Public Speaking
COM 111 Section 018
TTH 11:00 am - 12:15 pm Ferguson Room 380

Instructor: Larry J. King
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Office: LAN 413
Office Hours: T TH: 3:30-4:30 PM
W: 1:00-3:00 PM

Course Description (from the SFA General Bulletin):


Course Objectives:

Welcome to Public Speaking! In this course, we will explore concepts and theories relating to communication, message design, and public speaking. COM 111 will provide you opportunities to build upon textbook and classroom materials and to practice the skills and theories explored in class. Through graded and ungraded classroom activities, you will develop your existing speaking and communication skills and gain new ones. In addition to giving speeches, you will practice being an effective audience member.

The primary goal for the course is to develop your abilities (and your confidence!) to draw together research on your speech topics, to organize your materials and to present them in a way that adapts them effectively to your audience, and to use strategies that increase the likelihood that you will inform, persuade and/or entertain your audience.

During this course, students will:

1. Enlarge their communicative competence and confidence as a result of preparation, presentation, and analysis of oral messages.
2. Recognize and utilize organizational patterns, supporting evidence, and concrete illustrations in an oral presentation.
3. Identify effective speaking techniques and demonstrate a personal delivery style.
4. Become more effective, supportive listeners.
5. Develop their critical thinking, reasoning, organization, and research skills, as well as their ability to make effective oral presentations.
6. Learn to analyze audience attitudes and evaluate audience needs.

Required textbooks:

2. Com 111 Workbook

Please bring these books to class each time we meet.

Required materials:

- 3 x 5 or 4 x 6 note cards for speaking notes
- 2 GREEN 882-E Scantron forms for exams
Course Objectives/Student Learning Outcomes:

After completing COM 111, students should be able to:

- 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:

Student majoring in Communication Studies will be able to recognize the central role of freedom of expression and injury in a diverse and democratic society.

Core objectives established by the THECB (n.d., Elements of the core curriculum) are:

1. Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication.
3. 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.

Learning Assumptions and Expectations:

- Success is your choice! If you choose to be successful, I will be happy to help you. If you do not choose to be successful, I will honor your choice. EVERY STUDENT HAS THE POTENTIAL TO BE SUCCESSFUL.
- 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 everyone’s success. Put away your phones when you come into this class. It is rude to have your phone out while people are speaking to you. You need to be listening to what your instructor and classmates are saying.

• 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.

• I am open to your feedback about how I can best meet your needs as a student.

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. You will be given two free absences. After your first two absences, each absence will result in a lowering of your grade at the rate of **8 points per day**. You are expected to know the material covered even if you are absent on the day it was covered. If you miss class on your speech day without prior notification and approval **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. Makeup speeches will be granted only when the reason for the absence is documented in writing. Supporting documents are required (doctor’s notes, obituary notices, etc.). 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.

• You are responsible for obtaining lecture notes and announcements presented in any class session you missed. Please ask your classmates to get any missed information. Be sure to get 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.

**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 should remain for the entire class.

• Arriving late or leaving early will be counted as an absence, unless prior acceptable arrangements have been made with me.

**Late work**

Late work will not be accepted. Speeches and outlines cannot be turned in late and make-ups require advance notification as well as supporting documentation.
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: using or attempting to use unauthorized materials on any class assignment or exam; falsifying or inventing of any information, including citations, on an assignment; helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to: submitting an assignment as one’s own work when it is at least partly the work of another person; submitting a work that has been purchased or otherwise obtained from the Internet or another source; incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Procedure for Addressing Student Academic Dishonesty

A faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure:

1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved.
2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision.
3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student’s major. This report will become part of the student’s record and will remain on file with the dean’s office for at least four years even if the student withdraws prior to receiving a grade.
4. For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student’s record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student’s academic career at Stephen F. Austin State University.
Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).


At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, 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.

Course Requirements:

1. Tests (200 points): There will be 2 tests 100 points each (50 questions each). The tests are designed to verify that you have completed the reading. The questions on the tests will be objective (multiple choice) and focus on recognition and recall of ideas.
2. Icebreaker Speech 1 (50 points): This 2-3 minute speech is designed to give you experience in speaking in an impromptu speaking situation. See page 143 in the workbook.
3. Basic Informative Speech (100 points for speech & 25 points for outline): In this 5-7 minute speech, you will be required to inform your audience on a person, place, event, concept, or object through demonstration and description. See page 151 in the workbook.
4. Basic Persuasive Speech (100 points for speech & 25 point for outline): 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 the speaker/ audience. See page 161 in the workbook.
5. **Advanced Persuasive Speech (100 points & 25 points for outline):** This is a 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 the speaker/audience. See page 165 in the workbook.

6. **Speech Outlines (25 points for each outline):** You must turn in a complete, formal outline of your Informative, Persuasive, and Refutation speeches prior to your speech. Please include references in APA style.

7. **Listener Reports (30 points):** There will 2 Listener Reports worth 15 points each.

### Assignments

<table>
<thead>
<tr>
<th>Test 1</th>
<th>100</th>
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<tbody>
<tr>
<td>Test 2</td>
<td>100</td>
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<tr>
<td>Icebreaker Speech 1</td>
<td>50</td>
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<tr>
<td>Basic Informative Speech</td>
<td>100</td>
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<tr>
<td>Speech Outline</td>
<td>25</td>
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<tr>
<td>Basic Persuasive Speech</td>
<td>100</td>
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<td>Speech Outline</td>
<td>25</td>
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<tr>
<td>Advanced Persuasive Speech</td>
<td>100</td>
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<tr>
<td>Speech Outline</td>
<td>25</td>
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<tr>
<td>Peer Critique 1</td>
<td>15</td>
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<tr>
<td>Peer Critique 2</td>
<td>15</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>655</strong></td>
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**How to calculate your grade:**
Please keep a record of your grades as well as attendance. Use the table below to determine your semester grade. Please keep all graded assignments until after you have received your final grade.

A = 655 - 589  
B = 588 - 523  
C = 522 - 457  
D = 456 - 391  
F = 390 - 0

**Grading Criteria:**
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

*We may need to make changes in this schedule as needed!

**Please Note:** You should read the chapters noted by the date listed on the syllabus. We will not cover all material in class, but you are responsible for reading the chapters and asking questions from the chapters, as you feel necessary.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td><strong>August 28</strong></td>
<td>Introduction to the course &amp; each other.</td>
<td>*For our next class read Chapters 1-4 in the text.</td>
</tr>
</tbody>
</table>
| **September 4** | Speaking in Public  
Ethics and Public Speaking  
Listening  
Giving Your First Speech | *For our next class submit your outline for Icebreaker Speech 1 in the drop box on D2L for feedback. |
| **September 11** | Work on your Icebreaker Speech 1.  
E-mail your outline for Icebreaker Speech 1 to your instructor for feedback. | *Prepare your Icebreaker Speech 1 for next class.                                              |
| **September 18** | Give Icebreaker Speech 1.                                               | *For next class read Chapters 5-8.                                                           |
| **September 25** | Selecting a Topic and a Purpose  
Analyzing the Audience  
Gathering Materials  
Supporting Your Ideas | *For next class read Chapters 9-15.                                                          |
### October 2

Organizing the Body of the Speech  
Beginning and Ending the Speech  
Outlining the Speech  
Using Language  
Delivery  
Using Visual Aids  
Speaking to Inform

*For our next class study Chapters 1-10 for Test 1.  
*For our next class submit your outline for the Basic Informative Speech in the drop box on D2L for feedback.

### October 9

Take Test 1 on D2L.  
Work on your Basic Informative Speech for presentation next class.  
E-mail your outline for Icebreaker Speech 1 to your instructor for feedback.

*Prepare your Basic Informative Speech for next class.

### October 16

Give the Basic Informative Speech.

*For next class read Chapters 16-20.

### October 23

Speaking to Persuade  
Methods of Persuasion  
Speaking on Special Occasions  
Speaking Online  
Speaking in Small Groups

*For our next class bring your outline for the Basic Persuasive Speech to class for your instructor to review and give you feedback.

### October 30

Basic Persuasive Speech Workshop.

### November 6

Give the Basic Persuasive Speech.

*For our next class submit your outline for the Advanced Persuasive Speech in the drop box on D2L for feedback.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>November 13</td>
<td>Work on your Advanced Persuasive Speech.</td>
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<tr>
<td></td>
<td>E-mail your outline for Advanced Persuasive Speech to your instructor for feedback.</td>
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<tr>
<td></td>
<td>*Prepare your Advanced Persuasive Speech for next class.</td>
</tr>
<tr>
<td>November 20</td>
<td>Give the Advanced Persuasive Speech.</td>
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<td>November 27</td>
<td>Thanksgiving Break</td>
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<td>December 4</td>
<td>Dead week.</td>
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<tr>
<td>December 11</td>
<td>Test 2</td>
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