SPCH 1315 500 Summer 1 2023
Public Speaking
Stephen F. Austin State University
www.sfasu.edu/commstudies

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Office Hours: You can also contact me almost anytime during the day at my e-mail or office phone number above. My office phone will transfer to my cell phone. If I cannot answer your call, please leave a message. We can also set up virtual meetings.

Program: Communication Studies
Class meeting time and place: Online

Course Description:

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.

Course Materials:
- Stand Up, Speak Out: The Practice and Ethics of Public Speaking
  https://doi.org/10.24926/8668.2501
  o Stand Up, Speak Out is a free textbook available by clicking above or at https://open.lib.umn.edu/publicspeaking/
- Index cards for speaking notes

Course Objectives/Student Learning Outcomes:
1. Demonstrate speaking processes through invention, organization, drafting, revision,
1. **Critical Thinking**: 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. **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
5. **Personal Responsibility**: to include the ability to connect choices, actions and consequences to ethical decision-making

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. Last updated by the SFA Core Curriculum Committee April 2021.
By enrolling in SPCH 1315 you are also enrolling in a Core Curriculum Course that fulfills the COMMUNICATION SKILLS requirement. The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), (b) How the required core objectives will be addressed.

Include only the core objectives that must be addressed by this course in the first column. Examples of the things that can be included in the final column are: Specific assignments, class module(s), chapter(s), strategies, activities, and/or techniques that address the core objectives.

### Core Curriculum Objective Table

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Persuasive speaking</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Persuasive speech outline, presentation, and visual aid</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
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</table>

### 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/](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](http://www.sfasu.edu/policies/academic_integrity.asp).

5. **D2L/Brightspace AND ONLINE COURSEWORK**: ALL students are expected to use D2L/Brightspace in this course to perform and keep up with graded activities and scheduled readings. Students should sign in at [http://d2l.sfasu.edu](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. If you need any assistance with D2L/Brightspace, you need to call the Center for Teaching and Learning at 936-468-1919.

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](http://www.sfasu.edu/policies/semester_grds.asp).

7. **LATE WORK**: Work that is turned in after the due date will not be accepted, unless you have a valid excuse for not turning the work in on time, that excuse has been fully documented, and approved by your instructor. You must follow the directions for submitting the assignments electronically. If you do not follow directions, your assignment will be considered late and not accepted.
COURSE INVOLVEMENT: Attendance, Participation and Make-up Work Policy: Students are expected to attend every class meeting. Generally, the following policy will apply to absences and make-up work:

1. For evaluated activities such as exams/celebrations and writing assignments, absences will NOT be allowed. You will be allowed to make up the activity only when conditions are clearly beyond your control and are convincingly documented. That means you need an official note. If you do not have valid documentation for the absence, you will receive a ZERO for the assignment. The university recognizes illness, family emergency, and university sponsored events as excused absences. Provide documentation within a week of the absence for make-up work to be arranged.

2. There is no provision for absences for class meetings that do not involve graded activities. Your professor will not hear excuses for these days. However, University valid documentation is required to not be penalized on the final course grade. Documentation means in writing. Students who miss 25% or more of the class are subject to automatic failure.

3. Attendance enhances course participation and, typically, learning outcomes reflected in grades. Student who miss class are likely to not pass.

COURSE REQUIREMENTS AND GRADING POLICY

Course grades are comprised of tests/quizzes, speech outlines, speech presentations, and assignments.

TESTS: Tests/quizzes comprise at least 30% of the course grade.

SPEECHES: During the course of the semester you will be expected to perform at least 4 graded speeches worth at least 50% of the course grade. Three of the speeches must have a graded formal, full-sentence outline.

Course Evaluations Order and Maximum Points Available to Earn:

- Getting Started Module
  - Discussion 1 Getting to Know You: 25 points
- Module 1: Introduction to Speaking
  - Speech 1 Introduction: 50 points
- Module 2: Listening and Audience Analysis
  - Dropbox 1 Listener Report: 50 points
- Module 3: Developing a Speech
- Module 4: Generating Structure through Outlining
  - Dropbox 2 Main Point Development: 50 points
- MID-TERM EXAM - ALL CONTENT FROM COMPLETED MODULES AND READINGS: 50 points
- Module 5: Language
- Module 6: Delivery
- Module 7: Presentational Aids
  - Speech 2 Main Point Presentation with Aid: 50 points
Public Speaking Syllabus

- Module 8: Informing
  - Discussion 2 Informative Speech Outline Workshop: 50 points
  - Dropbox 3 Presentational Aid Power Point: 50 points
  - Dropbox 4 Informative Speech Formal Outline: 50 points
  - Speech 3 Informative Speech Presentation: 100 points

- Module 9: Persuasion
  - Discussion 3 Persuasive Speech Outline Workshop: 50 points
  - Dropbox 5 Persuasive Speech Formal Outline: 50 points
  - Speech 4 Persuasive Speech Presentation: 100 points

- FINAL EXAM – COMPREHENSIVE: 100 points

Grading Guide:
825-742 - A
741-660 - B
659-578 - C
577-495 - D
494-0 - F

Speech Assignments Purposes, Time, Required Citations, and Point Value

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Purpose</th>
<th>Time</th>
<th>Required Citations</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech 1</td>
<td>To entertain/inform</td>
<td>1-11/2 minutes</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>Speech 2</td>
<td>To inform</td>
<td>2-3 minutes</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Speech 3</td>
<td>To inform</td>
<td>5-6 minutes</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>Speech 4</td>
<td>To persuade</td>
<td>6-7 minutes</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

Important things to remember for speeches:
- Grade forms are in the COM 111 Workbook.
- Be prepared to speak on your speech day with all your speech materials and/or submit your speech video on the due date.
- Include a reference list for your outlines. Researched speeches without references lists will automatically receive a grade of 0 for the outline.
- Orally cite sources within the speech when using information from the source to support what you are presenting. Researched speeches without oral citations of sources are subject to plagiarism penalties.
- Adhere to the delivery mode set by your instructor. For extemporaneous speeches, you must make frequent eye contact equivalent to about 80% of your speaking time.
- Rehearse and adhere to the time requirements.

ASSIGNMENTS: These are submitted via Dropbox. These include your outlines that go with each speech. There are a total of 5 Dropbox assignments. See the course timeline for the due dates.
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 must 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 do not 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 depth and quality of posts by other members in your group, those members will earn higher grades than you would.
5. 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 also need to respond to at least two other posts. If you habitually post close to the deadlines, then you will not earn full credit.

Note: If no one else posts, you will be graded on the quality of your own post. Your grades will not suffer due to the non-participation of other class 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 the format of the most recent APA styleguide.

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.

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

Course Calendar: Use the course calendar to see when daily readings, speeches, assignments, and exams are scheduled. Calendars are subject to change based on student learning progress and unforeseen occurrences. In the event the calendar changes, announcements will be posted on D2L.