Stephen F. Austin State University
Department of Languages, Cultures and Communication
Communication Studies Program
Public Speaking
SPCH 1315 503, 504 and 505, Fall 2021
Online Course

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Office: LAN 414
Office hrs: T 12-2/W 10-1
through ZOOM (instructions in D2L)

Course Description:
Public Speaking/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:
There are TWO required texts for this course. Here are the options for downloading/buying them:
From SFASU Barnes and Nobles Bookstore (to be bought in person or shipped):
1. Communication 111 Workbook (this book is only available through the bookstores)
   ISBN: 2818440017353
2. Stand Up, Speak Out: The Practice and Ethics of Public Speaking
   https://doi.org/10.24926/8668.2501
   This is a free textbook available by clicking above or at:
   https://open.lib.umn.edu/publicspeaking/

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 can use 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:
• “Business or professional” attire and an appropriate speech setting are required for recorded speech performances. Must have a quiet, no clutter background.
• 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 distraction.
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.

Program Learning Outcomes:
*Higher Order Communicative Thinking:* Students majoring in Communication Studies will be able to demonstrate oral and written competence in logical and critical thinking.
*Presentation Skills:* Students majoring in Communication Studies will demonstrate the ability to present various topics in a professional manner that includes researching, planning, organizing, and presentations with visual aids and/or multi-media technology.

General Education Core Curriculum
The Texas Higher Education Coordinating Board has identified six core learning objectives: 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. By enrolling in SPCH 1315 – Public Speaking, you are also enrolling in a Core Curriculum Course that fulfills the COMMUNICATION SKILLS requirement.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How it will be Addressed</th>
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<tbody>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
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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/student-academic-dishonesty-4.1.pdf

**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 or email me through D2L so we can work out specifics about the accommodations needed.

**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 can take Brightspace D2L Tutorials at https://www.sfaonline.info/d2ltutorials. 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. More information on Brightspace D2L can be found at http://www.sfasu.edu/life-at-sfa/health-safety/health-clinic/coronavirus/students/student-guide-for-brightspace

**Mental Health and Wellness**
SFA values students' mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential. On-campus Resources: SFA Counseling Services www.sfasu.edu/counselingservices Rusk Building, 3rd Floor 936.468.2401
SFA Human Services Counseling Clinic www.sfasu.edu/humanservices/139.asp Human Services, Room 202 936.468.1041
Crisis Resources: Burke 24-hour crisis line: 1.800.392.8343 Suicide Prevention Lifeline: 1.800.273.TALK (8255) Crisis Text Line: Text HELLO to 741-741
**Student Support**
Should you have technical questions regarding part of the course requirements, 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 if the student can establish extenuating circumstances with official paperwork absolutely at the instructor's discretion and only within one day 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 guide below.

**Learning Assumptions and Expectations:**
I have a number of assumptions about your participation in this course.
- **It is my belief that what you as a student get out of this course depends upon what you put in it as well as the extent to which you are willing to critically assess your own beliefs and assumptions.**
- **Respect** is one of the foundations of an environment conducive to learning. In this class, I have a commitment to creating a positive and respectful learning environment. I expect all of us to contribute to a productive and thought-provoking learning environment, valuing each of our strengths and differences. In discussions, everyone should be courteous and respectful of others; no rude, sexist, racist, or other disrespectful or offensive comments or behavior will be acceptable.
- **I have high standards** for excellent work. To earn good grades, you will need to work hard and do excellent work. Hard work is necessary, but not sufficient to receive good grades.
- The assignments in this course are designed to challenge you and help you learn.
- **Discussions will build from the module lectures and included readings.** So, it is necessary that you complete the readings by the date due. You will be responsible for the content at all times.
- **I am committed to helping you to learn. Please ask questions** and let me know how I can support you. However, also recognize that there is some inherent ambiguity in education - there is no one right way to do most things! I may not always give you a concrete definitive answer to your questions.

**Modules and Corresponding Chapters from Stand Up, Speak Out text (Free Open Resource textbook – downloadable link through D2L and Required Text section of this syllabus – page 1)**
Getting Started: Introduction to the course
Module 1: Introduction to Speaking - Chaps 1, 2 and 3
Module 2: Developing a Speech – Chaps 6, 7 and 8
Module 3: Informing – Chap 16
Module 4: Delivery – Chap 14
Module 5: Presentational Aids – Chap 15
Module 6: Generating Structure through Outlining – Chap 9, 10, 11 and 12
Module 7: Entertaining and Special Occasions – Chap 18
Module 8: Listening and Audience Analysis – Chap 4 and 5
Module 9: Language – Chap 13
Module 10: Persuading – Chap 17

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>
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<tr>
<th>Speeches</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>25 points</td>
</tr>
<tr>
<td>Informative</td>
<td>75 points</td>
</tr>
<tr>
<td>Special Occasion/Entertaining</td>
<td>50 points</td>
</tr>
<tr>
<td>Persuasive</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Full-Sentence, Formal Outlines</strong></td>
<td></td>
</tr>
<tr>
<td>Introductory</td>
<td>15 points</td>
</tr>
<tr>
<td>Informative</td>
<td>25 points</td>
</tr>
<tr>
<td>Special Occasion/Entertaining</td>
<td>20 points</td>
</tr>
<tr>
<td>Persuasive</td>
<td>30 points</td>
</tr>
<tr>
<td><strong>Discussion X 2</strong></td>
<td>10 points each = 20 points</td>
</tr>
<tr>
<td><strong>Assignments X 4</strong></td>
<td>10 points each = 40 points</td>
</tr>
<tr>
<td><strong>Exams X 2</strong></td>
<td>50 points each = 100 points</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td>500 points</td>
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</tbody>
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Grading Guide:
500-450 - A
449-400 - B
399-350 - C
349-300 - D
299 or less – F

ALL ASSIGNMENTS SHOULD FOLLOW APA 7th EDITION FORMATTING, CITATION and REFERENCES
All papers must be double-spaced, 12 font, Times New Roman

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 post your first post on the day of deadline before noon, you will lose 20% of points. If you post your first post on the day of deadline after noon, you will lose 50% of points. If you respond to only one classmate, you’ll lose 20% of points.

**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.

**Assignments/Activities/Reflections:**
As you go through the modules, the instructions for the assignments/short papers/activities will be embedded in those modules.

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.