Stephen F. Austin State University  
Department of Languages, Cultures and Communication  
Communication Studies Program  
Public Speaking  
SPCH 1315.502 SPRING 2024  
SPCH 1315  
Online Course Syllabus

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Office Hours: phone or ZOOM appointment
E-mail: welshmt@sfasu.edu (Contact me by this email)
Class Times: Online

COURSE DESCRIPTION: (from the SFA General Bulletin):  

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.

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 will use You See through D2L to submit speeches. If something goes wrong with files, students will be required to use an unlisted YouTube channel or 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: https://support.office.com/en-us/article/video-share-files-and-folders-in-onedrive-personal-3fcea26-1371-401e-8c04-589de81ed5eb

“Business” attire and an appropriate speech setting are required for recorded speech performances. Do your best at home to set up a space to record.

- 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 distractions.

ONLINE COURSE STRUCTURE:
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.

COURSE OBJECTIVES:
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 and write and oral presentation.

Communication Studies Program Learning Outcomes:
1. Applied Theory in Communication: Students majoring in Communication Studies will apply the major theories in the field to demonstrate their comprehension.
2. Research Methods in Communication: Students majoring in Communication Studies will be able to use and demonstrate understanding of appropriate methodology in critical, humanistic, or social scientific paradigms in examining research questions in communication.
3. Diversity and Freedom of Expression: Students majoring in Communication Studies will be able to recognize the central role of diversity and freedom of expression in a global community.
4. Constitutive Nature of Communication: Students majoring in Communication Studies will be able to demonstrate knowledge of the constitutive nature of communication, which includes forces that enable and constrain communication such as technology, ethics, and organizational life.
5. Higher Order Thinking: Students majoring in Communication Studies will be able to demonstrate oral and written competence in logical and critical thinking.
6. 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 presenting with visual aids and/or multi-media technology.

University Core Curriculum Objectives
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>Evaluating the quality of sources; Persuasive speech outline, presentation, and visual aid</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through 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>
<td>Completing the group project: contract, outline, and presentation</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Completing multiple deliverables related to persuasion; Persuasive speech outline, presentation, and visual aid</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the</td>
<td></td>
</tr>
</tbody>
</table>
ability to engage effectively in regional, national, and global communities.

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/.

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: 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.

5. 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 should sign in at 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.

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 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.

Student Support
Should you have technical questions regarding part of the course requirements, please visit the Online Orientation at http://www.sfaonline.info/supportandtutorials-. If you still need help, please contact SFA Online at 936.468.1919.

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.

**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  
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

**The Health and Wellness Hub** “The Hub”  
Location: corner of E. College and Raguet St.

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

[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)  
936.468.4008  
thehub@sfasu.edu

**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)
- johCrisis Text Line: Text HELLO to 741-741

**COURSE REQUIREMENTS:**

**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 at the instructor’s discretion 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 on page 4.

Modules and Required Readings
- Getting Started Module – BE SURE TO START HERE
- Module 1: Introduction to Speaking
  a. Stand Up, Speak Out: CHs 1, 2, & 3
- Module 2: Listening and Audience Analysis
  a. Stand Up, Speak Out: CH 4 & 5
  b. COM 111 Workbook:
- Module 3: Developing a Speech
  a. Stand Up, Speak Out: CH 6, 7, & 8
  b. COM 111 Workbook:
- Module 4: Generating Structure through Outlining
  a. Stand Up, Speak Out: CH 9, 10, 11, & 12
  b. COM 111 Workbook:
- Module 5: Language
  a. Stand Up, Speak Out: CH 13
  b. COM 111 Workbook:
- Module 6: Delivery
  a. Stand Up, Speak Out: CH 14
  b. COM 111 Workbook:
- Module 7: Presentational Aids
  a. Stand Up, Speak Out: CH 15
  b. COM 111 Workbook:
- Module 8: Informing
  a. Stand Up, Speak Out: CH 16
  b. COM 111 Workbook:
- Module 9: Persuading
  a. Stand Up, Speak Out: CH 17
  b. COM 111 Workbook:
- Module 10: Entertaining and Special Occasions
  a. Stand Up, Speak Out: CH 18
  b. COM 111 Workbook:

Course Evaluations Order and Maximum Points Available to Earn:
- Getting Started Module
  o Discussion 1 Getting to Know You: 25 points
- Module 1: Introduction to Speaking
  o Speech 1 Introduction: 50 points
- Module 2: Listening and Audience Analysis
  o Dropbox 1 Listener Report: 50 points
• Module 3: Developing a Speech
  o Dropbox 2 Website Evaluation: 25 points
• Module 4: Generating Structure through Outlining
  o Dropbox 3 Main Point Development: 50 points
• MID-TERM EXAM - ALL CONTENT FROM COMPLETED MODULES AND READINGS: 50 points
• Module 5: Language
• Module 6: Delivery
  o Discussion 2 Analyzing Language and Delivery: 50 points
• Module 7: Presentational Aids
  o Speech 2 Main Point Presentation with Aid: 50 points
  o Dropbox 4 Presentational Aid Power Point: 50 points
• Module 8: Informing
  o Discussion 3 Informative Speech Outline Workshop: 50 points
  o Dropbox 5 Informative Speech Formal Outline: 100 points
  o Speech 3 Informative Speech Presentation: 50 points
• Module 9: Persuasion
  o Discussion 4 Persuasive Speech Outline Workshop: 50 points
  o Dropbox 6 Persuasive Speech Formal Outline: 100 points
  o Speech 4 Persuasive Speech Presentation: 50 points
• Module 10: Entertaining and Special Occasions
  o Dropbox 7 Commemorative Speech Formal Outline: 50 points
  o Speech 5 Commemorative Speech Presentation: 50 points
• FINAL EXAM – COMPREHENSIVE: 100 points
• EXTRA POINTS (optional)
  o Dropbox 8 Extra Points: up to 25 points
  o Attend a public speaking event and write a 2-3 page essay evaluating the speech.
    Use the COM 111 Speech Evaluation Form for a guideline for discussing the
    speaker’s performance and content.

Grading Guide:
900-1000 - A
800-899 - B
700-799 - C
600-699 - D
0-599 – F

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 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 are habitually posting really close to the 10 pm deadlines, then you will not earn full credit.

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.

**Success in Assignments/Activities/Reflections:**

All formatting, citations and references should be in **APA style 6th edition.**

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.