Communication 111: Public Speaking
Department of Languages, Cultures, and Communication
Spring 2017

COM 111.03 TR 8:00-9:15 FERG 373 (CRN 23092)
COM 111.10 TR 9:30-10:45 FERG 477 (CRN 26666)

Instructor: Robert J. Green, Ph.D.
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Office: Liberal Arts North (Dugas Hall) 434
Office Hours: MWF: 10:00-12:00
Liberal Arts North is the building
connected to FERG
TTh: 11:00-12:00
By Appointment

Materials

ISBN: 9781452299501
(You should have access to a textbook by the second week of class. The book is on course reserve in the
Steen Library, listed under the instructor “Hopeck” for those who do not want to buy or rent it.)

Communication 111 Workbook. (Make sure you purchase the newest edition at one of the local university
bookstores.)

Notecards for speeches (3x5 or 4x5 work best)

Any additional reading materials distributed via D2L

Overview

Course Description: Theory and practice in public speaking. Analysis of communication as a function of
public speaking.

Course Objectives/Student Learning Outcomes
• Understand and demonstrate speaking processes through invention, organization, drafting, revision,
editing, and presentation.
• Understand the importance of specifying audience and purpose to select appropriate communication
choices.
• Understand and appropriately apply modes of expression.
• Participate effectively in groups with emphasis on listening, critical and reflective thinking, and
responding.
• Understand and apply basic principles of critical thinking, problem solving, and technical proficiency
in the development of exposition and argument.
• Develop the ability to research and write an oral presentation.

Program Learning Outcomes: Students majoring in Communication Studies will be able to recognize the
central role of freedom of expression and injury in a diverse and democratic society. This is a general education
core curriculum course and no specific program learning outcomes for this major are addressed in this course.

The core objectives established by the THECB (n.d., Elements of the core curriculum) are:
• Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and
synthesis of information
• Communication Skills - to include effective development, interpretation and expression of ideas
through written, oral and visual communication

Updated: 1/11/17 Ver 1.0
Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making

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.
Assignments

Assignments may be added, edited, or removed to meet learning objectives. You will be informed of such changes. These descriptions provide the minimum requirements for each assignment. Further assignment instructions and details will be discussed in class and distributed via D2L.

Speeches (400 Points)

You will present three major extemporaneous speeches, defined as a prepared speech delivered with only the use of notes. You will prepare and deliver the impromptu speech on the day you are scheduled to present it. All speeches must meet the guidelines of an audience-centered presentation. You are encouraged to meet with your instructor early to address problem areas. All speeches must meet time and source constraints. Any speeches over the time limit may be stopped. All speech topics, unless otherwise noted, are subject to approval by your instructor. All speech topics and presentations should be appropriate to a general audience, tasteful, and legal. All speeches will be graded according to the appropriate rubrics, and only exceptional speeches will get an “A.” Further instructions on all speeches will be distributed on D2L and discussed in class.

1. Informative Speech: “This Day in History” (100 points). In this speech, you will inform your audience about a significant event and how it continues to affect the present day. You will be required to find two qualified sources on the topic (one of which must come from the approved list) and cite them appropriately in your speech. You will need to demonstrate a basic competence in audience-centered speaking.
   Length: 3 minutes (2:30 minute minimum and 3:30 minute maximum)
   Minimum Source requirements: Two oral citations in the presentation

2. Informative Speech: “News Presentation” (100 Points). In this speech, you will inform the audience about a topic derived from a current affair that has taken place in the past three months. Your speech will be built around a qualified newspaper or periodical article published on your topic—The instructor will provide a list of recommended qualified news sources. Your speech should be designed and presented from a neutralistic perspective. An excellent speech will present new information that appears relevant to you and the audience. You will need to cite at least three bibliographic citations in your outline and three oral citations in the presentation of your speech.
   Length: 4-minutes (3:00 minimum, 4:30 minute maximum).
   Minimum Source requirements: Three citations in the outline and in the presentation

3. Informative Speech: “Aspirations Speech” (100 Points). In this speech, you will inform your audience about something specific to which you aspire. Although the topic of your speech is derived from your personal experiences and interests, the speech itself should be presented as objective and grounded in research. You will need to cite at least three oral citations in the presentation of your speech. You will need to use a presentation aid.
   Length: 4 Minutes (3:30 minute minimum, 4:30 minute maximum)
   Minimum Source requirements: Three oral citations in the presentation

4. Persuasive Speech: (100 points). In this speech, you will use Monroe’s Motivated Sequence to advance a proposition of policy on your topic. Avoid overused topics and focus on something that is important to you. The speech should balance personal passion with evidentiary support to provide the basis for a credible performance. You will need to cite at least five credible published sources from three different research sources in the outline and in the speech. You will need to use a presentation aid.
   Length: 5-7-minutes (5:00 minimum, 7 minute maximum).
   Minimum Source requirements: Five credible published sources from three different research sources in the outline and in the speech.
**Major Speech Outlines (200 Points)**

For two of your four major speeches, listed below, you will write a full sentence preparation outline. Your citations should be formatted according to the *Publication Manual of the American Psychological Association*, 6th Edition. Outlines must be turned in to the appropriate dropbox on D2L--No exceptions. If you do not get a receipt in your D2L email, then your outline has not been turned in.

1. News Presentation – 100 points
2. Persuasive Speech – 100 points

**Quizzes (200 Points)**

Twelve quizzes will be given over the course of the semester. Only the ten highest scores will be calculated into the final grade. These are designed to ensure that you are keeping up with the material, review material, and prepare you for the speeches and outlines. Some of these will be in-class and some will be online via D2L. Some will be multiple choice/true false/fill in the blank pop quizzes, others will be homework, group assignments, etc. In-class quizzes given at the beginning of class CANNOT be made up if you are tardy or absent. Online quizzes must be finished by the deadline. It is your responsibility to keep track of online quizzes.

**Self-Critique of Aspirations Speech (100 points):**

Using the recording of your Aspirations Speech as data, write a brief (1-page single spaced maximum) full sentence critique of your presentation. Use pp. 135-6 of the workbook to guide your observations. Your critique must include a description of strengths, weaknesses, and goals for improvement. Use specific examples—make sure that you cite the time in the recording of your example—as evidence for your claims. You should also cite pages in the textbook and/or workbook for advice on how to overcome your weaknesses. Submit your finished report to the appropriate dropbox on D2L by the deadline listed in the Course Schedule.

**Style Critique (50 Points)**

For this assignment, you will find a presentation given by someone with a delivery style that you find admirable and worthy of emulation. Using the advice on pages 269-270 of the textbook, as well as other topics discussed in chapters 13-16, analyze the delivery of the presentation and what you can take incorporate from it into your own personal delivery style. The presentation should be publically available online, and it should be given by a public figure. It can be a speech, a news interview, press conference, commencement speech, award speech, TED talk, etc. It can be given by a politician, journalist, celebrity, sports star, etc. Do not use fictional speeches. If you would like more structure, use the Listener Report that you can find on page 129 of the WORKBOOK. Write a brief report (1-page single spaced maximum) that you will submit to the appropriate dropbox on D2L by the deadline listed in the Course Schedule.

**In-class participation (50 points).**

Over the course of the semester, there will be homework assignments, mini speeches, attendance, and other in-class activities. These assignments will be announced in class and, when appropriate, on D2L.

**Extra-credit opportunities (no more than 20 points total):**

You will have three possible opportunities for extra-credit, Option A, Option B, or Option C. Potential amount of extra credit is determined by the number and availability of opportunities. All extra credit is due by 12/12.

Option A: Research Participation Studies (10 points max): Over the course of the semester, communication studies faculty conduct research studies. If you participate in these studies, you will get extra credit as permitted by the study protocol approved by the Institutional Review Board (IRB). The instructor will inform you of these as they become available and their point values. This availability of this option depends on the number of studies being conducted by communication studies faculty.
Option B: Extra-Credit Listener Report (10 points max): The Department of Languages, Communication, and Culture organizes several public events over the semester. If you attend one of these events, you can write up a listener report to earn extra credit. The report should be typed, no longer than one page single-spaced, comply with basic standards of grammar and style, and written in full sentences. Follow the prompts on pp. 63-4 of the workbook to guide your report. You will also need to follow the following guidelines:

1. You must attend the speech in person. The instructor reserves the right to require proof of attendance.
2. The extra-credit report is due one-week after the event.
3. All reports must be turned in to the appropriate dropbox on D2L.
4. If you turn in a poorly-written report, you will only receive partial credit.

Civility

I expect civility in all interactions (including email) with your classmates and me. Lack of civility includes rudeness, sarcasm, raised voices, cursing, name calling, threats, bullying, and missing appointments. If you engage in any of these behaviors, you will automatically lose 20 points per occurrence. Violations of this rule more than once will result in the loss of another 20 points, and reporting to the Dean of Students.
Grades

Grading Procedures and Philosophy

1. Your grade is determined by the number of points that you earn over the course of the semester.
2. Your grades reflect your demonstration of what you have learned, not how hard you have worked, what you say you have learned after you have received your grade, or your potential for a better grade. You must demonstrate that you have learned the material by performing well on assignments turned in by the deadline.
3. Demonstration of what you have learned is based upon (in this order): a) satisfactory mastery of the material as shown by classroom performance, b) the expectations of students at this level, and c) comparison with others’ performance in this class.
4. Carefully read the assignment criteria. An assignment that does not meet the given criteria will not receive a high grade.
5. Technical perfection is a goal for all assignments. They should be spell-checked, proofread for grammatical and typographic errors, and proofread for clarity in writing and presentation of ideas. Formatting matters: Sloppy submissions establish low expectations.
6. Simply stated, your grade is an argument about the quality of your work. Like all good arguments, they are open to reasonable, evidence-based discussion. To appeal, you must provide a written explanation (typed) of why your assignment deserves more points than it was awarded. The appeal must be submitted within one week after the assignment was returned. If your appeal has merit you will either be awarded additional points or be asked to come in to discuss the assignment.
7. All work that meets the minimum requirements for an assignment or exam constitutes AN AVERAGE GRADE OF “C.” To earn grades of A or B for an assignment you must demonstrate both creativity and mastery of the material beyond the norm. If you wish to excel in this class you should plan on spending a significant amount of time outside of class reading, studying, and working on assignments.
8. In general, graded assignments will be returned within one week of submission. Once the work is returned, students must wait 24 hours before presenting any issues to the instructor.

Final Course Grade Calculation Procedures

COM 111 is graded on a points system. Your final grade will be calculated by adding the points you earn on your various assignments and subtracting any penalties. There are 1000 points possible for this class, not counting bonus points. When the grade is calculated, I only look at the total number of points, not the percentage.

To determine your final grade, look at the chart below. For example, a score of 900 would earn an A, while a score of 890 would earn a B. All scores are reported on D2L.

I do my best to record your grades accurately and punctually. All grades are posted on D2L within a week of their completion. If you do not have a grade recorded, then you likely did not turn in the assignment OR there is a technical error that needs addressed.

It is our shared responsibility to ensure the accuracy of your grades. Please keep all graded assignments until the semester is over—I can’t check the accuracy of the grades if you have thrown away the assignment. Check your grades often, and report any issues as soon as possible.

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<td>B</td>
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***If you “Need to Get an (A, B) Grade” in this class***

I want you to get an A in this class. However, your parents’ disappointment, poor grades in previous classes, scholarship eligibility, or whatever other reasons or causes or consequences you may express are not compelling arguments for assigning a grade you did not earn. The following recommendations may help you attain the grade you seek.

- Most college students have three basic options: Sleep, socialize, do well in school. Pick two, and don’t be upset when the third one suffers. The more options you have, the more everything suffers—those who work or have families know this all too well.
- Come to class...on time, and arrive prepared to engage.
- Meet deadlines. Turn in work on time or early.
- Read and understand the syllabus, assignment guidelines, and rubrics. I will use these documents to judge the quality of your work. These documents are derived from principles and concepts grounded in research, covered in the textbook, and discussed in class.
- Your grade should not be a surprise to you. Your grades are constantly updated and posted on D2L.
- Use on-campus resources, including the library, AARC, health services, and counseling services. You are paying for these services. Use them.
- If you are disappointed with your grade on an assignment, make an appointment with me to learn how you can improve. You’d be surprised by the number of students who “turn it around” by addressing problems early.
- Do not cram. Do not procrastinate. Do the readings before class and stay on schedule. Prepare in advance and practice.
- Take full advantage of in-class work days.
- Do not assume that because this is a communication class, it will be an easy course. You will be very disappointed at the end of the semester when you receive your final grade. While all competent language users have some intuitive knowledge of communicative techniques, this course introduces principles and concepts designed to develop that knowledge. I often hear from students “I thought it would be “common sense.” Those students do not typically do well in the class.
- If you have any questions about any assignments, policies, or expectations listed in this syllabus, please speak up. Help me help you achieve your goals.
Course Policies

Rear Admiral Grace Hopper once said “It’s easier to ask forgiveness than it is to get permission.” Generally, in life, that is a handy tip. In this class, there is no need for you to ask for either. All of us will work within the processes and procedures outlined in this syllabus and the policies of SFA. These policies are designed to ensure that every student gets the same treatment (fairness) and that everyone gets what they deserve (justice) in the pursuit of the course objectives (education).

Most of these policies can be reduced to three principles: attend class, engage the material, do your own work on time, and take responsibility for your own success.

In addition to the policies listed here, all students are required to adhere to the guidelines set forth in the SFASU Policy Manual. You may find a copy of it at http://www.sfasu.edu/policies/.

Academic Integrity

Plagiarism
All students are expected to submit their own, original work for this class. Auto-plagiarism, or re-using papers if you took this class before (or a class like it at another university) is also a violation of academic integrity. The SFA Student Handbook states:

"It is the responsibility of the student to abstain from cheating. Dishonesty of any kind with respect to examinations, written assignments [completed] in or out of class, alteration of records, or illegal possession of current examinations or keys to examinations shall be considered cheating. . . Courtesy and honesty require that any ideas or materials borrowed from another must be fully acknowledged. Offering the work of another as one’s own is plagiarism. The subject matter of ideas thus taken from another may range from a few sentences or paragraphs to entire articles copied from books, periodicals, or the writing of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment is also considered plagiarism. Any student who fails to give credit for ideas or materials taken from another is guilty of plagiarism."

Definition of Academic Dishonesty (Policy 4.1): 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. Falsification or invention of any information, including citations, on an assignment; and/or,
3. Helping or attempting to help another in the act of cheating or plagiarism.
4. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include, but are not limited to:
   a. Submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another;
   b. Submitting a work that has been purchased or otherwise obtained from the Internet or another source; and,
   c. Incorporating the words or ideas of an author into one’s paper or presentation without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

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 10.4). 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. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Please read the complete policy at http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf
Attendance Policy

For this class, attendance means being on time for class and staying the entire time. Attendance is expected of all students. According to SFA’s policy: “Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with acceptable excuses may be permitted to make up work for a maximum of three weeks’ worth of absences during a semester…depending on the nature of the missed work.” If there is a pattern of truancy, you will be reported to the proper authorities.

While I do not directly penalize students for non-attendance, attendance is taken daily. These serve as the final and official attendance record for the class. If you fail to sign the attendance sheet even though you were in class, you are—for the record—absent. The attendance sheet is an official record. Do not falsify the attendance sheet. If you do so, you will be counted absent for the day. You will also be cited for academic dishonesty and reported to the appropriate authority.

Even though you are not directly penalized for non-attendance, you will miss out on in-class assignments, quizzes, reviews, workshops, and announcements. In-class assignments cannot be made up without proper documentation.

Proper documentation includes:
1. Email from the Office of Student Rights and Responsibilities with students’ dates that they will be absent;
2. Doctor’s excuse that clearly states when the student is allowed to return to class (a note that states you were at the doctor’s office does not count), or a note stating that the student was unable to be in class that day (no reason is needed); or
3. Paperwork from university organizations that states the student was unable to be in class for university-sanctioned responsibilities. If no paper copies are given, the student must notify the instructor ahead of time that it is posted on mySFA.

Be on time. Due to safety concerns, I may lock classroom doors within a reasonable time after class starts. If you are late, you may also miss a quiz.

If you are likely to miss class due to university sanctioned activities (Intercollegiate athletics, conferences, etc.), let the instructor know as soon as possible. Although you will be able to make-up any missed work due to a university-sanctioned absence, university sanctioned absences are not “freebies.” If you plan on missing more than three classes, you should consider taking this class another time.

You can read the SFA University Class Attendance and Excused Attendance Policy at:

Contingency Plan for Catastrophic Events

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Should such an emergency occur, I will announce any changes at the earliest possible opportunity.

Electronic Correspondence

Check your email and D2L regularly. I will distribute important class information to you through email, D2L email, and/or D2L news announcements. Remember: D2L is a closed email system. You may only send and receive D2L email in D2L.

Please make sure to use your full name in correspondence. Your email address may or may not provide adequate information for me to figure out who you are. In all email or written exchanges, please make sure to list the course name or number in the subject line of the email. Also, communicate as you would in a professional environment. This includes the use of complete sentences, proper grammar and punctuation, spell checking, and coherent arrangement of thoughts.
Well-written, on-point emails will facilitate a response. In the past, email spam filters have automatically sent generic, poorly written messages to the junk folder.

During the week, I will do my best to respond to emails within 24 hours. Expect a longer response time over the weekend and holidays.

I will not read assignments or offer detailed advice over email. You will need to stop by during office hours or make an appointment. For your protection, federal regulations (FERPA) prohibit me from discussing your grade through unsecured channels, such as email, with you or anyone other than you without written permission. Any FERPA matters will be directed to the Registrar.

Formatting and Style of Assignments

All assignments, unless otherwise noted, should be typed using Times New Roman Font. Pages should have 1-inch margins. Single-spaced is fine. All assignments should adhere to appropriate standards of clarity, grammar, and style. Your citations should be formatted according to the *Publication Manual of the American Psychological Association*, 6th Edition. You do not need to provide a title page or abstract for your submissions.

All electronic assignments must be turned in as either a Microsoft Word document (.doc, .docx), Adobe Acrobat document (.pdf), or rich text file (.rtf). Failure to do so may result in a penalty. A subscription to Microsoft Office 365 is included with your tuition. See *Submitting Assignments via D2L* for more information.

All presentations using presentation software applications should be in the PowerPoint (.ppt, .pptx) format. I cannot guarantee that other software applications, such as Keynote or Prezi, will work with classroom technology. Have a back-up plan just in case.

All videos used in presentations should be cited properly, made relevant as evidence, free of advertisements, and properly integrated into the presentation software itself.

Late Work

When accepted, late work will be penalized 10% of the assignment’s total points for every 24 hours, or any fraction thereof, past the due date and time. For example, if an outline is due on 9/25 at 9:01PM, those turned in at 9:02 PM will be subject to penalties. Time stamps are automatically generated by D2L. Deadlines are posted well in advance to enable you to make necessary arrangements.

I will not accept any late work 7 calendar days after the deadline.

Technical issues are not an excuse for late work. See *Submitting Assignments via D2L* for more information. It’s your responsibility to know how to use information technology, and seek assistance from on-campus and off-campus resources to complete work for the class by the deadline.

Most instances of academic dishonesty occur due to late work. It’s better to get a low grade on an assignment than no points and a referral to the dean of students.

On assigned speech days, we have a tight schedule. You must speak on your assigned day. If you cannot give a speech on a certain day, for any plausible reason, let the instructor know before he posts the speaking schedule online. He will make reasonable accommodations before, but not after, its posting.

A make up speech is defined as a speech that is presented after the class period you were scheduled to present. A make up speech is not guaranteed, and will be penalized one letter grade. You can present a make up speech on two conditions: (1) If and only if there is time for you to present on the class periods scheduled as speech days, and (2) if and only if all scheduled speakers for a day have presented and you have enough time to present.

Exceptions may be granted for extreme circumstances. Such circumstances are rare. The University recognizes three types of documented excuses that may permit a student to make up work: 1) University Sponsored Event, 2)
unavoidable emergency, and 3) personal illness. Acceptable documentation includes: doctor/medical paperwork, written acknowledgement of participation in a university sponsored event, notification disseminated from the Judicial Office, and family emergency records. Your instructor will not hear or recognize oral excuses for missed course material. Your instructor is the exclusive decision maker on approving or denying an excused absence request in order to make up work in the class.

Photography, Audio, and Video Recording

Unless expressly permitted, audio and video recording of class or class materials by students is not permitted. Photography is not permitted. You may not record another student without their permission. Doing so will result in a loss of civility points and, if necessary, referral to the dean of students. All material presented in class is copyright protected by its respective owner, and permission must be obtained before using for any purpose beyond the scope of this class. Student work is protected by FERPA, copyright protection, and other applicable regulations. The instructor reserves the right to record student speeches for assessment purposes, and these recordings will only be shared via D2L, LiveText, or through other means sanctioned by SFA.

Students Needing Accommodations

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/.

Submitting Assignments via D2L:

Many of your assignments will be submitted online through D2L. D2L works like an average social media website when it comes to navigation, uploading files, etc. We will spend time using D2L before your first major assignments are due. Use this opportunity to learn its features and discover any incompatibilities with your system. I use Firefox and Safari to access D2L on my Mac. I’ve also had success with Firefox and Chrome on PC. If you are using Internet Explorer, Edge, you should use that to download a better browser and never use it again.

When you turn in an assignment in on D2L, you will receive a receipt in your D2L email that confirms your successful submission. IF YOU DO NOT GET A RECEIPT IN YOUR D2L EMAIL, THEN YOUR ASSIGNMENT IS NOT TURNED IN.

I only accept outline assignments turned in via D2L. No Exceptions.

Unless otherwise stated, I return feedback for major assignments via D2L.

Technical issues are not an excuse for late work. I post assignments well in advance so that you can iron out these issues beforehand. Do not wait until the last minute. I will politely listen to your issues, I will help you work through those issues, and I will point you to this policy and apply an appropriate penalty.

If your internet dies and you can’t upload your submission, save what you have completed, stop working before the deadline, and submit it when your internet is restored. If you can’t get D2L to work, email me your submission before the deadline. The time stamp on the email I receive from you will determine applicable late penalties--those will still apply. You will still need to upload your assignment to D2L or you will not receive credit for your work.

Students regularly complain about the inadequacies of SFA wireless networking, shoddy dorm computers, etc. This means that you should try to submit your work well before the assignment deadline.

Back-up your data. Save your work to a USB drive. Better yet, consider using an online cloud service. There are free services to choose from (iCloud, OneDrive, Dropbox, google drive, etc.). Many offer free storage bonuses for referrals. A subscription to Microsoft OneDrive is included with your tuition.
All electronic assignments must be turned in as either a Microsoft Word document (.doc, .docx), rich text file (.rtf), or as an Adobe Acrobat document (.pdf). If you use Pages or OpenOffice, you will need to export to an acceptable file format (.doc, .pdf, .rtf). Failure to do so may result in a late penalty (See Late Work policy). Insofar as SFA now provides Microsoft Office to all students, this should not be an issue.

**Technology Policy**

Students who wish to use technology during class—including laptops, tablets, and smartphones—should do so for the purpose of class-related activities. Surprisingly, students often complain in their course evaluations about how they are distracted by other students’ facebooking, snapchattting, instgramming, tweeting, and texting habits. Informally, I have observed that students engaged in non-class related technology use do not perform well on class assignments. If you cannot disengage from the use of electronics and social media for an hour or so, this policy should inspire you to learn how to live in the moment.

If you must use your cell phone, laptop, tablet, etc. during class, please make sure that your device is on silent, not vibrate, and that you sit in the back of the room. Consider switching your devices to airplane mode.

The only thing that will absolutely not be tolerated is having ear buds in your ears – this appears rude, impolite, and inconsiderate. This will be penalized by a loss of participation points, civility points, or penalty on your speech grade.

On assigned speech days, there is no good reason to use your phone, tablet, or laptop. All devices should be powered off, and turned on silent or airplane mode. Texting during a course lecture punishes only yourself – texting during another student’s speech is distracting to them.

Occasionally, there are events that occur that are true emergencies that require access to phones and text messaging. If you find yourself in this situation, let me know before class so that we may minimize any distraction to others.

Due to their distracting nature, the use of electronic cigarettes (e-cigs, vaporizers, etc.) in class is prohibited.

**Withheld Grades Semester Grades Policy**

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.

The SFA University policy can be read at [http://www.sfasu.edu/policies/5.5_course-grades.pdf](http://www.sfasu.edu/policies/5.5_course-grades.pdf)
COM 111 Course Schedule

I strongly advise you to print out and post this course schedule where you may check it easily and often. The instructor reserves the right to change course schedule to correct errors or otherwise meet learning objectives. Changes will be announced in-class and/or electronically.

**Finish the reading assignment before the assigned class. For example, read Ch. 2 before the class on 1/24.**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Date</th>
<th>Topic</th>
<th>Reading / Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1/17</td>
<td>Course introduction/Syllabus</td>
<td>Ch. 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public speaking and you: Building confidence</td>
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<tr>
<td>1</td>
<td>1/19</td>
<td>Ethics and public speaking in a global context</td>
<td>Ch. 3</td>
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<tr>
<td></td>
<td>1/24</td>
<td>Give your first speech</td>
<td>Ch. 2</td>
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<tr>
<td></td>
<td></td>
<td>Assign This Day in History Presentation</td>
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</tr>
<tr>
<td>2</td>
<td>1/26</td>
<td>Analyzing and Adapting to the Audience</td>
<td>Ch. 5</td>
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<tr>
<td></td>
<td></td>
<td>Select a Topic and Purpose</td>
<td>Ch. 6</td>
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<tr>
<td></td>
<td>1/31</td>
<td>Organizing Your Speech</td>
<td>Ch. 9</td>
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<tr>
<td></td>
<td></td>
<td>Introducing your speech</td>
<td>Ch. 11</td>
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<tr>
<td></td>
<td></td>
<td>Concluding Your Speech</td>
<td>Ch. 12</td>
</tr>
<tr>
<td>3</td>
<td>2/2</td>
<td>This Day in History Presentation Workday</td>
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<tr>
<td></td>
<td>2/7</td>
<td>*** This Day in History Presentation ***</td>
<td></td>
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<tr>
<td>4</td>
<td>2/9</td>
<td>*** This Day in History Presentation ***</td>
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<td></td>
<td>2/14</td>
<td>Speak to Inform</td>
<td>Ch. 18</td>
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<tr>
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<td>Assign News Presentation</td>
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<tr>
<td>5</td>
<td>2/16</td>
<td>Finding and Evaluating Research</td>
<td>Ch. 7</td>
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<td>Integrating Support</td>
<td>Ch. 8</td>
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<tr>
<td></td>
<td>2/21</td>
<td>Outlining your speech</td>
<td>Ch. 10</td>
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<tr>
<td>6</td>
<td>2/23</td>
<td>Wording the Speech</td>
<td>Ch. 13</td>
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<tr>
<td></td>
<td>2/28</td>
<td>The Speaker’s Voice</td>
<td>Ch. 15</td>
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<tr>
<td></td>
<td></td>
<td>Physical Aspects of Delivery</td>
<td>Ch. 16</td>
</tr>
<tr>
<td>7</td>
<td>3/2</td>
<td>News Presentation Workday</td>
<td>Style Critique Due: 3/2 by 5pm via D2L</td>
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<tr>
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<td>3/7</td>
<td><em><strong>News Presentation</strong></em></td>
<td>News Presentation Outline Due: 3/6 by 9 PM via D2L</td>
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<tr>
<td>8</td>
<td>3/9</td>
<td><em><strong>News Presentation</strong></em></td>
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<tr>
<td>9</td>
<td>3/13-3/17</td>
<td><em><strong>NO CLASS SPRING BREAK</strong></em></td>
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<td></td>
<td>3/21</td>
<td>Assign Aspirations Speech</td>
<td>Ch. 17</td>
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<td>Using Presentational Aids</td>
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<tr>
<td>WEEK</td>
<td>Date</td>
<td>Topic</td>
<td>Reading / Assignment Due</td>
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<td>10</td>
<td>3/23</td>
<td>Aspirations Speech Work Day</td>
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<td>3/28</td>
<td><em><strong>Aspirations Speech</strong></em></td>
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<td>3/30</td>
<td><em><strong>Aspirations Speech</strong></em></td>
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<td>4/4</td>
<td><em><strong>Aspirations Speech</strong></em></td>
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<tr>
<td>11</td>
<td>4/6</td>
<td>Listening Critically</td>
<td>Ch. 4 Review pp. 30-36 Self-Critique Due: 4/7 by Noon via D2L</td>
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<td>Post-Presentation Analysis</td>
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<td>4/11</td>
<td>Assign Persuasive Speech</td>
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<td>4/13</td>
<td><em><strong>NO CLASS EASTER BREAK</strong></em></td>
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<td>4/18</td>
<td>Prepare to Persuade</td>
<td>Ch. 19</td>
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<td></td>
<td>4/20</td>
<td>Methods of Persuasion</td>
<td>Ch. 20</td>
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<td>4/25</td>
<td>Persuasive Speech Workshop</td>
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<tr>
<td>12</td>
<td>4/27</td>
<td><em><strong>Persuasive Speech</strong></em></td>
<td>Persuasive Speech Outline Due: 4/26 by 9 PM via D2L</td>
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<td>5/2</td>
<td><em><strong>Persuasive Speech</strong></em></td>
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<td>5/4</td>
<td><em><strong>Persuasive Speech</strong></em></td>
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<td></td>
<td>5/8</td>
<td><em><strong>NO FINAL EXAM</strong></em></td>
<td><em><strong>ALL ASSIGNMENTS AND EXTRA CREDIT DUE</strong></em></td>
</tr>
</tbody>
</table>

***No final exam for this class. Have a happy summer vacation!***

Important University Dates:
Last Day to Register: Friday, January 20
Twelfth Class Day: Monday, February 13
Mid-semester: Wednesday, March 8
Spring Break Begins: Saturday, March 11
Last Day to Drop or Withdraw without WP or WF: Wednesday, March 22
Last Day to Withdraw from the University: Tuesday, April 25