COM 111.502 (SPCH 1315)—Public Speaking (Online!)  
Spring 2020  
Department of Languages, Cultures, & Communication  
STEPHEN F. AUSTIN STATE UNIVERSITY

Instructor: “Coach” Kimberly Squyres Wagner  
Office Location: Vera Dugas Liberal Arts North, Room 412  
Virtual Office Hours (via chat or Zoom):  
  T: 9:30 a.m.-12:30 p.m.  
  W: 9:30 p.m.-12:30 p.m.  
  R: 9:30 a.m.-12:30 p.m.  
  Or, occasionally by special scheduled in-person appointment (on SFA campus).  
Email: squyreska@sfasu.edu or email via D2L section

Text:  
1. REQUIRED: The Art of Public Speaking by Stephen Lucas (Connect Access not required).  
2. REQUIRED: Communication 111 Workbook (cost is around $20)

Other required materials:  
- 3X5 or 4X6 note cards must be used for speeches  
- electronic device with internet access  
- professional attire for speech delivery (points will be deducted otherwise)

Course Description: Theory and practice in oral communication. Analysis of communication as a function of public address. SPCH 1315 (COM 111) “Public Speaking” (3 credits) typically meets either three times a week (Monday/Wednesday/Friday) in 50-minute sessions or twice a week (Tuesday/Thursday) in 75-minute sessions or once a week (variable days) in a single 2.5 hours session for a 15-week semester with 2 hours designated for final examination. Online delivery of the course replaces face-to-face weekly sessions for text-based and audio-visual content developed in learning modules for students to complete including online, interactive class discussions, online interactive assignments and online speech upload and peer reviews. Students are assigned at least four speeches, readings, unit quizzes, written assignments, formal speech outlines and out-of-class listening activities. These various activities average a minimum of 6 hours of work each week to be prepared to engage in face-to-face class meetings or online activities.

Course Objectives/Student Learning Outcomes: After completing COM 111 students should:  
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. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.  
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.  
6. Develop the ability to research and write an oral presentation.

Program Learning Outcomes:  
1. Students majoring in Communication Studies should display comprehension of major communication theories.  
2. Students majoring in Communication Studies will apply the major theories in the field to communicate effectively in a variety of settings.  
3. Students majoring in Communication Studies will be able to demonstrate competence in logical and critical thinking.  
4. Students majoring in Communication Studies will be able to recognize the central role of freedom of expression and inquiry in a diverse and democratic society.
Stephen F. Austin State University Policies & Guidelines for Courses:

**Academic Integrity:** Students in this class are expected to read and abide by the university policy on academic integrity. If a student is found in violation of this policy, he/she will be subject to receiving a failing grade for this course, and the violation will be reported to the proper university authorities. 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](http://www.sfasu.edu/policies/academic_integrity.asp)

**Acceptable Student Behavior:** Classroom behavior should not interfere with the instructor’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 instructor 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 that is available to help SFA students succeed.

**Responsible use of technology:** It is expected that all students will only utilize cell phones, PDAs, laptop computers, MP3 players and other technology outside of class time or when appropriate in class. Answering a cell phone, texting, listening to music or using a laptop for matters unrelated to the course may be grounds for dismissal from class or other penalties.

**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, 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/](http://www.sfasu.edu/disabilityservices/).

**SFA Speech & Debate Program:** For more information, please contact Director of Speech & Debate, Coach Kimberly Wagner at squyreska@sfasu.edu. The team meets weekly for practice and travels to 10 tournaments each academic year. Debate helps you with research, critical thinking, and speaking skills, and is an excellent addition to your resume. Meetings are every Wednesday from 5:15 p.m.-7:00 p.m. in Ferguson 377.
Coach Wagner’s Teaching Philosophy & What You Can Expect from This Course:

- By the end of this course, I cannot guarantee that you will love public speaking. To be honest, it is doubtful that you will, however, my hope is that you will learn to respect public speaking as an applicable and useful skill that will help you in your personal and professional life.

- My goal is to help you to help yourself. All grades are earned—not given. If you do not care to learn, I will not force you, but you must accept the consequences of not caring, which will most likely result in you failing the course. Some of you will learn a few hard “life lessons” in this course rather than just public speaking skills. You are all adults and you will be treated as such.

- Through a partnership with each and every one of you, and through positive attitudes and interactions, I hope to create a learning environment that will encourage each of you to want to learn, to participate in class, and to support each other. Remember that practice makes PROGRESS. I don’t expect perfection, but I expect the pursuit of it. This class is designed for you to make mistakes, but to learn how to overcome them. You WILL finish this class as a better speaker—not perfect, but better.

- I strive to remain empathetic and understanding to each of my students and help each of you as much as you will allow. I strive to clearly communicate, to provide efficient feedback, boost your confidence, and help you grow as communicators. I will challenge you, but I will be fair, and I will empower you to take charge of your future.

- This is my first semester teaching online, so I will strive to provide the best experience that I possibly can. I appreciate your patience and understanding in advance in the case that there are errors made as I navigate this new style of teaching. I have a lot of great ideas and lessons I plan to incorporate to provide an awesome learning opportunity for you. If you see a mistake or if you have an idea, please feel free to communicate with me. Open and honest communication is essential to providing you with an awesome experience! Keep in mind that although this is an online class, it is designed to give you a “real world” public speaking experience.

- If you can take a Hakuna Matata perspective, that’ll help you through this course—don’t sweat the small stuff and try to focus on all the good.

Coach Wagner’s Course Guidelines & Expectations:

Please read through this section as it contains valuable information that may drastically affect your success in this course. Always refer to the syllabus before coming to your professor with questions. However, should you have questions that are not answered below, please schedule an office visit or email squyreska@sfasu.edu Messages will be answered within 48 hours. Note: Messages sent via SFA email are checked more often than D2L email.

Expect Respect: Aretha Franklin had the right idea. “R-E-S-P-E-C-T—Find out what it means to me!”

- If you can be respectful and if you can follow instructions, there is no reason why you shouldn’t earn an A in this course.
- During class discussions, ZOOM meetings/activities, and on peer-evaluations, everyone should be courteous and respectful of others.
- No rude, sexist, racist, ageist or other disrespectful or offensive comments or behavior will be acceptable.
- You are expected to be professional at all times. Stay on task and avoid discussing topics that are irrelevant to class. Not doing so will negatively affect your grade.
On Lateness & Laziness: No cause for alarm...just set it earlier because time is of the essence!

Although there is an asynchronous nature to online classes, in order for this course to be successful for all involved, a strict schedule must be adhered to. Therefore, failure to turn in speeches, quizzes, and assignment on time will result in:

- Failing to submit an assignment will result in a grade of zero.
- Failing to submit a speech by the deadline will result in an automatic 50% grade point deduction for the assignment.
- Failing to submit more than an hour after the deadline is unacceptable.
- Failing to take quizzes by the deadline will result in an automatic zero on the quiz.
- Failure to submit other assignments after the deadline will result in a grade deduction of 50%.
- This will increase to an automatic zero if it is not submitted the same day the assignment is due.
- Assignments that fail to show any effort will be given an automatic zero.

In summation, if you're going to be tardy, you're going to be sorry!

“Absences” Don't Make the Heart Grow Ponder…: If you don’t participate in class…you shall not pass!

- In the rare case that you have an emergency or a true illness, I abide by the university excused absence policy. However, you MUST notify me in advance if a university-excusable absence applies.
- Failure to do so will result a grade of zero on the assignment, despite the reasoning. If you will not have access to submit your assignment the day it is due because of a university-related activity, you must submit the previous day.
- Documentation MUST be provided to prove the reason for your failure to submit an assignment falls under university policy. Documentation may include a doctor’s note or even a funeral pamphlet.
- Keep in mind that emergencies and illnesses on the exact day an assignment is due is highly suspicious and will result in a full-scale investigation by your instructor.
- If you do have an excusable reason for not submitting your speech or assignment in on-time, you must submit within 24-48 hours of the due date, determined on a case-by-case basis.

Tech Talk: Technically speaking...

- Technological errors are not an excuse except in the rarest of cases. If you experience technological difficulties, you must notify me BEFORE the assignment is due and contact the D2L Help Desk or the SFA IT Help Desk. It is your responsibility to ensure that your assignments/videos have posted. NEVER ASSUME.
- In order to maintain a “real world” experience, it is essential that speeches be videoed in a quiet, distraction-free environment. This includes eliminating both audio and visual “noise.” Speeches must not be edited and should be done in one “take.” Any editing or splicing will result in major point deductions.
- Student cannot use a laptop, tablet, phone, or any electronic device to speak from. You must use 3x5 or 4x6 notecards only—not your speech outline printed out. Practice using your notecards in advance and remember that this is a public speaking class—NOT a reading class—so DON’T “read” your speech. Despite the use of technology, you are expected to communicate in a natural and conversational way.
- Each student is responsible for keeping time for themselves with a provided timer. There are no exceptions for not speaking within the time allotments. Failure to do so will result in a letter-grade deduction.
- You must submit a typed and properly formatted outline for each speech. Specifications will be provided in the assignment guidelines. You will use a fillable-form template, provided by your instructor. Outlines must be submitted in the proper Dropbox folder. All outlines will be scanned with university resource technology to check for plagiarism.
- You may use a visual aid for any of your speeches, and a Power Point is required for one of your speeches. The Power Point for this and any other speech you use a Power Point for, must be submitted into the correct Dropbox folder. Please follow all specifications listed. If you choose to show a video, the video cannot be more than 2 minutes in length and does not count as part of your speech time.
**Good Grief, Grades!** An A, a B, a C, or a D, or even an F—which will it be?

- **Your chance to earn your grade ends when the semester ends.** If you are struggling with any of the course material, please contact your instructor immediately. There will be no “begging” for a higher grade or extra credit, as this is unethical and unprofessional. **Doing so will result in point deductions.**
- Your instructor is more than happy to help you, but only if you want to help yourself. It is up to you whether or not you want to be successful. Some of you will end up learning “life lessons” of responsibility in this course.
- You should frequently check your class average on D2L. There are no surprises! Your grades will be posted within 48 hours of completing assignments.

**Course Requirements:** Detailed assignments for each assignment, quiz, and speech will be posted on D2L.

**How to Calculate Your Grade:** Grades are posted on D2L and your current class average is viewable throughout the semester. All grades are based on a simple 1000-point scale. **Formula:** Your grade % = all the points you have earned/maximum points possible. All grades go into the same “pool” of points. Please keep in mind that there is no curve. You get the grade you earn.

900-1000 points = A (Hooray-excellent!)
800-899 points = B (Nice job!)
700-799 points = C (meh)
600-699 points = D (Ds still earn degrees…)
599 and below = F (see you again next semester!)

**Graded Assignments Total: 1000 points (detailed assignment instructions posted on D2L)**

**Speeches (600 points)**
- Speech #1: Icebreaker Speech 100 points
- Speech #2: Informative Speech 100 points
- Speech #3: Persuasive Speech 200 points
- Speech #4: Special Occasion Speech 200 points

**Outlines & Power Point (125 points):**
- Speech #1 Outline 25 points
- Speech #2 Outline 25 points
- Speech #3 Outline 50 points
- Speech #4 Outline 50 points
- Speech #4 Power Point 25 points

**Quizzes (Celebrations of Knowledge!) (175 points)**
- There is no mid-term or final exam in this class. However, there is a quiz for each chapter of the book that this course covers.
- Quizzes will be taken throughout the semester and all dates are clearly posted in the calendar. All quizzes have a strict deadline and there are not exceptions to not completing a quiz by this time.
- Each quiz will open on D2L on Fridays at 8 a.m. and must be completed by the following Sunday at 11:59 p.m., unless specified otherwise.
- Each quiz may cover material covered in class videos or discussions, from additional readings, online activities and videos, from your workbook and from the textbook.
- Quizzes will vary in amount of points, dependent on amount of material covered in each chapter. There will be a total of 17 quizzes. Quiz format may be multiple choice, short answer, etc. There may be occasional bonus questions.
“Attendance” & Activity Points (100 points):

- Detailed information will be posted on D2L well before each activity. Activities may be an additional academic journal article reading, a “real” speech session attendance and evaluation, self and peer evaluations, workbook assignments, ZOOM activities, an online discussion, video posts/responses, etc.
- There MAY be more than 100 points available to earn, therefore, no makeup is allowed for assignments.
- For “attendance” it is important that you regularly check-in online. You should set notifications in D2L according to your preferences.
- An online class is certainly not easier than a traditional face-to-face class, and often, can be even more challenging and time-consuming. Stay on track if you want to be successful. Your attendance is evaluated by your participation in discussions and other assignments.
- Additionally, you should use the “progress tracker” and strive to achieve a 100% for each module, to indicate that you have read and completed everything needed to be successful in the module.
- Read assignment guidelines thoroughly. It is your responsibility to understand all guidelines and submit all parts of assignments in a proper way and to ask questions if you are unclear about procedures.
- Assignments are expected to be detailed and thoughtful, with examples used to support your statements. Using Wikipedia will result in point deductions on your work.

Tentative Course Calendar:

- Your instructor will strive to abide by the course schedule listed below, however, there are certain situations that may warrant adjustments.
- It is the student’s responsibility to check for adjustments.
- In the case that changes are made, your instructor will clearly communicate this information via D2L.
- Please note that “module numbers” don’t necessarily collaborate with the book chapter number or quiz number.
- Also, please note that not all assignments have yet been created and are not in the calendar below.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Content/Book Chapter</th>
<th>Workbook Pages</th>
<th>Assignments/Points</th>
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<tr>
<td>Week #1</td>
<td><strong>Module #1: Getting to Know Each Other &amp; How Does an Online Speech Class Work Anyway?</strong></td>
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<td></td>
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<td><strong>Module #5: Chapter 3: Listening</strong></td>
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<td>Quiz #4</td>
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<td>Quiz #5</td>
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<td></td>
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<td>Listening Assignment=20</td>
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| Week #4 | Module #6: Chapter 6: Analyzing the Audience  
Module #7: Chapter 5: Selecting a Topic and Purpose | Pages 78-83  
Pages 32-37 | Discussion Assignment=5  
Quiz #6  
Quiz #7 |
|---|---|---|---|
| Week #5 | Speech #1: Icebreaker Speech | | Speech #1: Icebreaker Speech Video=100 & Outline=25  
Self-critique=10 |
| Week #6 | Module #8: Chapters 7 & 8: Gathering Materials & Supporting Your Ideas  
(Note: These two chapters are combined into one module). | Pages 42-53 | Discussion Assignment=5  
Quiz #8 |
| Week #7 | Module #9: Chapter 9: Organizing the Speech  
Module #10: Chapter 11: Outlining the Speech | Pages 58-76 | Discussion Assignment=5  
Quiz #9  
Quiz #10 |
| Week #8 | Module #11: Chapter 10: Beginning and Ending the Speech  
Module #12: Chapter 12: Using Language | Pages 64-67 | Discussion Assignment=5  
Quiz #11  
Quiz #12 |
| Week #9 | Module #13: Chapter 15: Speaking to Inform  
Module #14: Chapter 14: Using Visual Aids | Page 25 | Discussion Assignment=5  
Quiz #13  
Quiz #14 |
<p>| Week #10 | Speech #2: Informative Speech | | Speech #2: Informative Speech Video=100 &amp; Outline=50 |</p>
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<th>Module #15: Chapters 16 &amp; 17: Speaking to Persuade &amp; Methods of Persuasion</th>
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<td>Week #13</td>
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<td>Speech #3: Persuasive Speech Video=200, Outline=50, and Visual Aid=25 Peer critique=10</td>
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<tr>
<td>Week #14</td>
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<td>Week #15</td>
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<td>Speech #4: Special Occasion Speech Video=200 &amp; Outline=50 Self-critique=10</td>
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