Stephen F. Austin State University
Communication
Studies Program Public Speaking | SPCH 1315.012
Spring 2024
Course Syllabus

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Office Hours:  M/W 4-5pm, TR 11am-12pm; additional times on MWF by appointment through Zoom or phone
VIRTUAL Appointments are held via Zoom or phone and scheduled by emailing me at mortonae@sfasu.edu
Department:  Mass Communication
College: College of Liberal & Applied Arts

Course description, contact hours and study hours
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:
1) Top Hat SPCH 1315 Workbook (electronic/online) available for purchase through Top Hat's direct link https://app.tophat.com/e/246225 or the SFA Barnes and Noble bookstore (required), and
2) the open source textbook entitled Stand Up, Speak Out.

Additional Required Materials
1. 3 x 5 or 4 x 6 note cards for speaking notes when recording speeches.
2. “Business or professional” attire and an appropriate speech setting are required for recorded speech performances. Must have a quiet, no clutter background.
3. It is important that you dress professionally.

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 multimedia 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>
</tr>
</thead>
<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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</tr>
</tbody>
</table>

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 SPCH 1315 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 (4.1)
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades Policy (5.5)
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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.
If you are experiencing concerns, seeking help, 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.

**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.sfasu.edu/d2lsupport](https://www.sfasu.edu/d2lsupport). 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 [https://www.sfasu.edu/d2lsupport](https://www.sfasu.edu/d2lsupport).
Should you have technical questions regarding part of the course requirements, please visit [https://www.sfasu.edu/d2lsupport](https://www.sfasu.edu/d2lsupport). If you still need help, please contact SFA Online at 936.468.1919.

**Participation and Grades**
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 NOT be accepted. At the instructor's discretion, works may be accepted only for unavoidable and extenuating circumstances that can be backed-up by written evidence, and only within one week of missing the assignment.**
If there are any issues with D2L, you need to provide evidence of that by showing me how you got their help (CTL helpdesk) and reported the problem at the time that the problem occurred. Without evidence, late work will not be graded. 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 criteria later in this syllabus. **No office hours during finals week.**

- **Attendance:** Attendance is expected and will be checked daily. You are expected not only to be present, but also to contribute to class discussions and participate in all class activities. Each student will be allowed one **unexcused absence**. After that absence, every absence will result in a lowering of your grade at the rate of 5 points per day. **7 or more days of absence in the semester results in automatic failure of the course.**
Arriving late or leaving early will be counted as an absence, unless prior acceptable arrangements have been made with me. This includes returning
late from class breaks.

- **You will be assigned a speech date for all your speeches.** If you miss class on your speech day you will not be allowed to make up for that speech and **an additional 10 points will be deducted.** Excused absences will be granted only when the reason for the absence is noted in advance or is extenuating. Documented of absence is required in writing (doctor’s notes, obituary notices, etc.).

  *** NOTE: If you have University Sanctioned Events during this course that will require you to be absent, set up a meeting with me during the first week. Bring your calendar.

### 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.

- One of the most important aspects of learning is being **able to listen.** As you listen to your classmates, you should be attentive and supportive. Everyone has something valuable to contribute to the class learning.

- The assignments in this course are **designed to challenge** you and help you learn. **PLAGIARISM, USE OF ONLINE TOOLS, OR USE OF CHAT GPT/AI-ASSISTED work/writing IS STRICTLY PROHIBITED.** There are significant consequences for failing to maintain academic integrity.

- **Discussions will build from lectures and readings.** So, it is necessary that you complete the readings by the date due. We will not be able to discuss everything covered in the readings. You will be responsible for the content at all times.

- You are responsible for obtaining lecture notes and announcements presented in the class session you missed. Please ask your classmates to obtain any missed information. Obtain contact information from your classmate in advance.

- 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.
Course Requirements

*All assignments are subject to revision, deletion, change as per the instructor’s discretion as and when needed.

General Assignment Guidelines for all major assignments prepared outside of class:

- Page guidelines listed are based on 1” margins, double-spaced with a 10 to 12 point font in Times New Roman unless otherwise specified.
- All work should utilize APA style (7th edition) unless otherwise indicated. This includes format for references and headings.
- All assignments are due on the due dates listed. You are responsible for planning ahead and balancing the requirements of this class with your other classes and outside responsibilities.
- I am very happy to provide support to you as you work on your assignments, however please see me early! If you come at the last minute, there may not be much I can do to help.

The following descriptions are provided for your reference. At a later time, you will be provided with a more detailed description of each assignment.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Time</th>
<th># of Citations</th>
<th>Value of Presentation</th>
<th>Value of Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech 1</td>
<td>To Inform</td>
<td>3-4 minutes</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Speech 2</td>
<td>To Inform</td>
<td>5-7 minutes</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>Speech 3</td>
<td>To Inform</td>
<td>5-7 minutes</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Speech 4</td>
<td>To Persuade</td>
<td>6-8 minutes</td>
<td>5</td>
<td>150</td>
</tr>
</tbody>
</table>

Assignments: During the course of the semester you will be expected to participate and complete 1 assignment where preparation will take place outside of the class.

- Chapter Presentation Group Assignment (100 points). This assignment will be given during the first half of the semester. I will pair the class into groups of 3-4. Each group will be assigned a week that they will prepare an activity for the chapters that will be covered that class period. Grading will be based on preparedness, thoroughness, alignment with chapter, and instruction.

Grading policy: In general, assignments will be returned within one week of submission. Once grades are returned, the student must wait 24 hours before presenting the instructor with any contentions. Students will have one week to discuss their grades in person with the instructor during office hours or by appointment. When meeting, please bring an outline of points and any other related material to facilitate the discussion (graded outlines, speech critique.
forms). Usually, grades are changed only due to a miscalculation. D2L is updated consistently throughout the semester with your grades. If, for some reason, your grade is appearing as a zero, and you completed the work, you should notify the instructor as soon as possible. If you wait until the end of the semester, nothing can be done at that point to change the situation. Your opportunity to earn your grade ends when the semester ends.

## Point Breakdown

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech 1: Tribute Speech</td>
<td>50</td>
</tr>
<tr>
<td>Speech 1 Outline</td>
<td>50</td>
</tr>
<tr>
<td>Speech 2: Informative Speech</td>
<td>100</td>
</tr>
<tr>
<td>Speech 2 Outline</td>
<td>50</td>
</tr>
<tr>
<td>Speech 3: Event Speech</td>
<td>100</td>
</tr>
<tr>
<td>Speech 3 Outline</td>
<td>50</td>
</tr>
<tr>
<td>Speech 4: Monroe’s Motivated Sequence Persuasive Speech</td>
<td>150</td>
</tr>
<tr>
<td>Speech 4 Outline</td>
<td>50</td>
</tr>
<tr>
<td>Chapter Presentation Group Assignment</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>150</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150</td>
</tr>
</tbody>
</table>

**1000 Total Points**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
</table>
| Tuesday, January 23 | Welcome and Syllabus Review  
Chapter 1: Why Public Speaking Matters Today;  
Chapter 2: Ethics Matters: Understanding the Ethics of Public Speaking;  
Chapter 3: Speaking Confidently |
| Tuesday, January 30 | Chapter 4: The Importance of Listening;  
Chapter 5: Audience Analysis;  
Chapter 6: Finding a Purpose & Selecting a Topic |
| Tuesday, February 6 | Chapter 7: Researching for your Speech;  
Chapter 8: Supporting Ideas & Building Arguments;  
Chapter 9: Introductions Matter: How to Begin a Speech Effectively |
| Tuesday, February 13 | Mid-Term Exam |
| Tuesday, February 20 | Chapter 10: Creating the Body of a Speech;  
Chapter 11: Concluding with Power;  
Chapter 12: Outlining |
| Tuesday, February 27 | Chapter 13: The Importance of Language;  
Chapter 14: Delivering the Speech;  
Chapter 15: Presentation Aids: Designs and Usage |
| Tuesday, March 5   | Chapter 16: Informative Speaking;  
Chapter 17: Persuasive Speaking;  
Chapter 18: Speaking to Entertain |
| Tuesday, March 12  | No Class: Spring Break |
| Tuesday, March 19  | Speech 1 Presentations |
| Tuesday, March 26  | Speech 2 Presentations |
| Tuesday, April 1   | Speech 2 Presentations |
| Tuesday, April 9   | Speech 3 Presentations |
| Tuesday, April 16  | Speech 3 Presentations |
| Tuesday, April 23  | Speech 4 Presentations |
| Tuesday, April 30  | Speech 4 Presentations |
| Tuesday, May 7     | Final Exam |