Course Description:
This course is designed to help the student build confidence in the theory and practice of public speaking, with the emphasis on the speaker-audience relationship. Skills include analyzing the speaking situation, choosing appropriate topics, conducting research, organizing ideas, utilizing evidence, using voice and body to deliver public speeches effectively to a live audience, and developing the ability to listen actively and critically.

Course Methodology:
Through lectures, discussions, readings, technological supplements, and carefully designed speech projects and listening assignments, this course provides the following goals: to provide students with an understanding of the basic types of speeches and the purposes of each; to help students develop confidence and competence in the preparation and delivery of speeches; to enable students to listen critically to the speeches of others and offer constructive criticism; to increase students’ awareness of the rights, privileges, and responsibilities of both speaker and listener in the communicative process.

Suggested Text:

Supplementary Materials: Other materials as provided by the instructor.

Course Topics:
- Research, Preparation, and Delivery of various types of speeches.
- Developing active and critical listening skills
- Developing the ability of giving and taking constructive criticism.
- Awareness of the ethical responsibilities of a public speaker, and listener.

General Education Core Curriculum:
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment</th>
<th>Date Due in LiveText</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical thinking skills</strong></td>
<td>To include creative thinking, and analysis, evaluation and synthesis of material.</td>
<td>Speech 3 - Persuasion</td>
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<tr>
<td><strong>Communication skills</strong></td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>Speech 3 - Persuasion</td>
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</tbody>
</table>

**Academic Integrity**

The maintenance of an atmosphere of academic integrity is the responsibility of all students, faculty and staff. Complete academic integrity in fulfillment of requirements is expected of all students and faculty. Students must in no way misrepresent their work, fraudulently or unfairly advance their academic status, or in any way abet other students who fail to maintain academic integrity.

Please refer to the universities policy on academic integrity at: [www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)
**Students with Disabilities:**
To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Bldg., Rm 325, 468-3004/468-1004(TDD). Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay accommodations, visit www.sfasu.edu/disabilityservices/

**Student Evaluation:**
Students learn to speak publicly by researching, preparing, and delivering an organized speech to a live audience. The majority of the final grade is measured by the performance of the original speech. Students will deliver three different types of speeches: Informative, Persuasive, and Special Occasion, but will have more than one type.

The following distribution will be used to calculate final grades:
- Speeches, including preparation outline: 65%
- Exam/Quizzes: 20%
- Evaluations: 10%
- Attendance and participation: 5%

Speeches, including preparation outline:
- Introduction – Short introductory ice breaker.
  - 3 minutes.
  - Grading: 5% (Pass “A”/ Fail “F”)

- Informative – This speech will focus on processes and procedures. You will research how something is made, how a task is completed or explain how something works, and deliver an informative and educational speech. Must include outline.
  - 5 minutes
  - Grading: 10%

- Make me a believer – Persuasion speech based on a cause, non-profit, event or belief. This speech will influence the audience to understand a position and encourage them to action in favor of your platform. Class may be conducted in one of the auditoriums (if space is available) so that students will have the opportunity to work on a variety of speech delivery methods to larger audiences. Must include outline.
  - 5 minutes
  - Grading: 20%

- Extemporaneous - Short impromptu speeches to be developed and delivered in class. Students will be provided a topic and have 4 minutes to organize their ideas and deliver a short speech without notecards.
  - 2 minutes
  - Grading: 5%
• Shark Tank – Informative and persuasive. This group speech will be developed to persuade the audience about a new product of service you think will change our lives. Research paper included in grading.
  o 7 minutes
  o Grading: 15%

• Roast and Toast – Being asked to speak at a special occasion is an honor but sometimes requires a lot more thought than initially anticipated and there are a variety of entertainment style speeches. Students will be randomly selected to prepare either a comedic, acceptance or commemorative final speech.
  o 3 minutes
  o Grading: 10%

Quizzes/Exams:
• There will be 2 term exams worth 5% each and one final exam worth 10%

Evaluations:
Students will have to conduct a self-evaluation (this will be from a video recording of their speech presented in class) and evaluation of speeches from auxiliary material provided by the instructor. Evaluations are worth 5% each for a total of 10%

Attendance and participation:
Attendance is required at every class period and class participation is expected. *Homework* exercises may be assigned and will count towards the participation grade.

**No make-ups for speeches or exams without university approved absence**

All rescheduled speech requests must be submitted by the Friday **BEFORE** speech presentations begin. Afterwards only university approved absence will be allowed to make up a speech or exam. This policy is strictly enforced.

The student’s final grade will be determined using the following grading policy:

90%-100% = “A”
80% - 89% = “B”
70% - 79% = “C”
60% - 69% = “D”
below 60% = “F”

Course Outline:
The following is a tentative schedule for the term. Deviations from the schedule may occur when they are deemed necessary. In most cases, advance notice will be provided if changes are made to this schedule.
<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Suggested Readings</th>
</tr>
</thead>
</table>
| 8/28/17 | Class Topic: Public Speaking Course Introduction  
Class Application: Course overview - Attendance  
Syllabus review – Policies, Assignments, Due dates  
Speaking order, Changes, Text review  
Silent connections | |
| 8/30/17 | Class Topic: Glossophobia  
Class Application: Ice breakers and expectations  
Youtube: Be a more confident public speaker.  
Introductions assigned.  
Developing themes and outlines | Gamble: 1.1, 1.2 and 1.3 |
| 9/4/17 | Get-to-know you assignment.  
**Preparation for introductory speeches** | |
| 9/6/17 | Class Topic: Introductory speeches  
Class Application: Speech presentations  
**Due: Speech Outlines** | Gamble: 2.1, 2.2 and 2.3 |
| 9/11/17 | Class Topic: Traditions & power of public speaking  
Class Application: Power point, Youtube  
Informative speech assignment | Gamble: 5.5, 13.3, 14.2, 3.1, 3.2, and 3.3 |
| 9/13/17 | Class Topic: Ethics and speech preparation  
Class Application: Plagiarism review of SFA  
Chapter review  
Power point/class activity | Gamble: 10.1, 10.2 and 11.1, 11.2, 12.1 |
| 9/18/17 | Class Topic: Selecting a topic and purpose  
Class Application: Why is this important?  
Organizing and outlining  
Class Activity  
Exam Review | Gamble: 6.1, 6.2, and 6.3 |
| 9/20/17 | Class Topic: Research and resources  
Class Application: Power point  
**EXAM #1** | Gamble: 7.1, 7.2, 7.3, 21.1, and 21.3 |
| 9/25/17 | Class Topic: Informative speeches  
Class Application: Speeches  
**DUE: Speech Outline** | Gamble: 18.1, 18.3, and 18.4 |
Class Application: Speeches cont. | Gamble: 15.1, 15.2, and 15.3 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Class Application</th>
<th>References</th>
</tr>
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<tbody>
<tr>
<td>10/4/17</td>
<td>Class Topic: Know your audience/Speech development</td>
<td>Class Application: Power point/Class activity Review D2L assignment and discussion board</td>
<td>Gamble: 4.3, 4.4, 4.5, 5.1, 5.3, 5.4, 5.5, and 5.6</td>
</tr>
<tr>
<td>10/9/17</td>
<td>Class Topic: Persuasion</td>
<td>Class Application: Speeches cont.</td>
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<td>10/16/17</td>
<td>Class Topic: Language and Delivery</td>
<td>Class Application: Power point</td>
<td>Gamble: 13.1, and 13.2</td>
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<tr>
<td>10/18/17</td>
<td>Class Topic: What is impromptu?</td>
<td>Class application: Power point/class activity Practice, position, delivery</td>
<td>Gamble: 14.1</td>
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<tr>
<td>10/23/17</td>
<td>Class Topic: Extemporaneous</td>
<td>Class Application: Speeches</td>
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<tr>
<td>10/25/17</td>
<td>Class Topic: Extemporaneous</td>
<td>Class Application: Speeches cont.</td>
<td></td>
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<tr>
<td>10/30/17</td>
<td>Class Topic: Demonstration speech assignment</td>
<td>Class Application: This is Shark Tank Review Demonstration Speech assignment Using props/working in groups</td>
<td>Gamble: 17.1, 17.2, 17.3, 17.4, and 17.5</td>
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<td>11/1/17</td>
<td>Class Topic: Entertainment speeches</td>
<td>Class Application: Entertainment speech videos What are you comfortable with - assignment Review demonstration speech and speaking order</td>
<td>Gamble: 22.1, 22.2, 22.5, 22.6, 22.8, and 22.10</td>
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<tr>
<td>11/6/17</td>
<td>Class Topic: Shark Tank/Demonstration</td>
<td>Class Application: Speeches</td>
<td>DUE: Research papers</td>
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<td>Date</td>
<td>Class Topic</td>
<td>Class Application</td>
<td>Note</td>
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<tr>
<td>11/13/17</td>
<td>Type of special occasion speeches</td>
<td>Power point, YouTube</td>
<td>Review for Exam#2</td>
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<tr>
<td>11/15/17</td>
<td>Active listening / Speaking to small groups</td>
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<td><strong>EXAM #2</strong></td>
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<tr>
<td>11/20/17</td>
<td>Thanksgiving Break  No Class  Enjoy</td>
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<tr>
<td>11/22/17</td>
<td>Thanksgiving Break  No Class  Enjoy</td>
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</tbody>
</table>
| 11/27/17   | Entertainment speeches                                          | Speeches                   | **DUE: Active listener feedback**  
**DUE: Speech Outline** |
| 11/29/17   | Entertainment speeches                                          | Speeches                   |                       |
| 12/4/17    | Make-up speeches, exams, evaluations                            |                            | Gamble: 23.1,         |
| 12/6/17    | Competitive speeches                                            | How to take your speaking skills to the next level workshop | Gamble: 27.1, and 27.2 |
| 12/11/17   | Review for final                                                |                            |                       |
| 12/13/17   | Final Exam                                                      |                            |                       |

**Attendance Policy:** There is an attendance policy for this class. Most classes will require speech delivery along with evaluations, therefore it is imperative for students to participate. Students will be allowed 3 absences (only 1 will be allowed for makeup of quiz or presentation).

** Courtesy:** Common courtesy and respect is expected of all students. Disturbances, bullying, combative behavior and other conduct consider disruptive to the class will be addressed and students will be asked to leave. Missed assignments may be made up after resolutions regarding the problem are determined. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom (see the Student Conduct Code, policy D-34.1).

Tell me and I forget. Teach me and I remember. Involve me and I learn.

Benjamin Franklin