Stephen F. Austin State University
Department of Languages, Cultures and Communication
Communication Studies Program
Public Speaking
SPCH 1315-500
Online Course Syllabus

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Class Times: Online

**COURSE DESCRIPTION: (from the SFA General Bulletin):**

SPCH 1315 “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.

**REQUIRED TEXTBOOKS:**
1. *Stand Up, Speak Out: The Practice and Ethics of Public Speaking*
   https://doi.org/10.24926/8668.2501
   a. *Stand Up, Speak Out is a free textbook available by clicking above or at [https://open.lib.umn.edu/publicspeaking/](https://open.lib.umn.edu/publicspeaking/)

2. *COM 111 Workbook (2nd ed.) Nacogdoches: SFASU.*
   a. *The COM 111 Workbook is available in the SFA Bookstore. They will mail it to you. It is ABSOLUTELY required to complete work.*
   b. *The COM 111 Workbook is required for readings and for completing assignments.*

**ADDITIONAL REQUIRED MATERIALS:**
- 3 x 5 or 4 x 6 note cards for speaking notes when recording speeches.
- Students are responsible for uploading high quality video content, meaning that it must convey a clear picture, clear and synchronous sound, and proper alignment.
  - The quality of the picture and the sound will impact your grade.
Use a high quality digital camera on a cell phone, tablet, or computer.

Students will use D2L to submit speeches. Students will be required to use an unlisted YouTube channel or ONEDRIVE to save all speech videos.

ONEDRIVE is available to all students as part of the OFFICE 365 access provided through SFA.

Instructions for using ONEDRIVE on your computer are provided on D2L in the Getting Started Module: https://support.office.com/en-us/article/video-share-files-and-folders-in-onedrive-personal-3fcefa26-1371-401e-8c04-589de81ed5eb

An appropriate speech setting is required for recorded speech performances. Do your best at home to set up a space to record.

It is important that you dress professionally, stand, and have good lighting when recording your speeches.

Make sure the room is quiet without any background noises or distractions.

ONLINE COURSE STRUCTURE:
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.

COURSE OBJECTIVES:
1. Demonstrate speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. Analyze audience and purpose to select appropriate, ethical communication choices.
3. Understand and apply different modes of expression.
4. Listen as an audience member and provide constructive criticism.
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 and oral presentation.

COMMUNICATION PROGRAM LEARNING OBJECTIVES: *PLOs assessed in this course.
1. Theory Knowledge: Students majoring in Communication Studies should display comprehension of major communication theories.
2. Theory Application: Students majoring in Communication Studies will apply the major theories in the field to communicate effectively in a variety of settings.
3. Research Methods: Students majoring in Communication Studies will be able to use and demonstrate understanding of appropriate methodology in critical, humanistic, or social scientific paradigms in examining research questions in communication.
4. Diversity and Freedom of Expression: Students majoring in Communication Studies will be able to recognize the central role of diversity and freedom of expression in a global community.
5. Constitutive Nature of Communication: Students majoring in Communication Studies will be able to demonstrate knowledge of the constitutive nature of communication, which includes forces that enable and constrain communication such as technology, ethics, and organizational life.
6. Higher Order Thinking: Students majoring in Communication Studies will be able to demonstrate oral and written competence in logical and critical thinking.
UNIVERSITY PROGRAM LEARNING OBJECTIVES:
1. Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
4. Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making

COURSE POLICIES: The following policies will apply toward classroom decorum.

1. 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.

2. ELECTRONIC DEVICES: Students are expected to appreciate the learning environment and to prevent unnecessary distractions. All phones, MP3 players and PDAs, including headphones, must be off and out of sight during class, unless instructed otherwise. Laptops and tablets may be used; however, it is expected these devices will only be used for taking notes. Disruptive electronic use will result in a half-letter grade deduction from the final course grade for each disruption.

3. COURSE ADAPTATIONS: 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/.

FOR THIS COURSE, the instructor expects students who receive institutional disability services approval to manage course adaptations responsibly by meeting with the instructor to discuss the specific accommodations for this course. For all assignments that require accommodations, the instructor appreciates an email reminder at least two days before each assignment. It is your responsibility to keep up with any course adaptation. Documentation for adaptations from ODS is required before any adaptations will be discussed or considered.

4. ACADEMIC INTEGRITY: 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

5. D2L AND ONLINE COURSEWORK: ALL students are expected to use D2L in this course to perform and keep up with graded activities and scheduled readings. Students should sign in at http://d2l.sfasu.edu using the same username and password as MySFA. Students are responsible for using the platform correctly, using reliable technology, and using reliable internet services. The University supplies these tools in the Library and other Lab locations.

6. GRADE WITHHELD POLICY (Semester Grades A-54): II. Withheld Grades: 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. http://www.sfasu.edu/policies/semester_grds.asp

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:
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 and Required Readings
• Getting Started Module – BE SURE TO START HERE
• Module 1: Introduction to Speaking
  a. Stand Up, Speak Out: CHs 1, 2, & 3
• Module 2: Listening and Audience Analysis  
  a. Stand Up, Speak Out: CH 4 & 5  
  b. COM 111 Workbook:  
• Module 3: Developing a Speech  
  a. Stand Up, Speak Out: CH 6, 7, & 8  
  b. COM 111 Workbook:  
• Module 4: Generating Structure through Outlining  
  a. Stand Up, Speak Out: CH 9, 10, 11, & 12  
  b. COM 111 Workbook:  
• Module 5: Language  
  a. Stand Up, Speak Out: CH 13  
  b. COM 111 Workbook:  
• Module 6: Delivery  
  a. Stand Up, Speak Out: CH 14  
  b. COM 111 Workbook:  
• Module 7: Presentational Aids  
  a. Stand Up, Speak Out: CH 15  
  b. COM 111 Workbook:  
• Module 8: Informing  
  a. Stand Up, Speak Out: CH 16  
  b. COM 111 Workbook:  
• Module 9: Persuading  
  a. Stand Up, Speak Out: CH 17  
  b. COM 111 Workbook:  
• Module 10: Entertaining and Special Occasions  
  a. Stand Up, Speak Out: CH 18  
  b. COM 111 Workbook:  

Course Evaluations Order and Maximum Points Available to Earn:  
• Getting Started Module  
  o Discussion 1 Getting to Know You: 25 points  
• Module 1: Introduction to Speaking  
  o Speech 1 Introduction: 50 points  
• Module 2: Listening and Audience Analysis  
  o Dropbox 1 Listener Report: 50 points  
• Module 3: Developing a Speech  
  o Dropbox 2 Website Evaluation: 25 points  
• Module 4: Generating Structure through Outlining  
  o Dropbox 3 Main Point Development: 50 points  
• MID-TERM EXAM - ALL CONTENT FROM COMPLETED MODULES AND READINGS: 50 points  
• Module 5: Language  
• Module 6: Delivery  
  o Discussion 2 Analyzing Language and Delivery: 50 points
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- Module 7: Presentational Aids
  - Speech 2 Main Point Presentation with Aid: 50 points
  - Dropbox 4 Presentational Aid Power Point: 50 points

- Module 8: Informing
  - Discussion 3 Informative Speech Outline Workshop: 50 points
  - Dropbox 5 Informative Speech Formal Outline: 100 points
  - Speech 3 Informative Speech Presentation: 50 points

- Module 9: Persuasion
  - Discussion 4 Persuasive Speech Outline Workshop: 50 points
  - Dropbox 6 Persuasive Speech Formal Outline: 100 points
  - Speech 4 Persuasive Speech Presentation: 50 points

- Module 10: Entertaining and Special Occasions
  - Dropbox 7 Commemorative Speech Formal Outline: 50 points
  - Speech 5 Commemorative Speech Presentation: 50 points

- FINAL EXAM – COMPREHENSIVE: 100 points

Grading Guide:
900-1000 - A
800-899 - B
700-799 - C
600-699 - D
0-599 – 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.