Instructor: Laurie Lawrence
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Office: 936-468-4303

Office: LAN 420 (419) Virtual Office Hours: Weekly Zoom Sessions (additional hours by appt)

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 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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Speeches, including preparation outline</td>
<td>50%</td>
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<tr>
<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Exams</td>
<td>20%</td>
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<tr>
<td>Evaluations</td>
<td>10%</td>
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<tr>
<td>Activities/Discussion Board Participation</td>
<td>10%</td>
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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.
  - 5 minutes
  - 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%

• 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: 15%

Quizzes/Exams:
• There will be 2 quizzes and each will account for 5% of the overall grade
• There will be 2 term exams 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**

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>Topics to Be Covered</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Overview of the course&lt;br&gt;Glossophobia&lt;br&gt;Ethics&lt;br&gt;Ethnocentrism&lt;br&gt;Introductory Speeches Video Upload&lt;br&gt;Groups assigned for Lab 2</td>
<td>Read Syllabus and Timeline&lt;br&gt;Thoroughly review the Getting Started Module and Module 1.&lt;br&gt;Review Lab 1 for you first speech assignment.&lt;br&gt;Complete Discussion - 2 Truths and A Lie by 7/16/19&lt;br&gt;Response post – 2 Truths and a Lie by 7/17/19&lt;br&gt;Read Workbook pages: 7, 10-12, 15-16, 22-24, 37-39&lt;br&gt;Complete McCroskey’s Personal Report of Public Speaking Anxiety from Workbook (p. 13-14) Submit to Discussion by 7/17/19&lt;br&gt;Record your Introductory Speech based on the guidelines provided in the module&lt;br&gt;Place your speech Mp4 or URL with Outline to the dropbox by 7/18/19</td>
</tr>
<tr>
<td>Week 2</td>
<td>Power of Public Speaking&lt;br&gt;Critical Thinking&lt;br&gt;Listening&lt;br&gt;Informative Speech&lt;br&gt;Gathering Research&lt;br&gt;Outline Expectation&lt;br&gt;Informative Group Speech</td>
<td>Review Modules 2 and 3&lt;br&gt;Review Lab 2 for your Informative Group Speech assignment&lt;br&gt;Read Workbook pages 32, and 40-46.&lt;br&gt;Review Workbook page 142 regarding the NCA Grading Criteria for universities.&lt;br&gt;Complete Critical Thinking Survey and Discussion Board by 7/22/19&lt;br&gt;Complete the Listening Activity (p. 129) and place in the Dropbox by 7/23/19&lt;br&gt;Complete the Website Evaluation Activity (p. 49) and place in the Dropbox by 7/24/19&lt;br&gt;Quiz #1 – 7/24/19&lt;br&gt;*Be sure to make lab time in person or virtually to complete and plan your group speech.&lt;br&gt;Record your Informative Group Speech based on the guidelines provided in the module&lt;br&gt;Place your speech Mp4 or URL with Outline to the dropbox by 7/25/19</td>
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| Week 3 Lab (7/29-8/1) | Audience Centeredness  
Situational Analysis  
Organizing the Body  
Special Occasion Speech |
|----------------------|-----------------------------------------|
| Review Modules 4 and 5  
Review Lab 3 for your Special Occasion Speech assignment  
Read Workbook p. 58-70, 78-80, 106-108. Watch assigned video and post to Discussion Board by 7/28/19***  
Complete Analyzing the Audience Activity (p. 83) by 7/29/19  
*Special Occasion Speech types will be announced to the newsfeed on 7/29/19  
Complete Applying Organization Pattern Activity (p. 71) by 7/30/19  
Midterm Exam on 7/31/19  
Record your Special Occasion Speech based on the guidelines provided in the module  
Place your speech Mp4 or URL with Outline to the dropbox by 8/1/19 |

| Week 4 Module 2 (8/5-8/8) | Persuasive Speech Prep  
Monroe’s Motivated Sequence  
Delivery  
Ethos, Pathos, Logos  
Fallacies  
4th or July - Enjoy |
|--------------------------|---------------------------------------------------------------|
| Review Module 6  
Review Lab 4  
Read Workbook pages 86-91  
Complete persuasive video discussions 8/5/19  
Evaluation #1 due by 8/6/19  
Quiz #2 – 8/7/19 |

| Week 5 Module 3 (8/12-8/15) | Persuasive Speech Video  
Toastmaster  
Small Group Question and Answer  
Final Exam |
|-----------------------------|---------------------------------------------------------------|
| Record your Persuasive Speech based on the guidelines provided in the module  
Place your speech Mp4 or URL with Outline to the dropbox by 8/12/19  
Complete Toastmaster Discussion Board 8/13/19  
Evaluation #2 due by 8/14/19  
Final Exam – 8/15/19 |

**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