Stephen F. Austin State University
Department of Languages, Cultures and Communication
Communication Studies Program
Public Speaking
Com 111.035, Fall 2017
R | 6:45 pm – 9:15 pm | Ferguson 375

Instructor: Patricia Hooten, Lecturer
Office: LAN 4th floor adjunct offices
Email: Through D2L (preferred)
        hootenpa@sfasu.edu (only for emergency)

Office hrs: R 5:30-6:30 pm and by appointment

Course Description (from the SFA General Bulletin):

Required textbooks:
2. Com 111 Workbook (2nd ed.) Nacogdoches: SFASU.
Please bring these books to class each time we meet.

Required materials:
- 3 x 5 or 4 x 6 note cards for speaking notes
- “Business Casual” attire for speech days

Program Learning Outcomes (PLOs)
1. Students majoring in Communication Studies will be able to demonstrate, both orally and in written format, competence in logical and critical thinking.

Student Learning Outcomes (SLOs)
This is an introductory course in research, composition, organization, and delivery of speeches for various purposes and occasions. The emphasis is on using audience analysis while demonstrating informative and persuasive techniques.

After completing COM 111 students should be able to:
1. Understand and demonstrate speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices.
3. Understand and appropriately apply modes of expression.
4. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
5. Develop the ability to research, write & deliver an effective oral presentation.

General Education Core Curriculum
• This course has been selected to be part of Stephen F. Austin State University’s core curriculum.
• 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.

- Oral and visual communication: students must video record the persuasive speech with a visual aid and load it to LiveText through D2L.

**Learning Assumptions and Expectations:**
- Respect is one of the foundations of an environment conducive to learning. In this class, I have a commitment to creating a positive and respectful learning environment. I expect all of us to contribute to a safe, productive and fun classroom environment, valuing each of our strengths and differences. In class-discussions, everyone should be courteous and respectful of others; no rude, sexist, racist, or other disrespectful or offensive comments or behavior will be acceptable.
- One of the most important aspects of learning is being able to listen. As you listen to your classmates, you should be attentive and supportive. Everyone has something valuable to contribute to the class’ learning and to each individual’s success.
- Class discussion will build from the reading so it is necessary that you complete the reading before the assigned date. We will not be able to discuss everything covered in the readings. However you will be responsible for the content.

**Policies:**
- **Attendance:** Attendance is expected and will be checked daily. You are expected not only to be present, but also to contribute to class discussions and participate in all class activities. Each student will be allowed **two unexcused absence**. After that absence, every absence will result in a lowering of your grade at the rate of **5 points per day**. **7 or more days of absence in the semester results in automatic failure of the course**
  - If you miss class on your speech day without prior notification you will not be allowed to make up for that speech and **an additional 10 points will be deducted**. If you anticipate an absence in advance please inform me as soon as possible. Excused absences will be granted only when the reason for the absence is documented in writing. Supporting documents are required (doctor’s notes, obituary notices, etc.). Arriving late or leaving early will be counted as an absence, unless prior acceptable arrangements have been made with me. This includes returning late from class breaks.
  - You are responsible for obtaining lecture notes and announcements presented in the class session you missed. Please ask your classmates to obtain any missed information. Obtain contact information from your classmate in advance.
  - *** NOTE: If you have University Sanctioned Events during this course that will require you to be absent, set up a meeting with me during the first week. Bring your calendar.
  - **You are expected to speak at the time assigned to you.** We are on a tight timeline. Illnesses and extenuating circumstances will require written documentation (see attendance policy).
- **Participation:**
  - Class participation is important for the success of the class. You all have communication experience and sharing that experience with the rest of the class improves the quality of class discussion and student learning.
  - You are expected to arrive at class every day, on time, and prepared to discuss the assigned reading.
  - You are expected to know the material covered even if you are absent on the day it was covered.
  - You will lose points for participation if you are absent, choose not to participate, are
• **Late work:** Late work will not be accepted without a major reduction in the grade earned. Be sure to write down the names and phone numbers of two of your classmates in case you want someone to submit your work when you are absent or have a question about class and can’t reach me. Speeches and outlines cannot be turned in late and make-ups require advance notification as well as supporting documentation.

• **D2L:** You are responsible for accessing D2L at all times during the course. Announcements will be regularly made through D2L and you need to check it to be aware of them. Not checking D2L and coming to class unprepared will be to your detriment including not earning grades for specific assignments. Grades are not negotiable. Every student is graded by the same rubrics/criteria, so never ask me to raise a grade as it would create an issue of discrimination. Your ability to earn a grade ends with the end of the course. **No office hours during finals week.**

• **Academic Integrity (A-9.1)**
  Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

  **Definition of Academic Dishonesty**
  Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

  Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

• **Withheld Grades Semester Grades Policy (A-54)**
  Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

• **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 Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. 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 your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/). Once this has been completed, please schedule an appointment with me so we can work out specifics about the accommodations needed.

• **Acceptable Student Behavior**
  Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be
subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Course Requirements:
*All assignments are subject to revision, deletion, change as per the instructor’s discretion as and when needed.

General Assignment Guidelines for all major assignments prepared outside of class:

- Page guidelines listed are based on 1” margins, double-spaced with a 10 to 12 point font in Times New Roman unless otherwise specified.
- All work should utilize APA style (6th edition) unless otherwise indicated. This includes format for references and headings.
- All assignments are due on the due dates listed. You are responsible for planning ahead and balancing the requirements of this class with your other classes and outside responsibilities.
- I am very happy to provide support to you as you work on your assignments, however please see me early! If you come at the last minute, there may not be much I can do to help. If you are confused about an assignment or having difficulty, come and talk to me. I am glad to answer questions in person or by email. I usually check my email daily.

The following descriptions are provided for your reference. At a later time, you will be provided with a more detailed description of each assignment.

1. Class Participation (20 points): The class participation includes your active participation in class/group discussions and activities, as well as contribution to your group. In-class assignments are a significant part of participation.

2. Tests (50 points): There will be 2 tests. The tests are designed to verify that you have completed the reading. The questions on quizzes will be objective (multiple choice and/or true/false) and focus on recognition and recall of ideas. Further information about the tests will be given at a later date.

3. Introduction Speech (25 points): This assignment is to give your audience members a chance to get to know a little about each other. Please select one to three aspects about yourself as you introduce yourself to the class. Concentrate on relaxation and the fundamental techniques of speech delivery. The speech is 3 minutes in length.

4. Themed Informative/Group Speech (75 points): In this assignment, you will be required to inform your audience on a person, place, event, concept, or object through demonstration and description as part of a 3 to 5 person panel/group. Each person in the panel will give a 5 minute speech as part of the panel’s “theme”. Work together to help each other find topics within the theme but each person will be giving individual speeches of 5 mins. So, the entire panel will occupy a time of 25-30 mins.

5. Persuasive Speech (100 points): In this 5-7 minute speech, you are required to focus on a single issue/assertion and convince your listeners of your position. The topic should be socially relevant, contemporary, significant, controversial/ debatable in nature and of interest to both the speaker/audience. This speech will be recorded in class.

   Purpose: This speech is designed to give you experience in persuading an audience using accurate, concise, and clear information.

   Instructions and Explanation: The Monroe’s Motivated Sequence Speech is
a persuasive speech in which you will ask your audience to change or maintain a specific attitude or behavior. We will use the Motivated Sequence as the organizational pattern for this speech, so begin by reading the description of the motivated sequence in Public Speaking Handbook. Your speech outline is dictated by the structure of the motivated sequence: you will have an introduction (attention), three main points (need, satisfaction, and visualization), and a conclusion (action).

The elements of your introduction are basically the same as they have been for the previous speeches. You are responsible for creating a speech outline consistent with the instruction provided in the COM 111 Workbook.

It is absolutely crucial that you establish relevance with your audience and credibility for yourself. Establish relevance by stating in your introduction why this topic should be of importance to your audience. Public speaking is audience-centered: if you can't figure out why your topic is relevant and important for your audience, you may want to find another topic.

Before you go looking for another topic, though, ask someone in your audience’s demographic why they might find the topic important and of interest.

You must also establish credibility in your introduction. Credibility is communicated to demonstrate why the audience should listen to you, in particular, speak on the given subject. If you are not an expert on the subject, you may use information from research, cite that research, and thus, demonstrate your competence in collecting and using quality sources about the subject. You may add to this by describing what brings you to this topic—tell your audience what it is, whether it’s a personal experience you’ve had, an experience of your family or friends, or something you have come to care about deeply. Maybe you watched coverage of a natural disaster on the news and decided to donate money to the Red Cross or to become a volunteer. Maybe you have a family member or friend who has or had a particular disease. Maybe you improved your quality of life by changing a particular attitude or behavior. Whatever your motivation is for being interested in this topic, it needs to be included in your introduction.

As the section on the motivated sequence in your textbook explains, your first main point establishes a need. To establish a need, you may describe and analyze a problem pertinent to your audience/context. Your second main point lays out a plan to satisfy that need. In other words, you propose a realistic and beneficial solution to address the need. Your third main point shows your audience what will happen when your plan is or is not adopted, using either positive or negative motivation. This is an opportunity for you to use vivid language, strong evidence, and present sound cause-effect reasoning.

Your conclusion will include an action step, where you will specifically and directly ask your audience to change or maintain an attitude or behavior. You should know what your action step will be relatively early in your research process so that you can research and write toward that goal.

Speech Presentation Requirements:
- You must speak for 5-7 minutes.
- You must use and cite a minimum of five credible published sources.
- You must use at least 3 different types of research sources. For example, if you choose to use the minimum five sources, the requirement might be demonstrated by using two magazine articles, two newspaper articles, and one web site.
• You must turn in a properly formatted and typed formal outline and reference list through D2L. You must note each step of the Motivated Sequence in your outline.
• You must use an extemporaneous delivery style.

6. **Special Occasion/Entertaining Speech (50 points):** This is a 4 – 5 minute speech suitable for a special occasion. I will give more details as the speech later in the semester.

7. **Speech Outlines/Essays (20, 25, 15 points respectively):** You must turn in a complete, formal outline of your Informative, Persuasive, and Special Occasion/Entertainment speeches prior to your speech. Please include references in APA style.

8. **Critique Assignments (10 points each):** Throughout the semester, students will be asked to give 2 written critiques/reflection of classmates’ speeches and outside speeches. This is a mandatory part of class. Unlike other classes you may take at the college level, this class has a hard time functioning unless all students are present to give suggestions, offer praise, and get help/advice from peers throughout the semester.

**Course Evaluation:**

*The final grade will be based on the following:*

<table>
<thead>
<tr>
<th>Speeches</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>25 points</td>
</tr>
<tr>
<td>Themed/Group Informative</td>
<td>75 points</td>
</tr>
<tr>
<td>Persuasive</td>
<td>100 points</td>
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<tr>
<td>Special Occasion/Entertaining</td>
<td>50 points</td>
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<tr>
<td><strong>Tests</strong></td>
<td></td>
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<tr>
<td>Test 1</td>
<td>50 points</td>
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<tr>
<td>Test 2</td>
<td>50 points</td>
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<table>
<thead>
<tr>
<th>Outlines/Fully Typed Speeches</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Themed Informative</td>
<td>20 points</td>
</tr>
<tr>
<td>Persuasive</td>
<td>25 points</td>
</tr>
<tr>
<td>Special Occasion/Entertaining</td>
<td>15 points</td>
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<table>
<thead>
<tr>
<th>Critique Assignments</th>
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<tbody>
<tr>
<td>Critique Peer Speech</td>
<td>10 points</td>
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<tr>
<td>Critique Speech of your choice</td>
<td>10 points</td>
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<tr>
<td>Participation &amp; Citizenship</td>
<td>20 points</td>
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| Total points | 450 points |

**How to calculate your grade:**

Please keep a record of your grades including quizzes and outlines as well as attendance. Use the formula below to assess your work and grade. Please keep all graded assignments until after you have received your final grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90% and above</td>
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<tr>
<td>B</td>
<td>80 – 89.99%</td>
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<tr>
<td>C</td>
<td>70 – 79.99%</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69.99%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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**Grading Criteria for speeches:**

An F speech (a failing speech):
• Does not meet three or more of the standards for a C speech & shows the problems of a D speech.
• It uses fabricated supporting materials & it deliberately distorts evidence.
• It is plagiarized & it uses inappropriate information or actions.

For a grade of D (a below average speech):
• Does not meet one or more of the standards for a C speech.
• It is unrehearsed & it is based on biased information or unsupported opinions.

For the grade of C (an average speech):
• The speech must be original. The speech must be appropriate to the assignment.
• The topic must be appropriate for the audience and sufficiently focused.
• The speech must fit the time restrictions assigned. The speech must be presented on the assigned date.
• Main idea or ideas must be supported with facts, examples, or testimonies.
• The speech must have a clear sense of purpose.
• The speech must be complete, with an introduction, body, and conclusion.
• The presentation must be extemporaneous. The speech includes the required outline.

For a grade of B (an above average speech):
• All requirements of a C speech must be satisfied.
• Select a challenging topic and adapt it appropriately for your audience.
• Reflect a greater depth of research (such as more references).
• Clearly identify sources of information and ideas. Create and sustain attention throughout the speech.
• Create an effective flow. Demonstrate poise and confidence. Present your speech with style.

For a grade of A (a superior speech):
• All requirements of B speech must be satisfied.
• Demonstrate imagination and creativity in topic selection development.
• Develop and sustain strong bonds between speaker, topic and audience.
• Reflect an even greater depth of research. Demonstrate artful use of language and stylistic techniques.
• Make a polished presentation integrating a variety of communication skills.

Tentative* Schedule

*The instructor reserves the right to make ANY changes in this schedule as needed.
*Additional readings/classwork/homework will be given as and when the instructor decides.
Please Note: The chapters indicated should be read by the date listed on the syllabus. We will not cover all material in class, but you are responsible for reading them.

<table>
<thead>
<tr>
<th>Date Due</th>
<th>Topic</th>
<th>Reading/ Assignment</th>
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<tbody>
<tr>
<td>Aug 31</td>
<td>Introductions, Role of formal presentations and anxiety</td>
<td>Chapter 1 and 2 McCrosky’s PRPSA</td>
</tr>
<tr>
<td>Sep 7</td>
<td>Ethics of public speaking Intro Speech - What’s in a Name</td>
<td>Chapter 3 Plagiarism discussion Personal Strengths and Weakness</td>
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<td>Sep 14</td>
<td>Listening and Analyzing Audience Selecting topic</td>
<td>Chapter 4, 5 and 6 McCrosky’s Listening Weakness associated with Listening</td>
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<tr>
<td>Sep 21</td>
<td>Evaluating research, Integrating support and Organizing speech</td>
<td>Chapter 7, 8 and 9 HW: identifying thesis statement (d2l)</td>
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<tr>
<td>Date</td>
<td>Assignment/Activity</td>
<td>Chapter/Sections</td>
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<tr>
<td>Sep 28</td>
<td>Speaking to inform and Presenting in groups</td>
<td>Chapter 18, 21 and 10, Dewey’s reflective thinking</td>
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<td></td>
<td>Outlining strategies</td>
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<td>Oct 5</td>
<td>Introduction and Conclusion Prep for Group Speech</td>
<td>Chapter 11 and 12</td>
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<td>Oct 12</td>
<td><strong>Group Speech + Outline</strong></td>
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<td>Oct 18</td>
<td>Wording your speech, Style of Delivery and Voice, Test review</td>
<td>Chapter 13, Chapter 14 and 15, Identifying different types of language in news</td>
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<td><strong>Critique 1 Due on D2L</strong></td>
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<td>Oct 24</td>
<td><strong>Test 1 – no in-class meeting</strong></td>
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<tr>
<td>Nov 2</td>
<td>Physical aspect of delivery and Presentation aids, Preparing to and Methods of Persuasion, Topic selection for Persuasive Speech</td>
<td>Chapter 16 and 17, Discussion: Influence of culture on gesture, Chapter 19 and 20, Reviewing letter to the editor/op ed</td>
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<tr>
<td>Nov 9</td>
<td><strong>Persuasive Speeches + Outline</strong></td>
<td>Videos due LiveText</td>
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<td>Nov 16</td>
<td><strong>Persuasive Speeches + Outline</strong></td>
<td>Videos due LiveText</td>
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<td><strong>Thanksgiving Break – Nov 23-27</strong></td>
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<tr>
<td>Nov 29</td>
<td>Special Occasion Speech Instructions online</td>
<td>Chapter 22 and 23 Online</td>
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<td></td>
<td><strong>Test 2 – no in-class meeting</strong></td>
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<tr>
<td>Dec 7</td>
<td><strong>Special Occasion Speeches + Outline</strong></td>
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