Instructor: **Laurie Lawrence**  
Email: lawrencel@sfasu.edu or llawrence@fsu.edu  
Office: 936-468-4303

**Office:** Online  **Office Hours:** Available by appointment

**Course Description:**
This course is designed to help the student 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 a live audience, and developing the ability to listen actively and critically.

**Course Methodology:**
Through online modules that will guide students through the course material which may include: lectures, presentations, discussions, readings, technological supplements, and carefully designed speech projects and listening assignments. This course offers the following goals: to provide students with an understanding of the basic types of speeches and the purposes of each; to help students develop confidence and competence in the preparation and delivery of speeches; to enable students to listen critically to the speeches of others and offer constructive criticism; to increase students’ awareness of the rights, privileges, and responsibilities of both speaker and listener in the communicative process.

**Required Text:**
- ISBN 978-0-07-352391-0  
  APA Citation:  
- ISBN 2818440017393  
  *Communication 111 Workbook*. SFA

**Required Material:**
- Students are responsible for uploading high quality video content. It must convey a clear picture, clear and synchronous sound, and proper alignment. Consider a digital camera, the quality of the picture and the sound will impact your grade
Course Topics:
- Research, Preparation, and Delivery of various types of speeches.
- Developing active and critical listening skills
- Developing the ability of giving and taking constructive criticism.
- Awareness of the ethical responsibilities of a public speaker, and listener.

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.

Academic Integrity
The maintenance of an atmosphere of academic integrity is the responsibility of all students, faculty and staff. Complete academic integrity in fulfillment of requirements is expected of all students and faculty. Students must in no way misrepresent their work, fraudulently or unfairly advance their academic status, or in any way abet other students who fail to maintain academic integrity.

Please refer to the universities policy on academic integrity at: www.sfasu.edu/policies/academic_integrity.asp

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 Bldg., Rm 325, 468-3004/468-1004(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 accommodations, visit www.sfasu.edu/disabilityservices/

Student Evaluation:
Students learn to speak publicly by researching, preparing, and delivering an organized speech to a live audience. The majority of the final grade is measured by the performance of the original speech. Students will deliver three different types of speeches: Informative, Persuasive, and Special Occasion, but will have more than one type.

The following distribution will be used to calculate final grades:
- Speeches, including preparation outline: 60%
- Exams: 20%
- Evaluations: 10%
- Attendance/Homework/Participation 10%

Speeches, including preparation outline:
- Introduction – Short introductory ice breaker.
  - 3 minutes.
  - Grading: 5%
Informative – This speech will focus on processes and procedures. You will research how something is made, how a task is completed or explain how something works, and deliver an informative and educational speech. Must include outline.
  o 5 minutes
  o Grading: 10%

Make me a believer – Persuasion speech based on a cause, non-profit, event or belief. This speech will influence the audience to understand a position and encourage them to take action in favor of your platform. Must include outline.
  o 5 minutes
  o Grading: 20%

Shark Tank – Informative and persuasive. This group speech will be developed to persuade the audience about a new product of service you think will change our lives. Research paper included in grading.
  o 7 minutes
  o Grading: 15%

Special Occasion – Being asked to speak at a special occasion is an honor but sometimes requires a lot more thought than initially anticipated and there are a variety of entertainment style speeches. Students will be randomly selected to prepare either a comedic, acceptance or commemorative final speech.
  o 3 minutes
  o Grading: 10%

Quizzes/Exams:
- There will be a midterm and a final exam. Each will account for 10% of the overall grade

Evaluations:
Students will have to conduct a self-evaluation (this will be from a video recording of their speech presented in class) and evaluation of speeches from auxiliary material provided by the instructor. Evaluations are worth 5% each for a total of 10%

Homework:
- You will be given activities and discussion boards to participate in. This, along with participation, will account for 10% of your overall grade. No credit or limited credit will be given for late, and incomplete assignments. See homework expectations for details.

**No make-ups for speeches or exams without university approved absence**
All rescheduled speech requests must be submitted by the Friday BEFORE speech presentations begin. Afterwards only university approved absence will be allowed to make up a speech or exam. This policy is strictly enforced.

The student’s final grade will be determined using the following grading policy:
- 90%-100% = “A”
- 80% - 89% = “B”
- 70% - 79% = “C”
- 60% - 69% = “D”
- below 60% = “F”
Course Outline:
The following is a tentative schedule for the term. Deviations from the schedule may occur when they are deemed necessary. In most cases, advance notice will be provided if changes are made to this schedule.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic: Public Speaking Course Introduction</th>
<th>Class Application: Course overview - Attendance</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Class Topic: Public Speaking Course Introduction</td>
<td>Class Application: Course overview - Attendance</td>
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<tr>
<td>8/26-8/30</td>
<td>Syllabus review – Policies, Assignments, Due dates</td>
<td>How to work in D2L/Brightspace</td>
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<td></td>
<td>Silent Connections</td>
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<tr>
<td></td>
<td>Introductions assigned.</td>
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<td>Speaking order assigned</td>
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<td>Developing an outline, finding themes</td>
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<td></td>
<td>Glossophobia</td>
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<td>Lucas: Chapter 1</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic: Introductory speeches</th>
<th>Class Application: Speech presentations</th>
<th>Required Readings</th>
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</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Class Topic: Introductory speeches</td>
<td>Class Application: Speech presentations</td>
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<tr>
<td>9/2-9/6</td>
<td>McCrowsky’s Anxiety Report</td>
<td>Willingness to communicate</td>
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<td></td>
<td>Nervous speaking</td>
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<td>Lucas: Chapter 4</td>
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<td></td>
<td>Due 9/4: Speech Outlines</td>
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<td><em>Technical SFA has class on 9/2 but since Woden does not we will have an online assignment but no Zoom meeting.</em></td>
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<thead>
<tr>
<th>Date</th>
<th>Class Topic: Traditions &amp; power of public speaking</th>
<th>Process of speech</th>
<th>Required Readings</th>
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</thead>
<tbody>
<tr>
<td>Week 3</td>
<td>Class Topic: Traditions &amp; power of public speaking</td>
<td>Process of speech</td>
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<tr>
<td>9/9-9/13</td>
<td>Speech preparation and delivery</td>
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<td>Lucas: Chapter 2</td>
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<td>Cultural considerations</td>
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<td>Chapter 9</td>
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<td>Ethnocentrism/Egocentric</td>
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<td>Ethos, Ethics, and Influence</td>
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</tbody>
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<thead>
<tr>
<th>Date</th>
<th>Class Topic: Selecting a topic and purpose</th>
<th>Research and Resources APA</th>
<th>Required Readings</th>
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<tbody>
<tr>
<td>Week 4</td>
<td>Class Topic: Selecting a topic and purpose</td>
<td>Research and Resources APA</td>
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<tr>
<td>9/16-9/20</td>
<td>Organizing and outlining</td>
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<td>Lucas: Chapter 5</td>
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<td>Activity – How to be informative (workbook 55)</td>
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<td>Chapter 11</td>
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<td>Active listeners. What is this</td>
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<td>Chapter 7</td>
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<td>Listener report (workbook 131)</td>
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<td>Review Active listener #1 evaluations assignment</td>
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<td></td>
<td>Review Informative Speeches Assignment</td>
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</tbody>
</table>
| Week 5  | 9/23-9/27 | Class Topic: Research and Supporting evidence  
|         |           | Evaluating websites  
|         |           | Building informative speeches  
|         |           | Group activity – Oreo Speech development  
|         |           | Review for Exam #1  
|         |           | Due 9/21 - Active listener #1 evaluations assignment  
| Lucas: | Chapter 8 | Chapter 13 |
| Week 6  | 9/30-10/4 | Class Topic: Language and Delivery  
|         |           | Paralanguage  
|         |           | Volume and projection  
|         |           | Posture and presentation  
|         |           | YouTube presentations  
|         |           | Class activity – Planning effective delivery (workbook 29)  
|         |           | Due 10/2: EXAM #1  
| Lucas: | Chapter 15 |
| Week 7  | 10/7-10/11 | Class Topic: Informative speech presentations  
|         |           | Class Application: Speeches  
|         |           | Peer evaluation activities  
|         |           | Listener discussion  
|         |           | DUE 10/9: Speech Outline  
| Lucas: | Chapter 16 | Chapter 12 |
| Week 8  | 10/14-10/18 | Class Topic: Methods of persuasion  
|         |           | Fact/Value/Policy persuasion  
|         |           | Monroe Model  
|         |           | Audience Centeredness  
|         |           | Know your audience/Speech development  
|         |           | Persuasive speech assignment  
|         |           | Review Active Listener #2 - self-evaluation assignment  
| Lucas: | Chapter 3 | Chapter 6 |
| Week 9  | 10/21-10/25 | Class Topic: Persuasive speech presentations  
|         |           | Remember these are being videotaped  
|         |           | Peer practice  
|         |           | Review demonstration speech assignment  
|         |           | Assign groups/speaking order  
|         |           | DUE 10/23: Speech Outlines  
| Lucas: | Chapter 17 | Chapter 10 |
| Week 10 | 10/28-11/1 | Class Topic: Continue Demonstration speech assignment  
|         |           | Review Research/Evaluation paper assignment  
|         |           | Functional and dysfunctional group behaviors  
|         |           | Group development activity  
|         |           | Props v. Display  
|         |           | Using technology  
|         |           | DUE 10/30: Active listener #2 - self-evaluation assignment  
| Lucas: | Chapter 14 | Chapter 18 |
| Week 11 | 11/4-11/8 | Class Topic: Entertainment speeches introduction/types  
Entertainment Speech Videos  
Review Discussion assignment-strengths & weaknesses **Due 11/8**  
Group Lab time |
|---|---|---|
| Week 12 | 11/11-11/15 | Class Topic: Shark Tank/Demonstration Speeches  
Entertainment speeches assigned  
**DUE 11/14:** Research/Evaluation papers |
| Week 13 | 11/1-11/22 | Class Topic: Impromptu speech development  
Competitive speaking  
Speaking to small groups  
Conducting Q&A  
How to take your speaking skills to the next level  
Toastmaster  
Guest speaker |
| Week 14 | 11/25-11/29 | **Thanksgiving Holiday – No Class**  
(assignments and weekly reading still required) |
| Week 15 | 12/2-12/6 | Class Topic: Entertainment speeches  
*No Outline Due*  
**Make-up speeches**  
Final Exam Review  
Lucas Chapter 19 |
| Final Exam Week | 12/9 | TBD |

**Courtesy:** Common courtesy and respect is expected of all students. Disturbances, bullying, combative behavior and other conduct consider disruptive to the class, whether through discussion board postings or other methods, will be addressed. Missed assignments may be made up after resolutions regarding the problem are determined. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom (see the Student Conduct Code, policy D-34.1).

*Tell me and I forget. Teach me and I remember. Involve me and I learn.*  
**Benjamin Franklin**