Name: Jessica Knepp
Email: jessica.knepp@sfasu.edu
Phone: 
Office: 
Office Hours: By appointment
Department: Mass Communication
Class meeting time and place: MWF 11 a.m. – 11:50, Boynton 210

Course Description

This course will help you become a more effective speaker and listener. You will develop the skills needed to prepare written speeches and present them orally before a variety of audiences. You will learn how to find and use resources for answering questions or solving problems. You will also learn how to analyze and critically evaluate ideas, arguments, and points of view. This class meets in three 50-minute sessions per week for a 15-week semester with 2 hours designated for final examination. At SFA, students taking SPCH 1315 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 or online class meetings.

Text and Materials
- *Stand Up, Speak Out* – open resource text at [https://open.lib.umn.edu/publicspeaking/](https://open.lib.umn.edu/publicspeaking/)
- Index cards for speaking notes

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 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.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective 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>
<td>Persuasive speech outline, presentation, and visual aid</td>
</tr>
</tbody>
</table>

Additional objectives of this course are to help the student:
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, write, orally present, and visually enhance presentations.

Attendance Expectations
You must be present for class. I allow two (3) absences without penalty in this class, except on days that you are assigned to speak. **If you miss your assigned speech day without speaking with me beforehand, you will fail the class.** Additional absences (>3) will decrease your final grade in the course by 2% per absence, unless documentation is provided that demonstrates the need to miss class.

Grading Standards and Course Requirements
Course components are explained below and grades are determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>20%</td>
<td>90-100% = A</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
<td>80-89% = B</td>
</tr>
<tr>
<td>Speeches</td>
<td>55%</td>
<td>70-79% = C</td>
</tr>
<tr>
<td>Daily activities</td>
<td>15%</td>
<td>60-69% = D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt; 60% = F</td>
</tr>
</tbody>
</table>

**Exams (20%)** – There will be a midterm and final exam, each worth 10%.

**Quizzes (10%)** – Quizzes are based on the course readings and are designed to help prepare you for the course exams. You are expected to have daily readings completed BEFORE you come to class. Quizzes are administered at the beginning of the class period. If you are late to class and miss the quiz, the grade cannot be made up.

**Speeches (55%)** – You will develop and deliver four speeches during the semester: informative (10%), informative with visual aid (15%), persuasive (20%), and a special occasion speech (10%). More information will be given during the semester, and rubrics will be available for all speeches so that students can prepare well. You must submit/present all 4 speeches to pass the course. The first three speeches will include a graded, formal, full-sentence outline. **If you miss your assigned speaking day for whatever reason without contacting me ahead of time, you will not be allowed to make up the speech and will, by default, fail the course.**

**Important things to remember for speeches:**
- Speech Grade Forms or Rubrics are available in D2L.
- Be prepared to speak on your speech day with all of your speech materials.
- Include a reference list for your outlines. Required number of citations must be credible, published sources with an author and date.
- Wikipedia and other like sources (i.e. about.com, random blogs, etc.) cannot be used. Employ critical thinking skills to evaluate source credibility.
- Orally cite sources within the speech when using information from the source to support what you are presenting.
- Adhere to the delivery mode and time requirements set by your instructor.
### Daily Activities & Assignments (15%)

Class assignments, speech critiques, daily student engagement in workshops, etc.

#### Academic Integrity

**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.

Cases where it is believed that a student has violated standards of academic integrity will be forwarded to the Dean of Students for review.
**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](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/](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/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.

**On-campus Resources:**

**The Dean of Students Office**

Rusk Building, 3rd floor lobby  
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)  
936-468-7249  
email: dos@sfasu.edu

**SFA Human Services Counseling Clinic**

Human Services, Room 202  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
936-468-1041  
email: SFACounselingClinic@sfasu.edu

**The Health and Wellness Hub - “The Hub”**

Location: corner of E. College and Raguet St.  
[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)  
936-468-4008  
email: thehub@sfasu.edu

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

**Crisis Resources:**

Burke 24-hour crisis line: 1-800-392-8343  
National Suicide Crisis Prevention: 9-8-8  
 Suicide Prevention line: 1-800-273-TALK (8255)  
 johCrisis Text Line: Text HELLO to 741-741
The following course calendar is a tentative guide for the course and is subject to change as the instructor deems necessary. Any changes will be clearly communicated to students.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/19</td>
<td>Course Introduction</td>
</tr>
</tbody>
</table>
| 1/22   | Public Speaking, Ethics, & Listening  
*Stand Up, Speak Out* Chapters 1, 2, 4                                     |
| 1/24   | Continue *Stand Up, Speak Out* Chapters 1, 2, 4                             |
| 1/26   | Topic Selection and Audience Analysis  
*Stand Up, Speak Out* Chapters 6, 5                                          |
| 1/29   | Continue Audience Analysis, begin Finding Research & Supporting your Speech  
*Stand Up, Speak Out* Chapters 7, 8  
Topics for Speech #1 due by end of class                                    |
| 1/31   | Continue Finding Research, Supporting your Speech  
*Stand Up, Speak Out* Chapters 7, 8                                          |
| 2/2    | Developing the Body of the Speech  
*Stand Up, Speak Out* Chapter 10                                             |
| 2/5    | Developing the Body of the Speech  
*Stand Up, Speak Out* Chapter 10                                             |
| 2/7    | Continue Developing the Body of the Speech, begin Introductions & Conclusions  
*Stand Up, Speak Out* Chapters 9, 11  
Speech #1 Speaking order assigned                                           |
| 2/9    | Continue Introductions & Conclusions, begin Outlining  
*Stand Up, Speak Out* Chapter 12                                             |
| 2/12   | Continue Outlining  
Outline drafts for Speech #1 due via email by end of day                     |
| 2/14   | Informative Speaking, Overcoming Anxiety  
*Stand Up, Speak Out* Chapters 16, 3  
Resolve concerns before Speech #1 begins                                     |
| 2/16   | Speech #1                                                                   |
| 2/19   | Speech #1                                                                   |
| 2/21   | Speech #1                                                                   |
| 2/23   | Speech #1                                                                   |
| 2/26   | Speech #1                                                                   |
|        | Take the midterm exam on D2L sometime between 2/26 – 3/1.                |
| 2/28   | Language  
*Stand Up, Speak Out* Chapter 13                                          |
| 3/1    | Delivery  
*Stand Up, Speak Out* Chapter 14                                          |
| 3/4    | Continue *Stand Up, Speak Out* Chapter 14  
*Bring typed song lyrics to class*                                           |
| 3/6    | Presentation Aids  
*Stand Up, Speak Out* Chapter 15                                             |
| 3/8    | Continue Presentation Aids  
*Stand Up, Speak Out* Chapter 15  
Resolve concerns before Speech #2 begins                                      |
<p>| 3/9 – 3/17 | Spring Break                         |
| 3/18   | Speech #2                                                                   |
| 3/20   | Speech #2                                                                   |
| 3/22   | Speech #2                                                                   |
| 3/25   | Speech #2                                                                   |
| 3/27   | Speech #2                                                                   |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/29</td>
<td>Easter Break</td>
</tr>
<tr>
<td>4/1</td>
<td>Persuasive Speaking: Monroe’s Motivated Sequence</td>
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<tr>
<td>4/3</td>
<td>Speaking Persuasively</td>
</tr>
<tr>
<td></td>
<td><em>Stand Up, Speak Out</em> Chapter 17</td>
</tr>
<tr>
<td>4/5</td>
<td>Audience Analysis for Speech 3</td>
</tr>
<tr>
<td>4/8</td>
<td>Persuasion Workshop</td>
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<tr>
<td></td>
<td>Resolve concerns for Speech #3</td>
</tr>
<tr>
<td>4/10</td>
<td>Speech #3</td>
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<tr>
<td>4/12</td>
<td>Speech #3</td>
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<tr>
<td>4/15</td>
<td>Speech #3</td>
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<tr>
<td>4/17</td>
<td>Speech #3</td>
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<tr>
<td>4/19</td>
<td>Speech #3</td>
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<tr>
<td>4/22</td>
<td>Speaking for Commemorative &amp; Special Occasions</td>
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<tr>
<td></td>
<td><em>Stand Up, Speak Out</em> Chapter 18</td>
</tr>
<tr>
<td>4/24</td>
<td>Continue Speaking for Commemorative &amp; Special Occasions</td>
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<tr>
<td></td>
<td><em>Stand Up, Speak Out</em> Chapter 18</td>
</tr>
<tr>
<td>4/26</td>
<td>Workshop – Resolve concerns for Speech #4</td>
</tr>
<tr>
<td>4/29</td>
<td>Speech #4</td>
</tr>
<tr>
<td>5/1</td>
<td>Speech #4</td>
</tr>
<tr>
<td>5/3</td>
<td>Speech #4</td>
</tr>
<tr>
<td>5/6 – 5/10</td>
<td>Final Exam Week</td>
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<tr>
<td></td>
<td>SPCH 1315 final exam is taken on D2L like the mid-term. Complete during the assigned final exam schedule for SFA.</td>
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</tbody>
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