  
SPRING 2017**

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<b>OFFICE HOURS (Come see me for any reason)</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">Mon.</td> <td style="width: 20%;">Tue.</td> <td style="width: 20%;">Wed.</td> <td style="width: 20%;">Thu.</td> <td style="width: 20%;">Fri.</td> </tr> <tr> <td>11:00-12:00</td> <td>11:00-12:00</td> <td>10:00-12:00</td> <td>11:00-12:00</td> <td>9:00--12:00</td> </tr> <tr> <td></td> <td>2:30—3:30</td> <td></td> <td>2:30—3:30</td> <td></td> </tr> </table>	Mon.	Tue.	Wed.	Thu.	Fri.	11:00-12:00	11:00-12:00	10:00-12:00	11:00-12:00	9:00--12:00		2:30—3:30		2:30—3:30		Or By Appointment
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<b>TEXT AND WEB RESOURCES</b>	<u>The Speaker's Primer</u> by Valenzano, Braden, Broeckelman-Post ISBN: 978-159871620-7 <b>Forms, Assignments, Resources on Blackboard</b>	<b>Book required</b>															

**Schedule**

(Subject to minor changes)

<u>TOPIC/READING</u>	<u>ASSIGNMENTS</u>	<u>DUE DATES</u>
<b>Unit One</b>		
Understanding Public Communication (Ch. 1)	Student Information & Student Agreement Form -----	Tu, 01/24
Speech Anxiety (Ch. 2)	Outlining Exercise -----	Tu, 01/24
Speaking & Ethics (Ch. 3)	Scrambled Outline Assignment/Impromptu -----	Th, 01/26
Organizing & Outlining Presentation (Ch.10)	Outline—"Who Am I" speech-----	Tu, 01/31
Intro's, Concl'ns, & Conn've Statements (Ch.11)	<b>"Who Am I?" Speeches (2-3")</b> -----	Th, 02/02
	<b>Exam #1 (Ch. 1, 2, 3 10, 11)</b> -----	<b>Th, 02/09</b>
Supporting Materials (Ch. 8)	Library Visit/ Library Assign't & SmartStarts due -----	Th, 02/16
Research & Preparation (Ch. 6)	Library Assignment due-----	Tu, 02/21
Audience Analysis (Ch. 7)	Informative Speech Video Viewing exercise-----	Tu, 02/21
Context & Speech Situation (Ch. 9)	<b>Exam #2 (Ch. 5, 6, 7, 8, 9)</b> -----	<b>Th, 02/23</b>
Selecting a Topic & Purpose (Ch. 5)		
<b>Unit Two</b>		
Informative Speeches (Ch. 13)	Citing Sources Orally exercise-----	Tu, 02/28
Delivering Speeches (Ch.18)	Topic/Thesis Assignment/Outline-----	Th, 03/01
Choosing Your Words (Ch.17)	<b>Informative Speeches (4-6")</b> -----	<b>Tu, 03/07-Th, 03/09</b>
Presentation Aids (Ch. 16)	<b>Exam #3 (Ch. 13, 16, 17, 18)</b> -----	<b>Th, 03/23</b>
<b>Unit Three</b>		
<b>!!! SPRING BREAK!!!! MARCH 13—17TH GO HOME, EAT, SLEEP, ETC., AND COME BACK SAFE!!!</b>		
Persuasive Speeches (Ch. 14)	Persuasive Exercise-----	Th, 03/30
Working & Presenting as a Group (Ch.20)	Team Activity-----	Th, 04/06
	Motivated Sequence Worksheet due-----	Th, 04/13
	<b>Persuasive Team Pres'n (10-12")</b> -----	<b>Tu, 04/18</b>
Commemorative Speeches (Ch. 15)	Individual Persuasive Speech-----	Tu, 04/25-27
<b>Final Exam (Comprehensive); Post Test</b> -----		<b>Th, 05/04</b>
Last Day to Turn in Extra Credit-----		Fr., 05/05
<b>Final Oral Presentation—Commemorative Speeches</b> -----		<b>Th., 05/11; 8:00—10:00 am</b>

**Important Notes**

- You are responsible for all your own work, attendance, and participation.
- Being asked to leave class will result in an absence and ineligibility to take exam or give speech
- Your instructor will administratively drop you for excessive absences and/or disciplinary reasons.
- Students with perfect attendance (or just one absence) for entire semester will receive 10 bonus points added to written final exam grade. **Fifth absence** will deduct 10 pts., and **may result in being dropped** from the course with either an 'X' or 'F' by instructor discretion.
- All assignments, except speeches must be turned in by 2:30 p.m. on the day the assignment is due.
- If unprepared on speech day, you will receive a '0' for the speech unless excused by the instructor.
- If you are late to class, it is **your** responsibility to be sure you are counted late, not absent.
- **Last day to drop: Th., April 27<sup>th</sup>**
- **\*\* Failure to submit any 2 major assignments (as defined by the instructor) will result in a failing grade for the course.**

## Grade Points Worksheet SPCH 1315 Public Speaking

Unit	Total Point Value	Your Earned Points	
<b>Unit One</b>			
Outline – “Who Am I” speech	30	_____	
“Who Am I?” speech**	50	_____	
Exam #1**	100	_____	
Exam #2**	100	_____	
		_____	<b>Unit total = 280</b>
<b>Unit Two</b>			
Informative Topic /Thesis Assign’t	50	_____	
Informative speech**	100	_____	
Thesis Statement Exercise	25	_____	
Library Ex’s	50	_____	
Exam #3**	100	_____	
		_____	<b>Unit Total = 325</b>
<b>Unit Three</b>			
Group Presentation**	100	_____	
Team Packet**	50	_____	
Team Activity	50	_____	
Persuasion Exercise	50	_____	
		_____	<b>Unit Total = 250</b>
<b>Final Exam/Speech</b>			
Commemorative Speech**	75	_____	
Final Exam**	100	_____	
		_____	<b>Unit Total = 175</b>
<b>Daily/Participation Points</b>			
Participation	75	_____	
SmartStarts	60	_____	
Post Test**	100	_____	
“Why I don’t Have My Homework”	25	_____	
Citing Sources Orally exercise	25	_____	
Student Agreement	50	_____	
Peer Critic (5 @ 20 pts)	100	_____, ___, ___, ___, ____	
Self Evaluation (4 @20 pts)	80	_____, ___, ____	
		_____	<b>Participation Pts. = 515</b>
<b>Total Pts</b>	<b>1545</b>	_____	

Other miscellaneous points may be added during semester to final total grade, generally in 5 point increments for attendance on day with especially low attendance, or when everyone in class is present (excluding exam and presentation dates). Extra credit assignments may be discussed individually.

Absence on speech days results in 10 point deduction per absence from Participation Points\*\*\*

\*\*Failure to submit any 2 major assignments (as defined by the instructor) may result in a failing grade for the course.

**Grade Points: 1545--1391= A; 1390--1236 = B; 1235—1082 = C; 1081--927 = D; 926-lower= F**

**Point Spread per Assignment—**

Who Am I? 50-42 = A; 41-33 = B; 32-28 = C; 27-21 = D; 20- below = F

Demonstration 75 – 65 = A; 64 –55 = B; 54 – 47 = C; 46 –40 = D; 30 – below = F

Informative/Persuasive /Exams 100-90 = A; 89-80 = B; 79–70 = C; 69–60 = D; 59-below = F

Group Presentation 100 - 125 = A; 124 – 104 = B; 103 – 83 = C; 82 –72 = D; 71 – below = F

Other miscellaneous points may be added during semester to final total grade, generally in 5 point increments for attendance on day with especially low attendance, or when everyone in class is present (excluding exam and presentation dates). Extra credit assignments may be discussed individually.

## **COURSE SYLLABUS**

### **SPCH 1315 Public Speaking**

#### **Course Purpose:**

The Public Speaking course explores and applies the basic principles of effective communication and offers the student practical instruction on how to speak effectively in public.

#### **Required Materials:**

- Text
- Notebook(s) and pen/pencil.
- Notecards—may be 3 X 5 or 4 X 6
- Choice of sensory aid materials for oral presentations.
- Access to computer and Internet

#### **Student Responsibilities:**

- Thorough note taking, reading, and study of all lecture material, class discussion and activities, informational handouts, and assigned readings.
- Active participation in class discussions and group activities.
- Speeches must be delivered orally in language understandable to students and instructor.
- Maturity and professionalism in preparation of assignments.
- Courtesy to fellow classmates/speakers.
- Initiate consultations with the instructor whenever assistance is needed regarding class assignments.
- Initiate withdrawal from the course if absences become excessive.

For both oral and written assignments and presentations, it is expected that appropriate citation be given for 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.

#### **Instructor Responsibilities:**

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.

#### **Attendance and Tardy Policy:**

All students enrolled for this course are required to attend class regularly, be on time, and remain until dismissed. Roll will be taken at each class meeting. If a student is tardy, he/she must see the instructor after class to have the absence mark removed. Two (2) tardies in a M-TR class will constitute an absence. If a student leaves class prior to dismissal of the class, he/she may be counted absent. Whenever absences become excessive and, in the instructor's opinion, minimum course objectives cannot be met due to absences, the student should initiate withdrawal from the course. The instructor may or may not administratively withdraw a student due to excessive absences. Please verify your instructor's policies on absences and drops/withdrawals. Students are responsible for all class work covered during absences from class, even in cases in which they are able to satisfy the instructor that the absence was unavoidable.

#### **The department abides by this policy and enforces the following guidelines established for SPCH 1315:**

##### **Monday/Wednesday--Tuesday/Thursday Classes:**

More than four absences will be considered excessive.

Your **fifth** absence will **lower** your final course total by 10 points; should consult with instructor to consider dropping class

Each subsequent absence will lower your final course total by 5 points.

##### **Monday – Thursday (Summer) Classes:**

Your third absence will lower your final course total by 10 points.

Each subsequent absence will lower your final course total by 5 points.

More than six absences will be considered excessive and if, in the instructor's opinion, minimum course objectives cannot be met due to absences, the student should withdraw from the course.

#### **Make-Up Policy:**

Make-up assignments are NOT guaranteed. 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 within a reasonable amount of time. If a student must be absent to represent the college, she/he should advise the instructor beforehand and should have a signed permit from his/her coach or sponsor. In such cases, it is the student's responsibility to complete work missed within a reasonable amount of time as determined by the instructor. Each student must make an appointment with the instructor to make arrangements for make-up work. Late daily work will not be accepted. An absence on the day in which you are scheduled for oral

presentations or examination, may result in a grade of zero for the assignment. If according to the instructor's discretion, the student is allowed to make-up such a presentation, the student will automatically receive a grade drop of one whole letter grade for the assignment (that is, if you give an "A" presentation, you will receive a "B"). Make-up work must be completed by week after end of unit. Failure to submit any two major assignment (as defined by the instructor) may result in a failing grade for the course.

### **Grading Standards:**

Course grade will be assessed according to the completion of the following using the approximate percentages noted:

Major Grades - Exam, Presentations	60%
Daily Grades - Homework Assignments, Peer Critiques, Class Participation	20%
Final - (Written & Oral averaged together)	20%

### **Course Objectives:**

#### **Communication Process**

The student will be able to:

- Define communication.
- Recall and discuss the personal, professional and public benefits of studying public speaking.
- Recognize and distinguish between the elements of the communication process.
- Discuss differences between oral and written communication channels.
- Define and distinguish between intrapersonal, interpersonal, group, public and mass communication.

#### **Verbal**

The student will be able to:

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

#### **Nonverbal**

The student will be able to:

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

#### **Listening**

The student will be able to:

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

#### **Public Speaking**

The student will be able to:

- Conduct an analysis of the speaking situation for a specific presentation and describe how relevant situational factors should influence the approach of a presentation.
- Define the general purposes for speaking.
- Formulate specific thesis statements for presentations.
- Conduct research for developing a speech topic.
- Develop the body of a presentation, choosing the most appropriate organizational pattern whether informative or persuasive in nature.
- Identify the purpose and placement of transitions, and will be able to select appropriate transitions to be used in presentations.
- Name the content and functions of introductions and conclusions.
- Construct appropriate introductions and conclusions to match the body of presentations.
- Explain the functions of verbal and sensory support in presentations.
- Develop and present the best support to add interest, to clarify, and prove a given point.

- Demonstrate when and how to use sensory aids.
- Select and demonstrate the most effective medium to present a given sensory aid in a presentation.
- Develop and use a set of speaking notes that enhance delivery.
- Deliver brief, impromptu remarks effectively.
- Deliver extemporaneous presentations that follow the guidelines for nonverbal, verbal, and vocal behavior.
- Respond effectively to questions arising from presentations.
- Identify audience needs and the evidence necessary to form and support a persuasive claim.
- Effectively appraise peer and self-presentations according to critique guidelines.
- Assess and manage communication apprehension.

### **Small Groups**

The student will be able to:

- Explain the characteristics of small groups, and express the advantages and disadvantages of group presentations.
- Demonstrate the steps in preparing and delivering a team presentation.

### **Special Occasion Speeches**

The student will be able to:

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

## CAMPUS GUIDELINES FOR THE REESE CENTER

### CHILDREN ON CAMPUS

Many of the students attending classes at South Plains College are also parents who value the opportunity to participate in higher education. Sometimes students are faced with the decision of whether to remain at home with their children, bring children with them to class, or be absent from class. The following guidelines address concerns for the safety of children on campus and provide for an environment conducive to learning:

1. Students are not allowed to bring children to class and will be asked to leave in the interest of providing an environment conducive for all students enrolled in the class. Students are responsible for adherence to the attendance requirements set forth by the instructor in the course syllabus.
2. Children may not be left unattended. In order to provide for the safety of children on campus, parents or other guardians are responsible for supervising children while utilizing services or conducting business on campus.
3. Disruptive children will not be allowed to interfere with college business. Parents or other guardians are responsible for supervising and controlling the behavior of children they have brought on campus.

### AMERICANS WITH DISABILITIES ACT STATEMENT

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 to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611. (Rev. Fall, '16)

### 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.

(\*Developed by the Title III summer 2001 participants as part of the training opportunity, May-June 2001, South Plains College.)

### GENERAL SAFETY ON CAMPUS

South Plains College recognizes the importance of safety on campus. The protection of persons and property is a responsibility which we all share. Personal safety begins with the individual. The following guidelines are intended to assist you in protecting yourself and to encourage practices that contribute to a safe environment for our campus community.

- Never leave your personal property unsecured or unattended.
- Look around and be aware of your surroundings when you enter and exit a building.
- Whenever possible, avoid walking alone, particularly after dark. Walk to your vehicle with other class members.
- Contact Campus Police, or the Office of the Provost to report all crimes, accidents, or unsafe conditions.
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### FOOD AND DRINK IN CLASSROOMS

It is the policy of South Plains College not to permit food or drink in the classrooms or laboratories. Since many students and instructors arrive at the Reese Center directly from work, individual instructors MAY permit food or drinks in classrooms as long as trash and drink containers are properly disposed of prior to leaving the classroom.

### SMOKING/SPITTING

The use of ANY TOBACCO products INSIDE South Plains College buildings or near proximity to any entrance is NOT permitted.

### FIREARMS

FIREARMS of any kind are PROHIBITED on South Plains College property EXCEPT by authorized law enforcement personnel. In case of emergency, contact the following numbers but DO NOT leave a voice mail message:

<b>Emergency.....911</b>	<b>Reese Center .....885-3048</b>
<b>SPC Police (Reese)....(806)716-2923; (806)893-5705</b>	<b>Counseling.....4605 or 4606</b>
<b>SPC Police (Levelland).....mobile 891-8883</b>	<b>Dean of Reese Center.....4666 or 4600</b>
<b>Sheriff's Office.....767-1441</b>	