

Communication 111 Public Speaking

Semester, Class Time, Location

Instructor:
 Email:
 Phone:
 Office:
 Office Hours:
 Teaching Hours:
 Department: Languages, Cultures, and Communication

Course Description:

Theory and practice in public speaking. Analysis of communication as a function of public speaking.

Communication Studies Program Learning Outcomes:

1. **Theory Knowledge:** Students majoring in Communication Studies should display comprehension of major communication theories.
2. **Theory Application:** Students majoring in Communication Studies will apply the major theories in the field to communicate effectively in a variety of settings.
3. **Research Methods:** 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.
4. **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.
5. **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.
6. **Higher Order Thinking:** Students majoring in Communication Studies will be able to demonstrate oral and written competence in logical and critical thinking

University Core Curriculum Objectives

- **Critical Thinking [CO1]:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills [CO2]:** to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork [CO3]:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility [CO4]:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility [CO5]:** to include the ability to connect choices, actions and consequences to ethical decision-making

Student Learning Outcomes and corresponding Core Objectives:

- Understand and demonstrate speaking processes through invention, organization, drafting, revision, editing, and presentation. [CO1, CO2]
- Understand the importance of specifying audience and purpose to select appropriate communication choices. [CO1, CO3, CO5]

- Understand and appropriately apply modes of expression. [CO2]
- Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding. [CO3]
- Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument. [CO1, CO2]
- Develop the ability to research and write and oral presentation. [CO2]

Course Materials:

Beebe, S.A. & Beebe, S.J. (2012). *Public speaking handbook* (4th ed.). Boston, MA: Allyn & Bacon.
 Communication Studies. (2012). *COM 111 Workbook*. Nacogdoches, TX: SFASU.
 4X6 Index Cards for speaking notes
 2 Green 882 Scantron forms for exams

Overview:

Communication 111 is designed to prepare students to give a formal speech in a public setting. Students should show an ability to use formal structure by critically evaluating given topic areas and speech purposes to create four speeches that meet the criteria set forth in lectures, speech instructions, and the required *COM 111 Workbook* and *Public Speaking Handbook* (4th ed.) texts.

Instructor's Expectations:

It should be understood by all students enrolled in this course that education is not a commodity. Therefore, no student should expect a passing grade simply because you attend class, turn in assignments and pay tuition. Instead, students, as well as your instructor and lab instructor, should always remember that course grades are based on achievement, not effort or time. Simply put, students must earn their score in this course based on mastery of the materials and the instructions provided by your instructor.

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/>.

Grade Withheld Policy (Semester Grades A-54)

http://www.sfasu.edu/policies/semester_grds.asp

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 course work 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 for the purpose of computing the grade point average.

Attendance Policy

Students are expected to:

- Attend and participate in each class meeting,

- Arrive to class prior to class beginning,
- Sign the roll sheet at the front of the classroom prior to class beginning (no signature = absence),
- Be physically and intellectually prepared to listen to the lecture/speech (read assigned chapters from the textbook),
- Demonstrate respect for the instructor and classmates,
- Take notes, and
- Turn in all coursework either early or on time.

Absence

- An absence is indicated by a lack of signature by the student's name on a roll sheet, or a lack of an instructor's mark by the student's name on a roll sheet that signifies the student was present for class.
- If a student misses more than 25 minutes of a class, the student is marked absent.
- If a student falsifies the attendance record, the student receives an absence for the day in which the record was falsified and possible disciplinary action. Examples of falsifying records include: signing in and leaving class or having a friend sign in for you.
- If a student is texting, surfing the web, or sleeping during class, the student is marked absent.

Overall Absences

If a student misses 25% of the class regardless of excused/unexcused absence status, the result will be an F in the course. For Fall 2012 there are 15 class meetings. Therefore, no student may miss more than 3 classes.

Absence Penalties

On the 2nd absence (excused or unexcused), students will be penalized by having 5% deducted from their final course average. On the 3rd absence, 10% is deducted from their final course average. On the 4th absence, students automatically fail. An absence is an absence.

Make Up Work

No late work is acceptable. Deadlines for coursework are posted in advance, and it is the responsibility of each student to complete his/her work and submit it either early or on time. The University recognizes three types of documented excuses that **may** permit a student to make up work: 1) University Sponsored Event, 2) unavoidable emergency, and 3) personal illness. Your instructor will not hear or recognize oral excuses for missed course material. Your instructor is the exclusive decision maker on approving or denying an excused absence request in order to make up work in the class. Acceptable documentation includes: doctor/medical paperwork, written acknowledgement of participation in a university sponsored event, notification disseminated from the Judicial Office, and family emergency records. Acceptable documentation of an absence to make up coursework must be turned into the professor **within one week of returning to class. No exceptions will be made.**

Governing Policies

The following policies will apply toward decorum in online posts.

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. *Unprofessional behavior includes but is not limited to talking while instructor/speaker is presenting, texting during presentations, sleeping during class, and using abusive, profane language/gestures.

2. Electronic devices:

- If a student texts during class or attends to anything other than COM 111 course materials on an electronic device, the student in question will receive an absence for the day. If the behavior persists, the student will be asked to leave the class for the day. If the behavior continues to persist after this point, the student will be referred for disciplinary action.
- If an electronic device is *seen or goes off* during a test, the student will receive a ZERO on the test.
- If your electronic device is used during speeches or goes off during a speech, your grade for the current speech will be penalized 10% for each violation.

3. Academic Integrity:

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

GRADE DISTRIBUTION

COURSE POINTS: You may earn up to 1000 points total. Your chance to earn your grade ends when the semester ends. No grades will be *bumped* up at the end of the semester regardless of how *borderline* the grade is perceived to be. There are no opportunities for extra credit outside of that which is offered to every student enrolled in the course. To calculate your grade at any time in the course, add up your earned course points and divide them by the possible course points at that point in the semester. That gives you an average. The following indicates which letter grades correspond to earned points:

1000 – 900 points	A	699 – 600 points	D
899 – 800 points	B	599 and less	F
799 – 700 points	C		

Tests: You will need a SCANTRON 882 Form for both tests. Both tests are 50 questions multiple choice.

Test 1 – Chapters 1-9	<u>150 points</u>
Test 2 – Chapters 10-18	<u>150 points</u>

Studying for tests:

- Read the assigned chapter(s) for each class carefully.
- Take notes in lecture.
- Use the study guides located in the *COM 111 Workbook* and/or on D2L.
- Study tools are available on the companion website and online textbook materials, but you must have an access code to utilize these study materials. An access code is standard with all new textbooks. If you purchased a used textbook, you can purchase an access code from the bookstore or directly from Pearson (the book publisher).

Speeches: During the course of the semester you will be expected to perform a variety of speech assignments.

	Purpose	Time	Required Citations	Value
Speech 1 Icebreaker	Informative	2-3 min.	n/a	50 points (presentation and outline)
Speech 2 Oral Reading	Entertain	3 min.	2	50 points (presentation) 50 points (manuscript)
Speech 3 Informative	Informative	10 min. total	5	100 points (presentation) 50 points (outline)
Speech 4 Impromptu	Informative or Persuasive	1-2 min.	n/a	50 points
Speech 5 Monroe's Motivated Sequence	Persuasive	5-6 min.	5	200 points (presentation) 50 points (outline) 25 points (PowerPoint)

TOTAL: 600 points

Important things to remember for speeches:

- Speech outlines (or manuscript in the case of Speech 2) are always due prior to class as .DOC, .RTF, or .PDF on the dropbox on D2L.
- Only students with documented, excused absences are permitted to make up a speech. You must speak when your name is called. Be prepared the first day of speeches when class begins. **If your name is called, and you are not present, you will receive a zero for the speech.** “My alarm clock did not go off, my computer malfunctioned,” or “I am not ready” are not acceptable.
- Required number of citations must be credible, published sources with an author and date.
- Wikipedia **cannot** be used as a source. Stay away from other like sources (i.e. about.com). Use critical thinking skills to evaluate source credibility.
- APA format will be used for citing sources in speech outlines and referencing sources in the reference list. **No reference list = a 0 for your outline/manuscript grade.**
- A 5% time penalty will be deducted for every 20 seconds under or over time on speeches.
- For speeches 1, 3, and 4, speaking outlines that use more than four keywords for content will receive a manuscripting penalty. The penalty will lower the speech grade to no higher than a ‘D.’

Assignment: All assignments are to be submitted on D2L.

Assignment	Brief Description	Point Value
Peer Constructive Criticism	You will be assigned a peer group. You will need to take notes on the content development, organization, and delivery of the members in your peer group for speech 3. You will need to assess how each group used delivery, organization, and content development during his/her speaking time. Type 1 paragraph for each member of your peer group. A paragraph is 4-7 sentences depending on sentence length. The paper should be typed, double-spaced, 1-inch margins, 12-point font, Times New Roman font. (Critical thinking, Teamwork, Communication)	50 points
Speech Analysis	You will view a speech linked through American Rhetoric's website. You will complete a typed written analysis concerning the speaker's figurative language use and adaptation to the audience and occasion. You will need to use quotes from the speech to complete the analysis. The paper should be 2 complete pages (no more and no less). The paper should be formatted with 1-inch margins, 12-point font, Times New Roman font, and a cover page. (Critical thinking, Communication)	50 points

TOTAL: 100 points

Attendance: See the attendance policy. Attendance has a real affect on your course grade.

Course Calendar: Use the course calendar to see when daily readings, speeches, assignments, and exams are scheduled. Calendars are subject to change based on student learning progress and unforeseen occurrences. In the event the calendar changes, announcements will be posted on D2L.

Date	Daily Discussion, Lectures, Readings, and/or Assignments
Week 1	Course Introduction; Speech 1 Instructions Read Chapters 1 & 2 Introduction to public speaking and the audience-centered speechmaking process (Social Responsibility) Public speaking as a communication process Speaking with confidence (Communication) Understanding your nervousness Building your confidence
Week 2	Speech 1: Informative Speech (Communication)
Week 3	Speech 2 Instructions Read Chapters 5, 6 & 7 Analyzing your audience (Critical Thinking; Social Responsibility) Gathering information about your audience Analyzing information about your audience Adapting to your audience Analyzing your audience before, during and after your speech Developing your speech (Communication) Selecting and narrowing your topic Determining your specific purpose and developing a central idea/thesis statement Generating main ideas Gathering and using supporting material Applying critical thinking skills to find quality evidence and supporting material (Critical Thinking) Research strategies Types of quality and ethical sources (Personal Responsibility)
Week 4	Read Chapters 8, 9 & 10 Organizing your speech (Communication) Organizing and subdividing main ideas Using organizational patterns to structure your speech Integrating support material/sources Developing and implementing signposts Using presentational aids (visuals) as signposts Introducing your speech (Communication) Applying effective introduction strategies Gaining the audience's attention Explaining relevancy of the speech topic to the audience (Social Responsibility) Establishing speaker credibility in the speech introduction

	<p>(Personal Responsibility) Previewing speech topic and main ideas COM 111 Syllabus</p> <p>Concluding your speech (Communication) Reviewing key ideas and relevancy Establishing a concluding impact strategy to leave the audience with a clear vision and memory of the speech</p>
Week 5	Speech 2: Oral Reading (Communication)
Week 6	<p>Speech 3 Instructions & Group Assignments (Teamwork) Examining the Outline Template Read Chapters 3-4</p> <p>Speaking freely and ethically (Social and Personal Responsibility) Introduction to ethics Analyzing ethical implications of speeches Developing and using ethical skills in speech development and implementation Enhancing speaker credibility (competency & common ground)</p>
Week 7	<p>Test 1 Chapters 1-10 Bring 882E Scantron.</p> <p>Post-Test: Read Chapters 11 & 12</p> <p>Outlining and editing your speech (Communication) Developing a formal/full-sentence outline Editing the organizational structure of the speech Developing a key word/delivery outline for speaking notes</p> <p>Using language and style effectively (Critical Thinking; Communication) Differentiating oral and written language styles Critiquing language use and style to diverse listeners Crafting memorable and effective word structures Using memorable language and style effectively</p> <p>Working in teams and groups effectively (Teamwork; Communication) Understanding group speech formats</p>
Week 8	Speech 3 (Communication, Social Responsibility)
Week 9	<p>Speech 4 & 5 Instructions</p> <p>Peer Constructive Criticism Due to Dropbox on D2L by 11 PM</p>
Week 10	Speech 4
Week 11	<p>Read Chapters 14 & 15</p> <p>Designing and using presentation/visual aids (Communication) Understanding the value and types of presentation aids Guidelines for developing and using presentation aids Using written forms, charts, graphics, images, video and audio in speeches effectively</p>

	<p>Speaking to inform (Communication) Developing understanding of informative speech types Using strategies to enhance audience understanding of complex and simple topics Maintaining audience interest Enhancing audience recall Developing and implementing effective audience-centered informative speeches</p>
Week 12	<p>Understanding principles of persuasive speaking (Communication) Defining persuasion Discovering how persuasion works Motivating listeners Developing and implementing a persuasive speech Using persuasive strategies (Critical Thinking) Enhancing your credibility before, during and after a speech Using logic and evidence to persuade Critiquing arguments to prevent fallacies in logic Using emotion to persuade and understanding the ethical implications for appealing to emotions Adapting ideas to people and the setting Organizing your persuasive speech</p>
Week 13	<p>Read Chapter 18 Speaking for special occasions and purposes (Communication) Enhancing speaking skills to adapt to speaking in the workplace Ceremonial speaking: award presentation and acceptance, eulogies, speeches of introduction After-dinner speaking Using humor in speeches Speech Analysis Due to Dropbox on D2L by 11 PM</p>
Week 14	Thanksgiving Holiday
Week 15	Speech 5: Motivated Sequence (Communication)
Week 16	Speech 5 continued Review for Final Exam
Final Exam Schedule	Test 2 Chapters 10-18: Final Exam; Bring 882E Scantron.

Important University Dates:

Last Day to Register:

Twelfth Class Day:

Mid-semester:

Last Day to Drop or Withdraw without WP or WF:

Last Day to Withdraw from the University:

Finals Week: