Stephen F. Austin State University
Department of Languages, Cultures and Communication
Communication Studies Program
Public Speaking
Com 111.500, Fall 2019
Online Course

Instructor: Dr. Sudeshna Roy, Professor
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Office: LAN 414
Office hrs: T/Th - 12.30-1.30, W - 11.30-12.30
Virtual hrs: T/Th - 1.45-2.45
And by appointments

Course Description (from the SFA General Bulletin):

“Public Speaking” (3 credits) typically meets either three times a week (Monday/Wednesday/Friday) in 50-minute sessions or twice a week (Tuesday/Thursday) in 75-minute sessions or once a week (variable days) in a single 2.5 hours session for a 15-week semester with 2 hours designated for final examination. Online delivery of the course replaces face-to-face weekly sessions for text-based and audio-visual content developed in learning modules for students to complete including online, interactive class discussions, online interactive assignments and online speech upload and peer reviews. Students are assigned at least four speeches, readings, unit quizzes, written assignments, formal speech outlines and out-of-class listening activities. These various activities average a minimum of 6 hours of work each week to be prepared to engage in face-to-face class meetings or online activities.

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.

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 Policies**

**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 Assignments:**
Assignments are due by the designated day/time on the Course Timeline. All assignments must be submitted via D2L. No late work is accepted. Any exceptions will be determined on a case-by-case basis and will require extremely compelling, well-documented reasons. You must provide documentation for dire circumstances (e.g., accident, hospitalization, family death etc.) to the Office of Student Rights and Responsibilities (Rusk Bldg. #315; 936-468-2703). You are expected to leave yourself enough time to complete your assignments to account for technical difficulties.

**Grading Policy:**
I cannot explicitly measure effort. The final product is all that can be evaluated. Although effort is typically associated with improved results, you should not confuse the two. If you are dissatisfied with a grade on an assignment, you must wait at least 24 hours and no more than 7 days before discussing the issue with me. At that time, you should be focused on what can be done to improve your performance on the next assignment, rather than disputing the grade itself. I spend a great deal of time ensuring that I grade assignments in a fair and consistent manner and any error that does occur will be in your favor. Please feel free to contact me at any time about ways to improve
your performance in the course. I strongly suggest however that this is done early in the semester rather than waiting until the end of the semester.

**Discussion about Grades:**
I understand that success in this class is important to many of you, and I will do the best that I can to help you. **Begging for a grade is unethical.** To deter such unethical practices, **you will lose 5 points per request.** Here are some general tips to help you earn your grade in this class.

1. Log in to D2L every day.
2. Check your SFASU email every day.
3. Read the textbook AND the online modules.
4. Take reading notes and notes during video lectures just like you would in a classroom.
5. Proceed through the modules in the order they're presented to make sure you don't miss important information.
6. Ask questions if you have them during virtual office hours, either via chat or email.
7. Follow the policies and procedures in this syllabus. Clear up any questions that you have early on.
8. Complete and submit your work on time or early.
9. Utilize on-campus resources that are available to you, including the AARC, CTL and the library.
10. Proofread your work before submission. If I am unable to understand your writing, you will lose points.
11. Closely follow assignment directions and read grading rubrics carefully.

**Technology:**
It is important that you be familiar with D2L. All correspondence will occur via D2L and your SFASU email account. You can anticipate that any unexpected changes or prompt announcements will be distributed via D2L. Moreover, all of your assignments will be distributed and submitted via D2L and grades will be posted in D2L. You are encouraged to check D2L and your SFASU email account on a daily basis for updates and other information. **If you do not check D2L and email regularly, you will still be held accountable for missed information regarding the course.**

I understand that technology can be quirky and problematic at times. However, **it is your responsibility to ensure that assignments are delivered in some manner to me by the due date and time.** If you’re having problems with D2L and can’t get your paper to submit, then you should email me the paper directly via my SFASU account (roys@sfasu.edu) with the intent of resubmitting the paper to D2L once technology issues have been resolved. However, **I will not grade a paper submitted via email. It must be submitted to the designated D2L Dropbox.** Any assignment submitted in any form after the due date stated on the Course Timeline will not be graded (see “Late Assignments” section).
Classroom Civility:
Civility in our virtual classroom is not only expected, but also required. We may discuss some sensitive issues in this class. **Please be mindful that although you have not experienced certain things first hand, it is very possible and highly likely that some of your classmates have.** A vast array of opinions, points of view, and experiences will be expressed, and we will work together to create an environment where everyone feels welcome to express their ideas with the intention of learning from each other. While different opinions, experiences, and ideas will be welcomed, incivility and disrespect will not be tolerated. Although we are participating in an online course where we may feel more comfortable sharing information we wouldn’t normally share face-to-face, please also be mindful that sharing information that is too personal may make others feel uncomfortable.

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 a week) to quizzes and exams.
- responding in a timely manner (within a week) to essays and assignments or other written work submitted except holidays.
- responding in a timely manner (within a week) to discussion board posts.

How do you learn the material for the course?:
You’ll want to read each textbook chapter in addition to viewing/reading the materials provided under the content tab in D2L. These are called **modules** and they are the equivalent of an in-class lecture. Although there may be some similar material to the textbook, you may find testable information that is not covered in the textbook. So it is important that you go through each of the module’s content pages before completing your assignments. I will also guide you to which assignments are associated with the content. All due dates however can be found on the Course Timeline.

Modules:
Getting Started: Introduction to the course
1. Glossophobia, Ethics & Ethnocentricism - 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:
**Speeches**

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<thead>
<tr>
<th>Category</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>
</tr>
</tbody>
</table>

**Outlines/Fully Typed Speeches**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>15</td>
</tr>
<tr>
<td>Themed Informative</td>
<td>20</td>
</tr>
<tr>
<td>Persuasive</td>
<td>25</td>
</tr>
<tr>
<td>Special Occasion/Entertaining</td>
<td>20</td>
</tr>
</tbody>
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**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 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.