Public Speaking COM 111, Spring 2019

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Office Hours: MW – noon to 1:30pm; TR – 12:30pm to 1:30pm; and by appointment

Course Description (from the SFA General Bulletin):  

Required textbooks:  
3. Comm 111 Workbook (2nd ed.) Nacogdoches: SFASU.

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 Casual” attire for speech days

You may decide additional materials are beneficial to your learning. For instance, I know that based on how I learn best, I would have a notebook to take notes from the readings and module material shared online just like I would from taking a class face-to-face.

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 end date of that module by 11:59pm.

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:  
- Understand and demonstrate speaking processes through invention, organization, drafting, revision, editing, and presentation.  
- Understand the importance of specifying audience and purpose and to select appropriate communication choices.  
- Understand and appropriately apply modes of expression.  
- 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, 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/.”

**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.

**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 safe to express their ideas. 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.

**Late Assignments.** Assignments are due by the designated time on the Course Timeline. All assignments are to be submitted via D2L. Late work is only accepted at the instructor’s discretion and only within one week of missing the assignment.

**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 *will need to 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.

**If you “need” an A or B, good grade, passing grade, etc** in this class... 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 however will not be tolerated!**

Here are some general tips to help you earn your grade in this class.

- Log in to D2L every day.
- Check your SFASU email every day.
- Read the textbook AND the online modules.
- Proceed through the modules in the order their presented to make sure you don't miss important information.
- Ask questions if you have them, either via chat, email, or during office hours.
- Follow the rules in this syllabus. Clear up any questions that you have early on.
- Complete and submit your work on time or early.
- Utilize on-campus resources that are available to you, including the AARC and the library.
- Proofread your work before submission. If I am unable to understand your writing, you will lose points. Although this is not an English class, correct grammar and spelling are expected on ALL assignments (including discussions).

**Modules – Chapters from Lucas and Workbook selections as indicated through D2L**

- 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, Organizing – Chap 6
- 5. Special Occasion Speech Prep, 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:*

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<thead>
<tr>
<th>Course Requirements</th>
<th>Points Possible</th>
<th>Your Score</th>
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<tbody>
<tr>
<td><strong>Speeches</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>→ Introduction</td>
<td>25 points</td>
<td></td>
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<tr>
<td>→ Themed/Group Informative</td>
<td>75 points</td>
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<tr>
<td>→ Persuasive</td>
<td>100 points</td>
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<tr>
<td>→ Special Occasion/Entertaining</td>
<td>50 points</td>
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<tr>
<td><strong>Speech Outlines</strong></td>
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<tr>
<td>→ Introduction</td>
<td>15 points</td>
<td></td>
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<tr>
<td>→ Themed/Group Informative</td>
<td>20 points</td>
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<tr>
<td>→ Persuasive</td>
<td>25 points</td>
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<tr>
<td>→ Special Occasion/Entertaining</td>
<td>20 points</td>
<td></td>
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<tr>
<td>Peer Critiques (2 @ 15pts)</td>
<td>30 points</td>
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<td>Quizzes (4 @ 15pts)</td>
<td>60 points</td>
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<tr>
<td>Discussions (4 @ 10pts)</td>
<td>40 points</td>
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<tr>
<td>Activities (4 @ 10pts)</td>
<td>40 points</td>
<td></td>
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<tr>
<td>Exams (21 @ 25pts)</td>
<td>50 points</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>550 points</strong></td>
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**Grading Scale**
- 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 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 are habitually posting really close to the 11:59 pm deadlines, then you will not earn full credit.

**Note:** If no one else posts, you'll be graded on the quality of your 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:**
As you go through the modules, the instructions for the assignments/short papers will be embedded in those modules. For example, in module 4, the reflection assignment instruction will have its own page. Then there will be a link to the reflection 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 communicative 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?

**All references should be in APA format.**

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.
<table>
<thead>
<tr>
<th>Week &amp; Module #</th>
<th>Topics to be Covered</th>
<th>Assignments</th>
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</table>
| 1/22-1/25       | Getting Started      | • Read syllabus and timeline.  
• Thoroughly review Getting Started Module.  
• Complete Discussion – Two Truths and A Lie *(due 1/24 @ 11:59pm).* |
| 1/28-2/1        | Module 1              | • Read Lucas Chapter 1 and 2 and Module 1 lectures.  
• Complete McCroskey’s Personal Report of Public Speaking Anxiety from Workbook.  
• Submit Discussion 1 *(due 1/31 @ 11:59pm).* |
| 2/4-2/8         | Lab #1                | • Go through the Introductory Speech Instructions.  
• Record your speeches based on the guidelines provided in the module.  
• **Post your Speech in CONNECT (due 2/7 @ 11:59pm).**  
• Submit your Introductory Outline in Dropbox *(due 2/7 @ 11:59pm).*  |
| 2/11-2/15       | Module 2              | • Read Lucas’ Chapter 3 and Module 2 lectures.  
• Complete Critical Thinking Survey  
• Submit Discussion 2 *(due 2/14 @ 11:59pm).* |
| 2/18-2/22       | Module 2              | • Read Module 2 lectures.  
• Watch assigned speech video through CONNECT.  
• Submit Listening Report Activity 1 to Dropbox *(due 2/21 @ 11:59pm).*  
• Submit Quiz 1 *(due 2/22 @ 11:59pm).* |
| 2/25-3/1        | Module 3              | • Read Lucas’ Chapters 7, 8, and 15 and Module 3 lectures.  
• Submit Discussion 3 *(due 2/28 @ 11:59pm).*  
• Submit Evaluating Website Activity 2 to Dropbox *(due 3/1 @ 11:59pm).* |
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| 3/4-3/8 Lab #2 | Informative Group Speech Video Upload | • Go through the Informative Group Speech Instructions.  
• Record your speeches based on the guidelines provided in the module.  
• **Post your Speech to CONNECT (due 3/7 @ 11:59pm).**  
• Submit your Informative Individual Outline in Dropbox (due 3/7 @ 11:59pm).  
• Submit **Quiz 2 (due 3/8 @ 11:59pm).** |
| 3/11-3/15 Module 4 | Audience Centeredness  
Situational Analysis  
Organizing the Body | • Read Lucas' Chapter 6 and Module 4 lectures.  
• Read from Workbook Chapter Organizing and Outlining, Sections: Organizational Pattern Table, Outlining Main Points and Transitioning.  
• Submit **Analyzing your Audience Activity 3 to Dropbox (due 3/14 @ 11:59pm).** |
| 3/18-3/22 | **Spring Break** | |
| 3/25-3/29 Module 5 | Preparation for Special Occasion Speeches  
Intro and Conclusion | • Read Lucas' Chapter 9 and 10 and Module 5 lectures.  
• Submit **Applying Organizational Patterns Activity 4 to Dropbox (due 3/28 @ 11:59pm).** |
| 4/1-4/5 Lab #3 | Special Occasion Speech Video Upload | • Go through the Special Occasion Speech Instructions.  
• Record your speeches based on the guidelines provided in the module.  
• **Post your Speech to CONNECT (due 4/4 @ 11:59pm).**  
• Submit your **Special Occasion Outline to Dropbox (due 4/4 @ 11:59pm)**  
• Submit **Quiz 3 (due 4/5 @ 11:59pm).** |
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| 4/8-4/12 Module 6 | Persuasive Speech Prep Monroe’s Motivated Sequence | • Submit Peer Evaluation 1 to Dropbox (due 4/9 @ 11:59pm).  
• Read Lucas’ Chapter 16 and 17 and Module 6 lectures.  
• Watch assigned speech video through CONNECT.  
• Submit Discussion 4 (due 4/11 @ 11:59pm). |
| 4/15-4/19 Module 6 | Delivery Ethos, Pathos, Logos Fallacies | • Read Lucas’ Chapter 13 and Module 6 lectures.  
• **Easter Break (4/18 & 4/19)**  
• Submit Quiz 4 (due 4/22 @ 11:59pm). |
| 4/22-4/26 Lab #4 | Persuasive Speech Video Upload | • Go through the Persuasive Speech Instructions.  
• Record your speeches based on the guidelines provided in the module.  
• **Post your Speech in CONNECT** (due 5/2 @ 11:59pm).  
• Submit your **Persuasive Speech Outline** to Dropbox (due 5/2 @ 11:59pm)  
• Submit your **Peer Evaluation 2** to Dropbox (due 5/3 @ 11:59pm).  

**Exam 2 Due 5/10 @ 11:59pm**  
(includes 2 short answer/essay questions and 20 MC/T-F Questions)

** The instructor reserves the right to adjust the schedule as needed. It is the student’s responsibility to stay abreast all changes.  
*** Additional readings, coursework, or homework may be given at the instructor’s discretion.