Stephen F. Austin State University
Department of Languages, Cultures and Communication
Communication Studies Program
Public Speaking
Com 111.502 Spring
Online Course

Professor: R. Tyler Spradley, Ph.D.
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2013-2015 Jim Towns Endowed Professor of Mentoring
Leadership Minor, Leadership Certificate, and Risk and Crisis Communication Certificate Coordinator

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Class Times: Online, 9:30 TR, 11 TR

Course Description (from the SFA General Bulletin):

Required textbooks: The text must be purchased to access the online assignments.
   Options for the book:
   OR
   Loose Leaf + Connect Combo; ISBN: 9781260500073
2. 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” attire and an appropriate speech setting are required for recorded speech performances.

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 Requirements, Policies, and Procedures:

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 work will only be accepted at the instructor's discretion and only within one week of missing the assignment.
• Grades are not negotiable. Every student is graded by the same rubric, so never ask me to raise a grade as it would create an issue of discrimination. See grading on page 4.
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:

<table>
<thead>
<tr>
<th>Speeches</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>25</td>
</tr>
<tr>
<td>Themed 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>

<table>
<thead>
<tr>
<th>Outlines/Fully Typed Speeches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
</tr>
<tr>
<td>Themed Informative</td>
</tr>
<tr>
<td>Persuasive</td>
</tr>
<tr>
<td>Special Occasion/Entertaining</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Peer Critiques X 2</th>
<th>15 points each = 30 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes X 4</td>
<td>15 points each = 60 points</td>
</tr>
<tr>
<td>Discussion X 4</td>
<td>10 points each = 40 points</td>
</tr>
<tr>
<td>Activities X 4</td>
<td>10 points each = 40 points</td>
</tr>
<tr>
<td>Exams X 2</td>
<td>25 points each = 50 points</td>
</tr>
<tr>
<td>Total points</td>
<td>550 points</td>
</tr>
</tbody>
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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 are habitually posting really close to the 10 pm deadlines, then you will not earn full credit.

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.