

Fall 2017 Public Speaking

Spch1315 – 001.003.006.007.008

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Office T 1:00-2:30 pm
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Or by appointment

Textbook: Speakers Primer, 2nd edition by Valenzano, Braden and Broeckelman-Post. Buy this at our bookstore because it is the cheapest you can get the book and the access code. This will be bundled together. The code will be inside your book. Do NOT lose it! You must have the Acclaim access code or you cannot pass the class.

Supplies:

1. Your book!
2. Choice of sensory aid materials for oral presentations
3. Access to the Internet capabilities. Access to Google Docs would also be helpful.
4. Notebook, pen, pencil

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. To take thorough notes and study all lecture material, informational handouts, and assigned readings.
3. To actively participate in class discussions and group activities.
4. To show maturity and professionalism in preparation of assignments and in classroom behavior.
5. To show courteousness to fellow classmates/speakers.
6. To initiate consultations with the instructor whenever assistance is needed regarding class assignments.
7. To 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. To 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. (Drops as follows Fall – Spring 5th absence, Summer 3rd absence)
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.

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 The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.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.

Finley's Attendance/Tardy Policy:

- A student may be dropped from the course on his/her 5th absence. If you are not dropped, the 5th 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.
- **Missing a major or final grade—Speeches or Exams- will result in lowering the grade by 25 points.**
 - **If you do not complete two major or final grades, you will be dropped from the class or take an F at the end of the semester.**

Make-up policy:

- 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.

***** ONLY 1 Speech can be made up.**

- 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 3 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.

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.

Campus Concealed Carry

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College 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 South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: (http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php) Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Important Notes:

- Students with perfect attendance will be exempt from the final exam!
- Students who have earned 800 pts and have no more than 3 absences 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 16th.
- I DO NOT use Blackboard!

Grading Policy:

<u>Major Grades</u> -Exams, Speeches, Participation	70% or 700 pts
<u>Daily Grades</u> - Homework Assignments, Peer/Self Critique	20% or 200 pts
<u>Final</u>	10% or 100 pts

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.

Public Speaking Fall 2017

M 8/28 Syllabus Pre-test	T 8/29 Syllabus Pre-test	W 8/30 Team Building	Tr 8/31 Team Building
M 9/4 Labor Day	T 9/5 Appendix & Ch 1- Understanding Public Comm.	W 9/6 Appendix & Ch 1- Understanding Public Comm.	Tr 9/7 CH 2-Speech Anxiety Ch 4- Speaking in different disciplines
M 9/11 CH 2-Speech Anxiety Ch 4- Speaking in different disciplines	T 9/12 Ch 11- Outlining Ch 12 – Intro & Conc	W 9/13 Ch 11- Outlining Ch 12 – Intro & Conc	Tr 9/14 Ch 3- Ethics Ch 10 – Speaking Environment Speech Day Etiquette
M 9/18 Ch 3- Ethics Ch 10 – Speaking Environment Speech Day Etiquette	T 9/19 Intro Speech	W 9/20 Intro Speech	Tr 9/21 Unit 1 Exam <u>Peer Critique Due</u>
M 9/25 Unit 1 Exam <u>Peer Critique Due</u>	T 9/26 Ch 5-Culture and Diversity Ch 6- Topic Selection <u>Self-Critique Due</u>	W 9/27 Ch 5-Culture and Diversity Ch 6- Topic Selection <u>Self-Critique Due</u>	Tr 9/28 Ch 8- Audience Analysis Ch 14- Informative Speaking
M 10/2 Ch 8- Audience Analysis Ch 14- Informative Speaking	T 10/3 Ch 7 - Research Ch 9 - Supporting Materials	W 10/4 Ch 7 - Research Ch 9 - Supporting Materials	Tr 10/5 Ch 7 - Research Ch 9 - Supporting Materials
M 10/9 Ch 7 - Research Ch 9 - Supporting Materials	T 10/10 Ch 17-Presentation Aids	W 10/11 Ch 17-Presentation Aids	Tr 10/12 Info Speech
M 10/16 Info Speech	T 10/17 Info Speech	W 10/18 Info Speech	Tr 10/19 Unit 2 Exam <u>Peer Critique Due</u>
M 10/23 Unit 2 Exam <u>Peer Critique Due</u>	T 10/24 Ch 13- Reasoning Ch 15- Persuasive Speeches <u>Self-Critique Due</u>	W 10/25 Ch 13- Reasoning Ch 15- Persuasive Speeches <u>Self-Critique Due</u>	Tr 10/26 Ch 18-Language Ch 19- Delivery Ch 20- Practice
M 10/30 Ch 18-Language Ch 19- Delivery Ch 20- Practice	T 10/31 Team Review Workshop	W 11/1 Team Review Workshop	Tr 11/2 Persuasive Speech
M 11/6 Persuasive Speech	T 11/7 Persuasive Speech	W 11/8 Persuasive Speech	Tr 11/9 Unit 3 Exam <u>Peer Critique Due</u>

M 11/13 Unit 3 Exam <u>Peer Critique Due</u>	T 11/14 Ch 21- Group <u>Self- Critique</u>	W 11/15 Ch 21- Group <u>Self-Critique Due</u> Team Activity	Tr 11/16 NCA Organizational Format Team Activity
M 11/20 Group Work <u>Organizational Format</u> <u>Due</u>	T 11/21 Group Work <u>Organizational Format</u> <u>Due</u>	W 11/22 Thanksgiving	Tr 11/23 Break
M 11/27 Group Work	T 11/28 Group Work	W 11/29 Group Speech <u>Group Evals Due</u>	Tr 11/30 Group Speech <u>Group Evals Due</u>
M 12/4 Unit I- IV exam	T 12/5 Unit I- IV Exam	W 12/6 Ch 16 Commemorative Speeches Practice Impromptu	TR 12/7 Ch 16 Commemorative Speeches Practice Impromptu
M 12/11 003 @ 11am	T 12/12 006 @ 8am 008@ 11am	W 12/13 001 @8am	Tr 12/14 007 @ 8am

Grading Scale

Unit I Intro to Communication

Team Building 25pts
Introduction Speech 100pts
Intro Self Critique 25pts
Intro Peer Critique 25 pts
Unit 1 Exam 50 pts
Total 250pts

Unit II- Informative Speaking

Informative Speech 100pts
Info Self critique 25pts
Info Peer critique 25pts
Unit II Exam 50 pts
Total 200pts

Unit III- Persuasive Speaking

Persuasive Speech 100pts
Per peer critique 25pts
Per Self critique 25pts
Unit III Exam 50pts
Total 200pts

Unit IV- Group and Impromptu

Org format 50pts
Group Speech 100pts
Group Critique 50pts
I-IV Exam 100pts
Total 250pts

Impromptu Final 100pts

TOTAL 1000 points

900-1000 pts = A
800-899 pts = B
700-799 pts = C
600-699 pts = D
0-650 pts = F