Stephen F. Austin State University  
Department of Mass Communication  
Public Speaking  
SPCH 1315 500  
Online Course

Instructor: Dr. Sudeshna Roy, Professor  
Office: BOYT 205  
Phone: (936) 468 1033  
Email: Through D2L (always preferred) roys@sfasu.edu (only for emergency)

Office hrs: Tu/Th 12.30-2.00 - f2f+zoom  
Wed 12-2 - f2f+zoom  
And by appointments  
(I reserve the right to make any changes to this syllabus during the course.)

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/098513 or the SFA Barnes and Noble bookstore (required), and
2) the open source textbook entitled Stand Up, Speak Out.

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.
- “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. *Presentational 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>
</tr>
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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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</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. 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.

Should you have technical questions regarding part of the course requirements, please visit 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.
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.

Institution Absences *(HOP 04-110)*

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

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. 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 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 on 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.

**DETAILED COURSE CALENDAR IS POSTED IN D2L.**

*The final grade will be based on the following:*

<table>
<thead>
<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 (satisfies core curriculum objective) (Keystone event)</td>
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<table>
<thead>
<tr>
<th>Full-Sentence, Formal Outlines</th>
<th></th>
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</thead>
<tbody>
<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 5</strong></td>
<td>10 points each = 50 points</td>
</tr>
<tr>
<td><strong>Exams X 2</strong></td>
<td>50 points each = 100 points (Keystone event)</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>510 points</strong></td>
</tr>
</tbody>
</table>
How to calculate your grade:
Please keep a record of your grades including quizzes and outlines as well as attendance. Use the formula below to assess your work and grade. Please keep all graded assignments until after you have received your final grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90% and above</td>
<td>510 – 459</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89.99%</td>
<td>458 - 408</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79.99%</td>
<td>407 - 357</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69.99%</td>
<td>356 - 306</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
<td>305 or below</td>
</tr>
</tbody>
</table>

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 aspects 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.

On-campus Resources
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents 936.468.7249 dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp 936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St. (www.sfasu.edu/thehub) 936.468.4008 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 Lifeline: 1.800.273.TALK (8255)
• Crisis Text Line: Text HELLO to 741-741