COM 111-503 Public Speaking Syllabus
Department of Languages, Cultures, and Communication
Stephen F. Austin State University
Fall 2019 • Online • D2L/Brightspace

Professor Dr. Jessie Sams
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Finals week MW 1:00-3:00 p.m.
F 1:00-3:00 p.m.

Required text Tucker et al. 2018. Exploring Public Speaking, 3rd ed. (available online and on D2L)

Course description
This course is designed to help students build confidence in the theory and practice of public speaking, with the emphasis on the speaker-audience relationship. Skills include analyzing the speaking situation, choosing appropriate topics, conducting research, organizing ideas, utilizing evidence, using voice and body to deliver public speeches effectively to an audience, and developing the ability to listen actively and critically.

Student Learning Outcomes
By the end of this course, students will be able to
1. understand and demonstrate speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. understand the importance of audience analysis and appropriate communication choices.
3. participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
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 and write an oral presentation.

Course policies and requirements
The two overarching principles for the course are the following:

(a) Adults make arrangements.
(b) Poor preparation on your part does not constitute an emergency on my part.

These two principles are reflected in all the following policies.

Student policies
1. As an online course, you are required to have reliable access to the Internet and D2L/Brightspace throughout the full course. If you experience any problems with D2L/Brightspace, you need to contact Andra Floyd (afloyd@sfasu.edu or 936.468.1919), who is the support specialist.
2. The best way to get in touch with me is the D2L email system; emailing me within D2L ensures you are checking our course more frequently to see any updated material, content, feedback, or announcements. The more frequently you check in to D2L, the better.
   a. When you email me, be clear, concise, and specific with your questions so that we can communicate more effectively and efficiently.
b. During the week, I will do my best to answer your email within 24-36 hours. If you do not receive an answer within that timeframe during the week, please re-send the email. I do not regularly check email on the weekends—even teachers need breaks.

3. You are welcome to attend my regularly scheduled office hours on campus.
   a. If you choose to do that, please show up with your materials prepared so we can get right to work; if there is a line at my door, I will limit each student to 10 minutes to ensure that I can see everyone in the order in which they arrived. If you show up while another student is in my office, please knock on the door to get my attention so I know you are in the hallway waiting; however, you need to stay in the hallway until I am finished speaking with the student in my office.
   b. If you want to hold an online chat, please schedule an appointment time with me through email.

4. You are responsible for checking D2L every day as it is the only way I have of contacting you, providing grades, and making course announcements.

5. Any work you turn in throughout the course must follow all posted guidelines for the assignment, which will be posted in the content of the associated modules. If your work does not meet the minimum standards, it will not be graded, and you will receive a 0 for the assignment.

6. You are expected to keep track of your own grades, which will be posted on D2L. The grades in D2L are the current grades. If you have a question about a grade on a particular assignment, please first read my comments on the assignment before contacting me with your specific questions.

7. All video assignments must be uploaded through the YouSeeU (also known as Bongo) system, which is integrated into our D2L course. You must upload your work before the posted deadlines.
   a. Computers can be slow in the uploading process; you should begin uploading videos at least one day before the posted deadline. The videos you record are sent to Denver for processing, and I have no control over the system. You need to make sure you have recorded and/or uploaded the correct video before submitting because the submitted video is the one that will be peer-reviewed and assessed.
   b. Waiting until the due date to upload your work means you are willing to take a gamble with your grades; you are gambling that you will not get sick, you or someone close to you will not have an emergency, and your computer and internet connection will work. You are further gambling that you will be able to find a quiet space to be able to record the speech and complete the speech without interruption or other complications.

8. All written assignments must be submitted as Microsoft Word documents (the file extension needs to be .doc or .docx) in the associated dropbox.
   a. The posted deadline is the exact time the dropbox will close on D2L; for instance, if the deadline is 5:00 p.m. CST, the dropbox will close as soon as the D2L clock hits 5:00 p.m. on the dot. The D2L clock may not match yours, so submit work early and often.
   b. As with video submissions, you need to remember that computers can be slow in the uploading process; you should begin uploading work that is due a day in advance. The submission process needs to be fully complete before the dropbox closes for your submission to be graded. Only the submissions in the dropbox will be graded.
   c. All dropboxes are set to allow one file per submission, and any subsequent submissions will overwrite previous ones. This allows you to submit rough drafts as you work, and I will only see and grade the final version submitted.
   d. **Only Microsoft Word documents will be graded.** SFA provides access to Microsoft Word for all its students; as an SFA student, you can download and use Word on your personal computer.

9. All work for this course must be your own and must be unique to this course.
a. Plagiarism is a serious offense. Using the words and ideas of others is borrowing something from those individuals. It is always necessary to identify the original source of supporting information; you must cite the source of any material, quoted or paraphrased, used in your presentation. The absence of this documentation constitutes plagiarism—a serious academic and professional offense. Proper documentation requires a bibliography of any outside texts you have consulted including both traditional sources and online sources.

b. Your ethical responsibility as a speaker is to distinguish between what are your thoughts and ideas and what are not, and to credit those who have contributed to your presentation. Putting your name on a piece of work indicates that the work is yours and that the praise or criticism is due to you and no one else. Putting your name on a piece of work in which any part is not yours is plagiarism—unless the borrowed thought or wording is clearly marked and the work is fully identified. Plagiarism is a form of theft. Taking words, phrasing, or sentence structure, or any other element of another person’s ideas and using them as if they were your own is stealing. Simply paraphrasing the work of another without acknowledging the information source is also plagiarism. Merely restating another individual’s ideas in different words does not make the idea yours. All presentations are to be your original work.

c. Using speeches or presentations from previous semesters or other classes is still considered plagiarism. Unauthorized collaboration on presentations (with a student in your section or a student in another section) is not allowed without prior approval from your instructor.

d. If you are caught being dishonest, you will be given a 0 for the assignment and/or course depending on the severity of the offense. You can find more information on the following website: http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf.

10. As in any relationship, the student/professor relationship is strengthened by strong communication. If I send something out, pay attention to it. If you have a question, concern, or emergency, communicate that to me immediately via D2L email.

These ten policies reflect my expectations for students in this course and are the basic requirements for completing this course.

**Attendance**
Online attendance is established through log-ins to our course on D2L. Active participation and frequent log-ins are expected for this course.

**Assignments**
This semester, you will be assessed on four areas.

1. **Reading progress quizzes**
For the weeks with assigned readings, you must pass an associated reading quiz with a score of 80% or higher to open the next module. You can retake the quizzes as many times as necessary to get the required grade, and they do not count toward your final grade.

2. **Individual speeches**
You will have five individual speeches to complete throughout the semester, each with specific guidelines and expectations. The speeches target different speaking and presentation skills, and you will submit all speeches as videos through the integrated YouSeeU assignments system in D2L.
(3) Written work
Throughout the semester, you will complete several written assignments. Speech reflections require you to reflect on your performance and reference course concepts and terms. The final speech reflection is the longest and requires you to assess your progress throughout the course with connections to course concepts. The TED Talk analysis and speech performance critique both require you to analyze others’ speaking performances.

(4) Group work
The Shark Tank exercise will take place over two weeks of the semester and requires teamwork, group participation, and class collaboration.

Final grades
Each assignment will be graded out of a score of 100; each assignment is weighted differently:

<table>
<thead>
<tr>
<th>Individual speeches (altogether worth 60% of final grade)</th>
<th>Weight</th>
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<tbody>
<tr>
<td>S1 Introduction</td>
<td>2%</td>
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<tr>
<td>S2 Informative</td>
<td>15%</td>
</tr>
<tr>
<td>S3 Persuasive</td>
<td>15%</td>
</tr>
<tr>
<td>S4 Sensory aid</td>
<td>20%</td>
</tr>
<tr>
<td>S5 Special occasion</td>
<td>8%</td>
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</table>

<table>
<thead>
<tr>
<th>Written work (altogether worth 30% of final grade)</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four speech reflections (S1-S4)</td>
<td>10%</td>
</tr>
<tr>
<td>TED Talk analysis</td>
<td>5%</td>
</tr>
<tr>
<td>Speech performance critique</td>
<td>5%</td>
</tr>
<tr>
<td>Final speech reflection</td>
<td>10%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Group work (altogether worth 10% of final grade)</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shark Tank individual video</td>
<td>3%</td>
</tr>
<tr>
<td>Shark Tank group participation</td>
<td>5%</td>
</tr>
<tr>
<td>Shark Tank class participation</td>
<td>2%</td>
</tr>
</tbody>
</table>

I round all grades to the nearest tenth of a decimal point and then assign letter grades according to the following scale of percentages:

A  90-100  Earning an A indicates that you mastered all the necessary concepts and skills for the course and exceeded expectations on assignments throughout the semester.
B  80-89.9  Earning a B indicates that you did well with all necessary concepts and skills for the course and mastered some of them; it also indicates you exceeded expectations on some assignments but not others.
C  70-79.9  Earning a C indicates that you did well with some of the concepts and skills but not as well with others; it also indicates you met all required guidelines throughout the course. In other words, a C is the average grade.
D  60-69.9  Earning a D indicates you did not do well with a majority of the concepts and/or skills required for the course; it also indicates that not all required guidelines were met throughout the semester.
F  0-59.9   Earning an F indicates that you regularly did not meet required guidelines.

Final grades are final. I do not offer extra credit, and I do not bump or round up grades at the end of a semester. Grades do not reflect my personal feelings about students; instead, they solely reflect a
student’s demonstrated mastery of the concepts and skills introduced in class through completed work on assignments. Mastery and hard work do not necessarily mean the same thing.

**SFA Policies**

*Acceptable student behavior*

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

*Academic integrity*

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. 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 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 presentation without giving the author due credit.

*Withheld grades: Semester grades policy*


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.

For this course, a grade of WH must be requested by the student, negotiated between the student and professor, and approved by the professor before the final week of classes begins (i.e., before “dead week”). Not all requests will be granted; each request will be taken on a case-by-case basis. For the request to be granted, the student must have completed all work prior to the WH request and must be passing the course with a grade of a B or higher. If the WH is approved, all work for that WH must be completed by the end of the first week of the following academic semester.

*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) as early as possible in the semester. ODS
is located in the Human Services building, room 325; their number is 468-3004 (or 468-1004 for TDD). 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/. For this course, if you are registered with ODS and have an accommodation and/or auxiliary aids, you need to speak with me during office hours about the accommodation/aids. Please do this as soon as possible during the semester.
Course schedule: August 26-December 13

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topic/Reading</th>
<th>Due dates</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>8/26-8/30</td>
<td>Module 1: Introduction&lt;br&gt;• Ch1: Introduction to public speaking&lt;br&gt;• Appendix C: Public speaking online</td>
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<tr>
<td>Week 2</td>
<td>9/2-9/6</td>
<td>Module 2: Audience and ethics&lt;br&gt;• Ch2: Understanding audience&lt;br&gt;• Ch3: Ethics in public speaking</td>
<td>Tue, 9/3: S1 Introduction&lt;br&gt;Fri, 9/6: S1 reflection</td>
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<tr>
<td>Week 3</td>
<td>9/9-9/13</td>
<td>Module 3: How to inform&lt;br&gt;• Ch12: Informative speaking&lt;br&gt;• Ch4: Developing topics</td>
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<tr>
<td>Week 4</td>
<td>9/16-9/20</td>
<td>Module 4: Incorporating research&lt;br&gt;• Ch5: Researching your speeches&lt;br&gt;• Appendix E: APA citation&lt;br&gt;• Ch6: Organizing and outlining</td>
<td>Fri, 9/20: TED Talk analysis</td>
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<td>Week 5</td>
<td>9/23-9/27</td>
<td>Module 5: Organizing the details&lt;br&gt;• Ch7: Supporting your ideas&lt;br&gt;• Ch8: Introductions and conclusions</td>
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<td>Week 6</td>
<td>9/30-10/4</td>
<td>Module 6: Informative speeches</td>
<td>Tue, 10/1: S2 Informative&lt;br&gt;Fri, 10/4: S2 reflection</td>
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<tr>
<td>Week 7</td>
<td>10/7-10/11</td>
<td>Module 7: How to persuade&lt;br&gt;• Ch13: Persuasive speaking</td>
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<tr>
<td>Week 8</td>
<td>10/14-10/18</td>
<td>Module 8: Language and delivery&lt;br&gt;• Ch10: Language&lt;br&gt;• Ch11: Delivery</td>
<td>Fri, 10/18: Shark Tank Exercise*</td>
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<tr>
<td>Week 9</td>
<td>10/21-10/25</td>
<td>Module 9: Crafting a solid argument&lt;br&gt;• Ch14: Logical reasoning&lt;br&gt;• Appendix D: Humor appendix</td>
<td>Fri, 10/25: Speech performance critique</td>
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<tr>
<td>Week 10</td>
<td>10/28-11/1</td>
<td>Module 10: Persuasive speeches</td>
<td>Tue, 10/29: S3 Persuasive&lt;br&gt;Fri, 11/1: S3 reflection</td>
</tr>
<tr>
<td>Week 11</td>
<td>11/4-11/8</td>
<td>Module 11: Outside considerations&lt;br&gt;• Ch9: Presentation aids&lt;br&gt;• Appendix A: Cultural diversity</td>
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<tr>
<td>Week 12</td>
<td>11/11-11/15</td>
<td>Module 12: Work week</td>
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<tr>
<td>Week 14</td>
<td>12/2-12/6</td>
<td>Module 14: Special occasions&lt;br&gt;• Ch15: Special occasion speaking</td>
<td>Fri, 12/12: S5 Special occasion speaking</td>
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<tr>
<td>Finals</td>
<td>12/9-12/13</td>
<td>Module 15: Special occasion speeches</td>
<td>Tue, 12/10: S5 Special occasion&lt;br&gt;Fri, 12/13: Final self-reflection</td>
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*The Shark Tank Exercise will involve additional due dates for associated assignments within the two-week period of October 7-18; those due dates will be included in the full directions for the exercise in Module 7.*