Stephen F. Austin State University
Department of Languages, Cultures and Communication
Communication Studies Program
Public Speaking
Com 111.501, Fall 2018
Online Course

Instructor: Dr. Sudeshna Roy, Professor
Phone: (936) 468 1033
Email: Through D2L (preferred)
roys@sfasu.edu (only for emergency)

Office: LAN 414
Office hrs: T/Th–10.30-12.30
W-1-2
And by appointments

Course Description (from the SFA General Bulletin):

Required textbooks:
1. Title: The Art of Public Speaking; Author: Stephen Lucas; Edition: 12; Copy write: 2015
2. Comm 111 Workbook (2nd ed.) Nacogdoches: SFASU. (available through Barnes and Nobles – either in-person or through mail)

Required materials:
- 3 x 5 or 4 x 6 note cards for speaking notes
- Students are responsible for uploading high quality video content, meaning that it must convey a clear picture, clear and synchronous sound, and proper alignment. I strongly suggest that students use a digital camera. The quality of the picture and the sound will impact your grade.
- “Business” attire for speech days

How the course is conducted
This course is modular and conducted completely online. There are no face-to-face meetings for this course. The course timeline describes the time frame and activities required for course completion. Activities for each module are due by the ending date of that module.

General Education Core Curriculum
The Texas Higher Education Coordinating Board has identified six core learning objectives: 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.

By enrolling in COM 111 you are also enrolling in a Core Curriculum Course that fulfills the Communication Skills requirement. You will see this course on your D2L list. At one point during the semester, you will receive an assignment that fulfills both the requirements of this course and the needs of Stephen F. Austin State University’s Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board. When you complete this one assignment, you need to upload the assignment to both your standard
course Dropbox determined by your Instructor and the “Core Curriculum” Dropbox. The Core Curriculum Dropbox will be identified by the Objective for which work is being collected. (Examples: Critical Thinking, Teamwork, Social Responsibility Empirical & Quantitative Skills, Personal Responsibility, Communication Skills-Written, Communication Skills-Written & Visual, and Communication Skills- Oral & Visual.) Please note that this only applies to the approved assignment. All other assignments should be submitted according to regular class operations. If you have any questions, please see your Instructor or the Office of Student Learning and Institutional Assessment.

When you complete the assignment mentioned above, you will upload the assignment to both the Com 111 Dropbox and the Communication Skills Dropbox.

Please note that this only applies to the specific assignment listed in the matrix below. All other assignments should be submitted according to regular class operations.

If you have any questions, please see your instructor or contact the Institutional Effectiveness Office at (936) 468-1130.

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 the D2L Communication Skills Dropbox this semester, and the date the assignment(s) should be uploaded to the D2L Communication Skills Dropbox. Not every assignment will be submitted for core assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in the D2L Communication Skills Dropbox.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Persuasive Speech</td>
<td>Dec 3, 2018</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
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</table>
Student Learning Outcomes
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.

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

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/. Once this has been completed, please schedule an appointment with me so we can work out specifics about the accommodations needed.

**Student Support**
Should you have technical questions regarding part of the course requirements, please visit the Online Orientation at http://www.sfaonline.info/supportandtutorials-. If you still need help, please contact SFA Online at 936.468.1919.

**Course Requirements, Policies, and Procedures:**

**Participation**
- Course participation is important for the success of the class. Sharing your experience and perspective with the rest of the class improves the quality of class discussion and makes the class more meaningful and enjoyable for everyone.
- You are expected to complete all class activities and assigned reading.
- **Late work will only be accepted if the student can establish extenuating circumstances with official paperwork absolutely at the instructor's discretion and only within one week of missing the assignment.**
- **Grades are not negotiable.** Every student is graded by the same rubric, so never ask me to raise a grade as it would create an issue of discrimination. See grading guide below.

**Instructor Responsibility**
In this course, the instructor is responsible for:
- responding in a timely manner (within 24 – 48 hours) to student emails except weekends.
- responding in a timely manner (within 2 workdays) to quizzes.
- responding in a timely manner (within 3 workdays) to reflection assignments or other written assignments submitted through the assignment tool.
- responding in a timely manner (within 3 workdays) to reading responses posted in the discussion board.

**Modules**
Getting Started: Introduction to the course
1. Glossophobia, Ethics & Ethnocentrism - Chap 1 and 2
2. Power of Public Speaking, Critical Thinking and Listening – Chap 3
3. Informative Speech Prep, Gathering Research, Outline Expectations – Chap 7, 8 & 15
4. Audience Centeredness, Situation Analysis – Chap 6
5. Special Occasion Speech Prep, Organization, Intro & Conclusion – Chap 9 and 10
6. Persuasive Speech Prep, Monroe’s Motivated Sequence, Delivery – Chap 16, 17 & 13
Course requirements – Maximum Points:

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

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

<table>
<thead>
<tr>
<th>Speeches</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>25</td>
</tr>
<tr>
<td>Themed/Group Informative</td>
<td>75</td>
</tr>
<tr>
<td>Persuasive</td>
<td>100</td>
</tr>
<tr>
<td>Special Occasion/Entertaining</td>
<td>50</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Outlines/Fully Typed Speeches</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>15</td>
</tr>
<tr>
<td>Themed Informative</td>
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</table>

| Peer Critiques X 2                           | 15 points each = 30 points |
| Quizzes X 4                                   | 15 points each = 60 points |
| Discussion X 4                                | 10 points each = 40 points |
| Activities X 4                                | 10 points each = 40 points |
| Exams X 2                                     | 25 points each = 50 points |

**Total points** 550 points

**Grading Guide:**

- 550-495 - A
- 494-440 - B
- 439-385 - C
- 384-330 - D
- 329 or less – F

**Guide to writing discussion posts:**

There are five things I look for in the discussions.

1. The discussion posts address the questions raised in that discussion adequately including relevant definitions and examples from the course perspective - Remember, whenever you are talking about an issue in the discussions, you are always doing so in the context of this course – public speaking.

2. Whether the student is responding to other students’ posts in a meaningful manner - If the student simply agrees with another student, then that is not meaningful. The student needs to demonstrate understanding of the issue raised by fellow student and has to make clear WHY he/she agrees or disagrees with the post of fellow student. At least two responses other than your own post is required.

3. Whether the example given is creative, relevant and demonstrates outside research to the issue or tangential - Sometimes, students would give examples that are far-fetched and don’t really address the question or issue being discussed. You need to show that you are bringing in your own experiences and other researched material to the discussion.

4. How does your post compare with those of your group’s posts - If you write a post that satisfies all the things I have mentioned in the first three points and yet falls far below the depth and quality of posts by other members in your group, those members will earn higher grades than you would.

5. In order for your group members to respond to your posts, you need to post in a timely manner. Your first post must be made a day ahead of the deadline. You need to also respond to at least two other posts. If you post your first post on the day of deadline before noon, you will lose 20% of points. If you post your first post on the day of deadline before noon, you will lose 20% of points. If you post your first post on the day of deadline before noon, you will lose 20% of points.
after noon, you will lose 40% of points. If you respond to only one classmate, you’ll lose 10% of points.

**Note:** If no one else posts, you'll be graded on the quality of your own post. Your grades will not suffer due to the non-participation of other group members. :)

Also, make sure you type the post in a .doc file and then copy and paste it on the discussion board. This practice protects you from losing your work in case of any technology failure.

**Success in Assignments/Activities/Reflections:**

**All formatting, citations and references should be in APA style 6th edition.**

As you go through the modules, the instructions for the assignments/short papers/activities will be embedded in those modules. For example, in module 4, the assignment instruction will have its own page. Then there will be a link to the assignment.

For these assignments, you need to make sure that
- you read the instructions carefully,
- provide adequate definitions and explanations of the concepts you are writing about or identified, referencing the lectures and your textbook, as well as outside research
- provide adequate examples of the concept and their relevance for the topic being discussed (remember that your examples must relate to public speaking phenomenon), and,
- for enhanced quality of work, try to identify some outside reference about the topic. What are other scholars/experts talking about regarding this issue/concept?

**I also look for how your assignment compares to the standards set by your peers in the course.**

**Also, make sure you type the assignment/reflection in a .doc file and then upload that document. This practice protects you from losing your work in case of any technology failure.**