

**Course Syllabus**

**SPCH 1315 (3:3:0)**

**Public Speaking**

**Communication Department**

**Division of Arts and Sciences**

**Levelland**

**South Plains College**

**Fall 2017**

**Janine Fox**

**Course Syllabus**  
**SPCH 1315 Public Speaking**

**Instructor Information:** *Janine Fox*

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**Office hours:** *Monday/Wednesday 8:30am – 9:30am*

*Tuesday/Thursday 1:30pm – 3:00pm*

*Friday 8:30am - 11:30am*

*OR by appointment*

\*This syllabus is a tool, not a legal contract. College and department policies are firm, but the professor reserves the right to modify, supplement, or make changes as need arises.\*

**Department:** Communication Department

**Discipline:** Speech Communication

**Credit:** 3 hours lecture

This course satisfies a core curriculum requirement in Speech

**Prerequisites:** There are no prerequisites for this course.

**Available Formats:** conventional, hybrid, online and ITV

**Campus:** Levelland, Reese, ATC and Plainview

**Textbook:** The Speaker's Primer, 2<sup>nd</sup> Edition by:

Valenzano III, Braden, & Broeckelman-Post, **with** Acclaim access

**Supplies:**

1. Text/ Access code for Acclaim
2. Notebook(s) and pen/pencil/highlighter
3. White 3x5 notecards
4. Access to a computer for online activities

PLEASE BE SURE TO BRING PAPER, PEN/PENCIL, TEXTBOOK, & SYLLABUS TO EVERY CLASS.

**Course Description:** Research, composition, organization, and delivery of speeches for various purposes and occasions with emphasis on listener analysis and informative and persuasive techniques. (Performance based.)

**Course Purpose:** The Public Speaking course explores and applies the basic principles of effective communication and offers the student practical instruction on how to speak and listen effectively in public across different cultures and audiences.

**Course Requirements:**

1. You will be tested on class lecture/discussion materials on scheduled exams.
2. To take thorough notes, study all lecture material, informational handouts, and assigned readings, and work/prepare in a language understood by instructor and class (English).
3. To actively participate in class discussions and group activities.
4. To show maturity and professionalism in preparation of assignments and in classroom behavior.
5. To show courteousness to fellow classmates/speakers.
6. To initiate consultations with the instructor whenever assistance is needed regarding class assignments.
7. To appropriately cite information obtained from other sources. Cases of plagiarism will be treated as will any case of academic dishonesty, with at least a failing grade for the assignment or examination.
8. To initiate withdrawal from the course if absences become excessive. Your professor may drop you from the course if you miss more than two weeks' worth of class. (Drops as follows Fall & Spring after 5<sup>th</sup> absence, Summer 3<sup>rd</sup> absence)
9. A student cannot pass the course if s/he misses multiple major grades.

**Students with Disabilities:** Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

**Diversity Statement:** In this class, I will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. Great value is placed on freedom of expression, however certain topics are considered overdone or cliché. These topics will NOT be approved for presentations, so it is important to discuss topic selection for each speech. Some topics may be controversial, so open and honest dialogue will be allowed. Keep in mind that each person has a valuable opinion and our goal is to present sound, reasonable examples and NOT to harass or berate. If we follow these simple rules, no person should be offended, even if they disagree. If you feel there has been some offense made, it is your responsibility to bring it to my attention, in private, as soon as possible.

**Campus Concealed Carry:** Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at:  
([http://www.southplainscollege.edu/human\\_resources/policy\\_procedure/hhc.php](http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php))

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

**Contacting your Instructor:** It is important you develop a network of your peers that will allow you to get specific information more quickly. That being said, I am available for you to contact me if you have questions or concerns about your progress in this class etc. You may do that by phone if necessary, but email is preferred. You will find my information on this syllabus or the directory at:  
<http://www2.southplainscollege.edu/information-for/employees/employee-directory>

### Assessment and Grading:

This department supports university policies of academic excellence as noted in the student handbook. Interpretation of grades should be considered within the university framework: A=excellent, B=good; C=average; D=inferior; and F=failure.

Grades will be calculated based on the amount of points students earn and will be interpreted as:

A=900-1000, B=800-899, C=700-799, D=600-699, F=599 and below.

Major Assignments (80%):		Points Earned:
Introductory Presentation	100	_____
Informative Presentation	100	_____
Persuasive Presentation	100	_____
Group Presentation	100	_____
Exam 1	100	_____
Exam 2	100	_____
Impromptu/ <b>Final Exam</b>	100	_____
Attendance/ Syllabus Check	100	_____ = _____
	*10 @ 10 points each*	

Daily Grades (20%):			
Group Evaluation	50		_____
Activities (6 @ 10 points each)	60	_____	_____ = _____
Peer Evals. (3 @ 15 points each)	45	_____	_____ = _____
Self Evals. (3 @ 15 points each)	45	_____	_____ = _____

**Points Possible:** 1000

**Your Total:** \_\_\_\_\_

**Graded Assignment Brief Descriptions:**

1. **Exams (2 @100 points each) and Final/Impromptu (100 points):** Three examinations will be given in order to assess the students' grasp of the material covered in class. Two of the exams will be given during the course of the semester; the final (impromptu presentation, 100 points) will be given at the end of the semester during Finals Week. FINAL EXAMS MAY NOT BE TAKEN EARLY OR LATE. You *may* earn an exemption from the final exam if prior to the final you have 800 points or more with no more than 3 absences, OR if you have perfect attendance. Exams will cover both material discussed in class and material from the textbook.
2. **Presentations (400 points):** Several of the most common types of presentations will be required of students. Students will be graded on their mastery of basic speaking principles and criteria given in class. Students will also be graded on their preparation for their presentations. Speech grades will be lowered for tardies/unexcused absences.
3. **Activities/Participation, Attendance & Syllabus Check (300 points total):** This is a highly interactive class that will involve a number of supporting activities. Students are expected to not only attend class, but to participate. You are required to bring your pens/pencils, paper, textbook, and syllabus to EVERY CLASS. You may earn points for participation, attendance, and presenting your syllabus on at least 10 different dates (10 points each) as chosen by the instructor. You will also complete 3 different peer evaluations and 3 self-evaluations of speeches (15 points each). Finally, your group members will also evaluate your participation during the group presentation (50 possible points). These assignments, among others, may be in class or online using your Acclaim access. Your syllabus is where you will record all grades for easy access to your progress in the course.

I DO NOT USE BLACKBOARD FOR THIS CLASS. It is important that you keep ALL assignments during the semester. Once handed back, if you need clarification or have questions, it is your responsibility to provide those documents. In addition, I do not accept emailed assignments unless instructed to do so when assigned.

**Attendance and Tardy Policy:**

Please make sure you have read and understand your Student Handbook for SPC policies. For this course, all students enrolled are expected to attend class regularly, be on time, and remain until dismissed. Roll will be taken at each class meeting. If a student is tardy, he/she must see the instructor after class to have the absence mark removed. Three (3) tardies in a MWF class and two (2) in a MW, TR or once a week class will constitute an absence. If a student leaves class prior to dismissal of the class, he/she may be counted absent.

Whenever absences become excessive and, in the instructor's opinion, minimum course objectives cannot be met, the student should initiate withdrawal from the course. A student who does not meet the attendance/course requirements of class as stated in this syllabus and does not officially withdraw from this course by the official census date of the semester may be

administratively withdrawn from that course and receive a grade of “X” or “F” as determined by the instructor. Students are responsible for all class work covered during absences.

Our department abides by this policy and enforces these guidelines established for SPCH 1315:

1. Missing more than two weeks of class is considered excessive.  
*Example:*        MW/TR – 4 days allotted  
                          MWF – 6 days allotted  
                          One day/week – 2 days allotted
2. Absences one day over your allotment may lower your final course total by 10 points.
3. Each subsequent absence may lower your final course total by 5 points.
4. If minimum objectives cannot be met, the student should withdraw from the course.

**Make-Up Policy:** Generally, late and/or make-up work is NOT accepted. All work has a deadline and deadlines must be met even if the student is absent. When an unavoidable reason for class absence arises, such as illness, family death, emergency, an official trip authorized by the college or an official activity, I **may** permit the student to make up work missed ONLY IF DOCUMENTATION IS PROVIDED. This is especially important for presentation and exam days. The student should communicate with the instructor to learn what documentation is acceptable. Each student absence will be dealt with on an individual basis. If a student must be absent, she/he should advise the instructor beforehand if possible and if the student is representing the college, they should have a signed permit from his/her coach or sponsor. In all cases, it is the student’s responsibility to complete work missed within a reasonable amount of time as determined by the instructor. Each student must make an appointment to make arrangements for make-up work. **Also, late work may not receive full credit.**

**Texas Higher Education Coordinating Board Core Objectives addressed:**

- **Communication Skills** – to include effective written, oral, aural and visual communication
- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Teamwork Skills** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** – to include the ability to connect choices, actions, and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Course Objectives:** Upon completion of this course, the student should be able to demonstrate proficiency in the following areas:

- Communication Process
- Verbal/Vocal Codes
- Nonverbal Codes
- Listening/Evaluation

- Informative and Persuasive Speaking
- Special Occasion Speaking
- Small Group Presentations

## **Student Learning Outcomes/Competencies**

### 1. Communication Process

The student on exams will be able to demonstrate mastery of the following competencies/activities:

- 1.1 Define communication and demonstrate an understanding of the foundational models of communication.
- 1.2 Recall and discuss the personal, professional and public benefits of studying public speaking.
- 1.3 Recognize and distinguish between the elements of the communication process.
- 1.4 Discuss differences between oral and written communication channels.
- 1.5 Define and distinguish between intrapersonal, interpersonal, group, public and mass communication.
- 1.6 Identify how frames of reference differences such as culture, ethnicity and gender influence communication.

### 2. Verbal/Vocal

The student while giving speeches and writing evaluations will be able to demonstrate mastery of the following competencies/activities:

- 2.1 Identify and provide alternatives for excessively vague or jargon-filled language and evaluate when it is appropriate to use them.
- 2.1 Detect biased, sexist, and inflammatory language, and replace it with more neutral terms.
- 2.3 Utilize proper grammar and lessen filler statements.
- 2.4 Vocalize variety in pitch, rate, volume, rhythms and tones.

### 3. Nonverbal

The student while giving speeches and writing evaluations will be able to demonstrate mastery of the following competencies/activities:

- 3.1 Explain the importance of nonverbal messages.
- 3.2 Define the different areas of nonverbal communication.
- 3.3 Identify personal nonverbal behaviors that help or hinder communication effectiveness and develop alternative behaviors as necessary.

### 4. Listening

The student during exams, while giving speeches and writing evaluations will be able to demonstrate mastery of the following competencies/activities:

- 4.1 Discern the differences between hearing and listening.
- 4.2 Discuss the benefits of listening effectively.
- 4.3 List reasons for poor listening.
- 4.4 Plan methods as a speaker to decrease listening barriers for an audience member.

4.5 Describe how to become a more effective listener.

4.6 Practice effective listening skills.

## 5. Public Speaking (informative and persuasive speeches)

The student while giving speeches and writing evaluations will be able to demonstrate mastery of the following competencies/activities:

- 5.1 Conduct an analysis of the speaking situation for a specific presentation and describe how relevant situational factors should influence the approach of a presentation.
- 5.2 Define the general purposes for speaking.
- 5.3 Formulate specific thesis statements for presentations.
- 5.4 Conduct research for developing a speech topic.
- 5.5 Develop the body of a presentation, choosing the most appropriate organizational pattern whether informative or persuasive in nature.
- 5.6 Identify the purpose and placement of transitions, and will be able to select appropriate transitions to be used in presentations.
- 5.7 Name the content and functions of introductions and conclusions.
- 5.8 Construct appropriate introductions and conclusions to match the body of presentations.
- 5.9 Explain the functions of verbal and sensory support in presentations.
- 5.10 Develop and present the best support to add interest, to clarify, and prove a given point.
- 5.11 Demonstrate when and how to use sensory aids.
- 5.12 Select and demonstrate the most effective medium to present a given sensory aid in a presentation.
- 5.13 Develop and use a set of speaking notes that enhance delivery.
- 5.14 Deliver brief, impromptu remarks effectively.
- 5.15 Deliver extemporaneous presentations that follow the guidelines for nonverbal, verbal, and vocal behavior.
- 5.16 Respond effectively to questions arising from presentations.
- 5.17 Identify audience needs and the evidence necessary to form and support a persuasive claim.
- 5.18 Effectively evaluate peer and self-presentations according to critique guidelines.
- 5.19 Assess and manage communication apprehension.
- 5.20 Demonstrate effective usage of technology when researching and/or presenting speeches.

## 6. Special Occasion Speeches

The student while giving speeches and writing evaluations will be able to demonstrate mastery of the following competencies/activities:

- 6.1 Prepare and present a speech of introduction.
- 6.2 Present or accept an award.
- 6.3 Prepare a speech of tribute and a speech of welcome.

## 7. Small Groups

The student while taking exams, giving speeches and writing evaluations will be able to demonstrate mastery of the following competencies/activities:



- 7.1 Explain the characteristics of small groups, and express the advantages and disadvantages of group presentations.
- 7.2 Demonstrate the steps in preparing and delivering a team presentation.
- 7.3 Control a public forum after the team presentation.

Classroom Network Contact Information

Contact 1: \_\_\_\_\_  
\_\_\_\_\_

Contact 2: \_\_\_\_\_  
\_\_\_\_\_

Contact 3: \_\_\_\_\_  
\_\_\_\_\_

Contact 4: \_\_\_\_\_  
\_\_\_\_\_

