**Communication 111: Public Speaking**

Department of Languages, Cultures, and Communication  
Spring 2016

COM 111.01 MWF 8:00-8:50 FERG 373 (CRN 23089)  
COM 111.05 MWF 9:00-9:50 FERG 477 (CRN 23094)

**Instructor:** Robert J. Green, M.A. “R.J.”  
**Email:** greenrj3@sfasu.edu (preferred)  
**Phone:** x4303

**Office:** Liberal Arts North (Dugas Hall) 434  
**Office Hours:** MTWTh: 11:00-12:00  
MW: 2:00-3:00  
By Appointment

**Materials**

ISBN: 9781452299501  
(You should have access to a textbook by the second week of class. The book is on course reserve in the Steen Library for those who do not want to buy or rent it.)

*Communication 111 Workbook.* Make sure you purchase the newest edition at one of the local university bookstores.

Notecards for speeches (3x5 or 4x5 work best)

Any additional reading materials distributed via D2L

**Overview**

**Course Description:** Theory and practice in public speaking. Analysis of communication as a function of public speaking.

**Course Objectives/Student Learning Outcomes**

- Understand and demonstrate speaking processes through invention, organization, drafting, revision, editing, and presentation.
- Understand the importance of specifying audience and purpose to select appropriate communication choices.
- Understand and appropriately apply modes of expression.
- Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
- Develop the ability to research and write an oral presentation.

**Program Learning Outcomes:** Students majoring in Communication Studies will be able to recognize the central role of freedom of expression and injury in a diverse and democratic society. This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

**The core objectives established by the THECB (n.d., Elements of the core curriculum) are:**

- Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

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• Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making

**General Education Core Curriculum**
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: 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.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Persuasive Speech: Monroe’s Motivated Sequence</td>
<td>5/9</td>
</tr>
<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: Monroe’s Motivated Sequence</td>
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<td>5/9</td>
</tr>
</tbody>
</table>
Assignments

Assignments may be added, edited, or removed to meet learning objectives. You will be informed of such changes. Further assignment instructions and details will be discussed in class and distributed via D2L.

Speeches (400 Points)

You will present three major extemporaneous speeches, defined as a prepared speech delivered with only the use of notes. You will prepare and deliver the impromptu speech on the day you are scheduled to present it. All speeches must meet the guidelines of an audience-centered presentation. You are encouraged to meet with your instructor early to address problem areas. All speeches must meet time and source constraints. Any speeches over the time limit may be stopped. All speech topics, unless otherwise noted, should be cleared by your instructor. All speeches will be graded according to the appropriate rubrics, and only exceptional speeches will get an “A.” Further instructions on all speeches will be distributed on D2L.

1. Impromptu Speech (50 Points) In this speech, you will be given a limited amount of time to prepare a properly organized, well delivered, audience centered speech. Length: 1-2 minutes

2. Informative Speech: “This Day in History” (100 points) – In this speech, you will inform your audience about a significant event that took place on your birthday (not necessarily your birth year) or birth month. You will be required to find 2 qualified sources on the topic (one of which must come from the approved list) and cite them appropriately in your speech and outline. You will need to demonstrate a basic competence in audience-centered speaking. Length: 2 minute minimum and 3 minute maximum (30 second grace)

3. Informative Speech: “News Presentation” (100 Points) In this speech, you will present an informative speech on a current affair that has taken place in the past three months. Your speech will be built around a legitimate newspaper or periodical article published on your topic--Instructor will provide a list of legitimate news sources. An excellent speech will present new information that appears relevant to you and interests the audience. You will need to use a presentation aid. Length: 4 minute minimum with 4:30 maximum. Sources: 3 credible published sources

4. Persuasive Speech: Monroe’s Motivated Sequence (150 points) - This is the core assessment speech assignment. For full details, see the assignment appended to the end of this syllabus. The details of this assignment are subject to change. Length: 5-7 minutes (5 minute minimum with 7 minute maximum). Sources: 5 credible published sources from three different research sources.

Grade Break Down

1. Speech and Presentation Aid: (100 points) You will need to upload your presentation aid to the appropriate dropbox on D2L.
2. Outline Workshop: (25 points).
3. Uploading to livetext by 5/10/14 (25 points)

Major Speech Outlines (300 points total) –

For the news presentation and Monroe’s Motivated Sequence, you will write a full sentence preparation outline. Your citations should be formatted according to the Publication Manual of the American Psychological Association, 6th Edition. Outlines must be turned in to the appropriate dropbox on D2L--No exceptions. If you do not get a receipt in your D2L email, then your outline has not been turned in.

1. This Day in History – 100 points
2. News Presentation – 100 points
3. Persuasive Speech – 100 points

Quizzes (250 Points): Twelve quizzes will be given over the course of the semester. These are designed to ensure that you are keeping up with the material, review material, and prepare you for the speeches and outlines. Some of these will be in-class and some will be online via D2L. Some will be multiple choice/true false/fill in the blank pop quizzes, others will be homework, group assignments, etc. In-class quizzes given at the beginning of class

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CANNOT be made up if you are tardy or absent. Online quizzes must be finished by the deadline. It is your responsibility to keep track of online quizzes. Only the ten highest scores will be calculated into the final grade.

**In-class participation (50 points).** Over the course of the semester, there will be homework assignments, mini speeches, attendance, and other in-class activities. These assignments will be announced in class and, when appropriate, on D2L.

**Extra-credit opportunities (no more than 30 points total):** You will have three possible opportunities for extra-credit, Option A, Option B, or Option C. Potential amount of extra credit is determined by the number and availability of opportunities. All extra credit is due by 5/9.

- **Option A: Research Participation Studies.** Over the course of the semester, communication studies faculty conduct research studies. If you participate in these studies, you will get extra credit as permitted by the study protocol approved by the Institutional Review Board (IRB). The instructor will inform you of these as they become available and their point values. This availability of this option depends on the number of studies being conducted by communication studies faculty.

- **Option B: Extra-Credit Listener Report.** The Department of Languages, Communication, and Culture organizes a number of public events over the semester. If you attend one of these events, you can write up a listener report to earn extra credit. The report should be typed, no longer than one page single-spaced, comply with basic standards of grammar and style, and written in full sentences. Follow the prompts on pp. 63-4 of the workbook to guide your report. You will also need to follow the following guidelines:
  1. You must attend the speech in person. The instructor reserves the right to require proof of attendance.
  2. The extra-credit report is due one-week after the event.
  3. All reports must be turned in to the appropriate dropbox on D2L.
  4. If you turn in a poorly-written report, you will only receive partial credit.

- **Self-Critique of Persuasive Presentation (15 points):** Using the video of your persuasive presentation as data, write a brief (1 page single spaced maximum) full sentence critique of your persuasive presentation. Use pp. 135-6 of the workbook to guide your observations. Your critique must include a description of strengths, weaknesses, and goals for improvement. Use specific examples--cite the time in the video of your example--from the video as evidence for your claims.

- **Civility:** I expect civility in all interactions (including email) with your classmates and me. Lack of civility includes rudeness, sarcasm, raised voices, cursing, name calling, threats, bullying, and missing appointments. If you engage in any of these behaviors, you will automatically lose 20 points per occurrence. Violations of this rule more than once will result in the loss of another 20 points, and reporting to the Dean of Students.
Grades

Grading Philosophy

1. Your grade is determined by the number of points that you earn over the course of the semester.
2. Your grades reflect your demonstration of what you have learned, not how hard you have worked, what you say you have learned after you have received your grade, or your potential for a better grade. You must demonstrate that you have learned the material by performing well on assignments turned in by the deadline.
3. Demonstration of what you have learned is based upon (in this order): a) satisfactory mastery of the material as shown by classroom performance, b) my expectations of students at this level, and c) comparison with others' performance in this class.
4. Carefully read the assignment criteria. An assignment that does not meet the given criteria will not receive a high grade.
5. Technical perfection is expected on all assignments. They should be spell-checked, proofread for grammatical and typographic errors, and proofread for clarity in writing and presentation of ideas.
6. Simply stated, your grade is an argument about the quality of your work. Like all good arguments, they are open to reasonable, evidence-based discussion. To appeal, you must provide a written explanation (typed) of why your assignment deserves more points than it was awarded. The appeal must be submitted within one week after the assignment was returned. If your appeal has merit you will either be awarded additional points or be asked to come in to discuss the assignment.
7. All work that meets the minimum requirements for an assignment or exam constitutes AN AVERAGE GRADE OF “C.” To earn grades of A or B for an assignment you must demonstrate both creativity and mastery of the material beyond the norm. If you wish to excel in this class you should plan on spending a significant amount of time outside of class reading, studying, and working on assignments.
8. In general, graded assignments will be returned within one week of submission. Once the work is returned, students must wait 24 hours before presenting any issues to the instructor.

Calculating Course Grades

COM 111 is graded on a points system. Your final grade will be calculated by adding the points you earn on your various assignments and subtracting any penalties. There are 1000 points possible for this class, not counting bonus points. When the grade is calculated, I only look at the total number of points, not the percentage.

To determine your final grade, look at the chart below. For example, a score of 900 would earn an A, while a score of 899 would earn a B. All scores are reported on D2L.

I do my best to record your grades accurately and punctually. All grades are posted on D2L within a week of their completion. If you do not have a grade recorded, then you likely did not turn in the assignment OR there is a technical error that needs addressed.

It is our shared responsibility to ensure the accuracy of your grades. Please keep all graded assignments until the semester is over--I can’t check the accuracy of the grades if you have thrown away the assignment. Check your grades often, and report any issues as soon as possible.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>1000-900</td>
<td>D</td>
<td>699-600</td>
</tr>
<tr>
<td>B</td>
<td>899-800</td>
<td>F</td>
<td>599-0</td>
</tr>
<tr>
<td>C</td>
<td>799-700</td>
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I want you to get an A in this class. However, your parents’ disappointment, poor grades in previous classes, scholarship eligibility, or whatever other reasons or causes or consequences you may express are not compelling arguments for assigning a grade you did not earn. The following recommendations may help you attain the grade you seek.

- Most college students have three basic options: Sleep, socialize, do well in school. Pick two, and don’t be upset when the third one suffers. The more options you have, the more everything suffers--those who work or have families know this all to well.
- Come to class...on time, and arrive prepared to engage.
- Meet deadlines. Turn in work on time or early.
- Read and understand the syllabus, assignment guidelines, and rubrics. I will use these documents to judge the quality of your work. These documents are derived from principles and concepts grounded in research, covered in the textbook, and discussed in class.
- Your grade should not be a surprise to you. Your grades are constantly updated and posted on D2L.
- Use on-campus resources, including the library, AARC, health services, and counseling services. You are paying for these services. Use them.
- If you are disappointed with your grade on an assignment, make an appointment with me to learn how you can improve. You’d be surprised by the number of students who “turn it around” by addressing problems early.
- Do not cram. Do not procrastinate. Do the readings before class and stay on schedule. Prepare in advance and practice.
- Take full advantage of in-class work days.
- Do not assume that because this is a communication class, it will be an easy course. You will be very disappointed at the end of the semester when you receive your final grade. While all competent language users have some intuitive knowledge of communicative techniques, this course introduces principles and concepts designed to develop that knowledge. I often hear from students “I thought it would be “common sense.” Those students do not typically do well in the class.
- If you have any questions about any assignments, policies, or expectations listed in this syllabus, please speak up. Help me help you achieve your goals.
Course Policies

Rear Admiral Grace Hopper once said “It’s easier to ask forgiveness than it is to get permission.” Generally in life, that is a handy tip. In this class, there is no need for you to ask for either. All of us will work within the processes and procedures outlined in this syllabus and the rules of SFA. These policies are designed to ensure every student gets the same treatment (fairness) and that everyone gets what they deserve (justice) in the pursuit of the course objectives (education). Most of these policies can be reduced to three principles: attend class, engage the material, do your own work on time, and take responsibility for your own success.

In addition to the policies listed here, all students are required to adhere to the guidelines set forth in the SFASU Policy Manual. You may find a copy of it at http://www.sfasu.edu/policies/.

Academic Integrity

Plagiarism: All students are expected to submit their own, original work for this class. Auto-plagiarism, or reusing papers if you took this class before (or a class like it at another university) is also a violation of academic integrity. The SFA Student Handbook states: "It is the responsibility of the student to abstain from cheating. Dishonesty of any kind with respect to examinations, written assignments [completed] in or out of class, alteration of records, or illegal possession of current exams or keys to examinations shall be considered cheating. . . Courtesy and honesty require that any ideas or materials borrowed from another must be fully acknowledged. Offering the work of another as one’s own is plagiarism. The subject matter of ideas thus taken from another may range from a few sentences or paragraphs to entire articles copied from books, periodicals, or the writing of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment is also considered plagiarism. Any student who fails to give credit for ideas or materials taken from another is guilty of plagiarism."

Definition of Academic Dishonesty (A.9-1): 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. Falsification or invention of any information, including citations, on an assignment; and/or,
3. Helping or attempting to help another in the act of cheating or plagiarism.
4. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include, but are not limited to:
   a. Submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another;
   b. Submitting a work that has been purchased or otherwise obtained from the Internet or another source; and,
   c. Incorporating the words or ideas of an author into one’s paper or presentation without giving the author due credit.

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

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. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Attendance Policy

For this class, attendance means being on time for class and staying the entire time. Attendance is expected of all students. According to SFA's policy: “Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with acceptable excuses may be permitted to make up work for a maximum of three weeks’ worth of absences during a semester…depending on the nature of the missed work.” If there is a pattern of truancy, you will be reported to the proper authorities.

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While I do not directly penalize students for non-attendance, attendance is taken daily. These serve as the final and official attendance record for the class. If you fail to sign the attendance sheet even though you were in class, you are--for the record--absent. The attendance sheet is an official record. Do not falsify the attendance sheet. If you do so, you will be counted absent for the day. You will also be cited for academic dishonesty and reported to the appropriate authority.

Even though you are not directly penalized for non-attendance, you will miss out on in-class assignments, quizzes, reviews, workshops, and announcements. In-class assignments cannot be made up without proper documentation.

Proper documentation includes:
1. Email from the Office of Student Rights and Responsibilities with students’ dates that they will be absent;
2. Doctor’s excuse that clearly states when the student is allowed to return to class (a note that states you were at the doctor’s office does not count), or a note stating that the student was unable to be in class that day (no reason is needed); or
3. Paperwork from university organizations that states the student was unable to be in class for university-sanctioned responsibilities. If no paper copies are given, the student must notify the instructor ahead of time that it is posted on mySFA.

Be on time. Due to safety concerns, I may lock classroom doors within a reasonable time after class starts. If you are late, you may also miss a quiz.

If you are likely to miss class due to university sanctioned activities (Intercollegiate athletics, conferences, etc.), let the instructor know as soon as possible. University sanctioned absences are not “freebies.” While you will be able to make-up any missed work due to a university-sanctioned absence. If you plan on missing more than three classes, you should consider taking this class another time.

Contingency Plan for Catastrophic Events

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Should such an emergency occur, I will announce any changes at the earliest possible opportunity.

Electronic Correspondence

Check your email and D2L regularly. I will distribute important class information to you through email, D2L email, and/or D2L news announcements. Remember: D2L is a closed email system. You may only send and receive D2L email in D2L.

Please make sure to use your full name in correspondence. Your email address may or may not provide adequate information for me to figure out who you are. In all email or written exchanges, please make sure to list the course name or number in the subject line of the email. Also, communicate as you would in a professional environment. This includes the use of complete sentences, proper grammar and punctuation, spell checking, and coherent arrangement of thoughts.

Well-written, on point emails will facilitate a response. In the past, email spam filters have automatically sent generic, poorly written messages to the junk folder.

During the week, I will do my best to respond to emails within 24 hours. Expect a longer response time over the weekend and holidays.

I will not read assignments or offer detailed advice over email. You will need to stop by during office hours or make an appointment. For your protection, federal regulations (FERPA) prohibit me from discussing your grade through unsecured channels, such as email, with you or anyone other than you without written permission. Any FERPA matters will be directed to the Registrar.

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Formatting and Style of Assignments

All assignments, unless otherwise noted, should be typed using Times New Roman Font. Pages should have 1-inch margins. Single-spaced is fine. All assignments should adhere to appropriate standards of clarity, grammar, and style. Your citations should be formatted according to the *Publication Manual of the American Psychological Association*, 6th Edition.

All electronic assignments must be turned in as either a Microsoft Word document (.doc, .docx), Adobe Acrobat document (.pdf), or rich text file (.rtf). Failure to do so may result in a penalty. See *Submitting Assignments via D2L* for more information.

All presentations using presentation software applications should be in the PowerPoint (.ppt, .pptx) format. I cannot guarantee that other software applications, such as Keynote or Prezi, will work with classroom technology. Have a back-up plan just in case. All videos used in presentations should be cited properly, made relevant as evidence, free of advertisements, and properly integrated into the powerpoint itself.

Late Work

When accepted, late work will be penalized 10% for every 24 hours, or any fraction thereof, past the due date and time. For example, if an outline is due on 6/01 at 12:01am, those turned in at 12:02 am will be penalized. These reports are automatically generated by D2L. Deadlines are posted well in advance to enable you to make necessary arrangements.

I will not accept any late work 5 days after the deadline.

Technical issues are not an excuse for late work. See *Submitting Assignments via D2L* for more information. It’s your responsibility to know how to use information technology, and seek assistance from on-campus and off-campus resources to complete work for the class by the deadline.

Most instances of academic dishonesty occur due to late work. It’s better to get a low grade on an assignment than no points and a referral to the dean of students.

On assigned speech days, we have a tight schedule. You must speak on your assigned day. If you cannot give a speech on a certain day, for any plausible reason, let the instructor know before he posts the speaking schedule online. He will make reasonable accommodations before, but not after, its posting.

A make up speech is defined as a speech that is presented after the class period you were scheduled to present. A make up speech is not guaranteed, and will be penalized one letter grade. You can present a make up speech on two conditions: (1) If and only if there is time for you to present on the class periods scheduled as speech days, and (2) if and only if all scheduled speakers for a day have presented and you have enough time to present.

Exceptions may be granted for extreme circumstances. Such circumstances are rare. 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. 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. 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.

Photography, Audio, and Video Recording

Unless expressly permitted, audio and video recording of class or class materials by students is not permitted. Photography is not permitted. You may not record another student without their permission. Doing so will result in a loss of civility points and, if necessary, referral to the dean of students. All material presented in class is copyright protected by its respective owner, and permission must be obtained before using for any purpose beyond the scope of this class. Student work is protected by FERPA, copyright protection, and other applicable laws.

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regulations. The instructor reserves the right to record student speeches for assessment purposes, and these recordings will only be shared via D2L, Livetext, or through other means sanctioned by SFA.

Students Needing Accommodations

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/.

Submitting Assignments via D2L:

Many of your assignments will be submitted online through D2L. D2L works like an average social media website when it comes to navigation, uploading files, etc. We will spend time using D2L before your first major assignments are due. Use this opportunity to learn its features and discover any incompatibilities with your system. I use Firefox and Safari to access D2L on my Mac. I’ve also had success with Firefox and Chrome on PC. If you are using Internet Explorer, you should use that to download a better browser and never use it again.

When you turn in an assignment in on D2L, you will receive a receipt in your D2L email that confirms your successful submission. IF YOU DO NOT GET A RECEIPT IN YOUR D2L EMAIL, THEN YOUR ASSIGNMENT IS NOT TURNED IN.

I only accept outline assignments turned in via D2L. No Exceptions.

Unless otherwise stated, I return feedback for major assignments via D2L.

Technical issues are not an excuse for late work. I post assignments well in advance so that you can iron out these issues beforehand. Do not wait until the last minute. I will politely listen to your issues, I will help you work through those issues, and I will point you to this policy and apply an appropriate penalty.

If your internet dies and you can’t upload your submission, save what you have completed, stop working before the deadline, and submit it when your internet is restored. If you can’t get D2L to work, email me your submission before the deadline. The time stamp on the email I receive from you will determine applicable late penalties--those will still apply. You will still need to upload your assignment to D2L.

Students regularly complain about the inadequacies of SFA wireless networking, shoddy dorm computers, etc. This means that you should try to submit your work well before the assignment deadline.

Back-up your data. Save your work to a USB drive. Better yet, consider using an online cloud service. There are free services to choose from (iCloud, one drive, dropbox, google drive, etc.). Many offer free storage bonuses for referrals.

All electronic assignments must be turned in as either a Microsoft Word document (.doc, .docx), rich text file (.rtf), or as an Adobe Acrobat document (.pdf). If you use Pages or OpenOffice, you will need to export to an acceptable file format (.doc, .pdf, .rtf). Failure to do so may result in a late penalty. Insofar as SFA now provides Microsoft Office to all students, this should not be an issue.

Technology Policy

The use of technology for non-class purposes is not encouraged. Surprisingly, students complain in their course evaluations about how they are distracted by other students’ facebooking, snapchatting, instgramming, tweeting, and texting habits. Informally, I have observed that students engaged in non-class related technology use do not perform well on class assignments. If you cannot disengage from the use of electronics and social media for an hour or so, this policy should inspire you to learn how to live in the moment.
If you must use your cell phone, laptop, tablet, etc during class, please make sure that your device is on silent, not vibrate, and that you sit in the back of the room. Consider switching your devices to airplane mode.

The only thing that will absolutely not be tolerated is having ear buds in your ears – this appears rude, impolite, and inconsiderate. This will be penalized by a loss of participation points, civility points, or penalty on your speech grade.

On assigned speech days, there is no good reason to use your phone, tablet, or laptop. All devices should be powered off, and turned on silent or airplane mode. Texting during a course lecture punishes only yourself – texting during another student’s speech is distracting to them.

Occasionally, there are events that occur that are true emergencies that require access to phones and text messaging. If you find yourself in this situation, let me know before class so that we may minimize any distraction to others.

Due to their distracting nature, the use of electronic cigarettes (e-cigs, vaporizers, etc) in class is prohibited.

**Withheld Grades** *Semester Grades Policy (A-54)*

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.
COM 111 Course Schedule

I strongly advise you to print out and post this course schedule where you may check it easily and often. Instructor reserves the right too change course schedule to correct errors or otherwise meet learning objectives. Changes will be announced in-class and/or electronically.

Finish the reading assignment before the assigned class. For example, read Ch. 3 before the class on 1/25.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Date</th>
<th>Topic</th>
<th>Reading / Assignment Due</th>
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<tbody>
<tr>
<td>1</td>
<td>1/18</td>
<td><em><strong>MLK DAY NO CLASS</strong></em></td>
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<tr>
<td>1</td>
<td>1/20</td>
<td>Course introduction/Syllabus</td>
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<tr>
<td></td>
<td>1/22</td>
<td>Public speaking and you: Building confidence</td>
<td>Ch. 1 Workbook pp. 7-8</td>
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<tr>
<td>2</td>
<td>1/25</td>
<td>Ethics and public speaking in a global context</td>
<td>Ch. 3</td>
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<tr>
<td>1</td>
<td>1/27</td>
<td>Select a Topic and Purpose</td>
<td>Ch. 6</td>
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<tr>
<td>1</td>
<td>1/29</td>
<td>Organizing Your Speech</td>
<td>Ch. 9</td>
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<tr>
<td>2</td>
<td>2/1</td>
<td>Styles of Delivery/Impromptu Speaking</td>
<td>Ch. 14, Wbkb 116-120</td>
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<tr>
<td>3</td>
<td>2/3</td>
<td>The Speaker’s Voice</td>
<td>Ch. 15</td>
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<tr>
<td>3</td>
<td>2/5</td>
<td>Physical Aspects of Delivery</td>
<td>Ch. 16</td>
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<tr>
<td>3</td>
<td>2/8</td>
<td>*** Impromptu Speaking*** Analyzing and Adapting to the Audience</td>
<td>CH. 5</td>
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<tr>
<td>4</td>
<td>2/10</td>
<td>*** Impromptu Speaking***</td>
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<tr>
<td>4</td>
<td>2/12</td>
<td>*** Impromptu Speaking***</td>
<td>(Finish CH 5 Audience Analysis Assignment by 2/12)</td>
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<td></td>
<td>2/15</td>
<td><strong>Speak to Inform</strong> Assign This Day in History Presentation</td>
<td>Ch. 18</td>
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<tr>
<td>5</td>
<td>2/17</td>
<td>Finding and Evaluating Research</td>
<td>Ch. 7</td>
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<tr>
<td>5</td>
<td>2/19</td>
<td>Integrating Support</td>
<td>Ch. 8</td>
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<tr>
<td>6</td>
<td>2/22</td>
<td>Outlining your speech</td>
<td>Ch. 10</td>
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<td>6</td>
<td>2/24</td>
<td>Introducing your speech</td>
<td>Ch. 11</td>
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<tr>
<td>6</td>
<td>2/24</td>
<td>Concluding Your Speech</td>
<td>Ch. 12</td>
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<td></td>
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<td>Wbkb pp. 64-67</td>
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<td></td>
<td>2/26</td>
<td>Introductions and conclusions (continued)</td>
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<tr>
<td>7</td>
<td>2/29</td>
<td>This Day in History Workday</td>
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<tr>
<td>7</td>
<td>3/2</td>
<td><em><strong>This Day in History Presentation</strong></em></td>
<td>This Day in History Presentation Outline due 3/1 by 9 PM via D2L</td>
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<tr>
<td>7</td>
<td>3/4</td>
<td><em><strong>This Day in History Presentation</strong></em></td>
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Updated: 1/18/16 Ver 1
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<th>Topic</th>
<th>Reading / Assignment Due</th>
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<tbody>
<tr>
<td>3/7</td>
<td><em><strong>This Day in History Presentation</strong></em></td>
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<td>8</td>
<td>3/9</td>
<td><em><strong>This Day in History Presentation</strong></em></td>
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<td>3/11</td>
<td><em><strong>This Day in History Presentation</strong></em></td>
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<td>3/14</td>
<td><em><strong>SPRING BREAK NO CLASS</strong></em></td>
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<td>9</td>
<td>3/16</td>
<td><em><strong>SPRING BREAK NO CLASS</strong></em></td>
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<td>3/18</td>
<td><em><strong>SPRING BREAK NO CLASS</strong></em></td>
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<tr>
<td>3/21</td>
<td>Introduce News Presentation</td>
<td>Ch. 4</td>
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<tr>
<td>10</td>
<td>3/23</td>
<td>Using Presentational Aids</td>
<td>Ch. 17 Wkbk p. 25</td>
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<td>3/25</td>
<td><em><strong>EASTER BREAK NO CLASS</strong></em></td>
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<td>3/28</td>
<td><em><strong>EASTER BREAK NO CLASS</strong></em></td>
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<tr>
<td>11</td>
<td>3/30</td>
<td>News Presentation Workday</td>
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<td>4/1</td>
<td><em><strong>News Presentation</strong></em></td>
<td>News Presentation Speech Outline due 3/31 by 9 PM via D2L</td>
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<tr>
<td>4/4</td>
<td><em><strong>News Presentation</strong></em></td>
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<td>4/6</td>
<td><em><strong>News Presentation</strong></em></td>
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<td>4/11</td>
<td><em><strong>News Presentation</strong></em></td>
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<td>13</td>
<td>4/13</td>
<td>Assign Persuasive Speech</td>
<td>Ch. 19</td>
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<tr>
<td>4/15</td>
<td>Prepare to Persuade</td>
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<td>4/17</td>
<td>Methods of Persuasion</td>
<td>Ch. 20</td>
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<td>14</td>
<td>4/20</td>
<td>Methods of Persuasion (continued)</td>
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<td>4/22</td>
<td>Persuasive Speech Outline Workshop</td>
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<tr>
<td>4/25</td>
<td><em><strong>Persuasive Speeches</strong></em></td>
<td>Persuasive Presentation Outline due 4/24 by 9 PM via D2L</td>
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<td>15</td>
<td>4/27</td>
<td><em><strong>Persuasive Speeches</strong></em></td>
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<td>16</td>
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<td><em><strong>Persuasive Speeches</strong></em></td>
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<tbody>
<tr>
<td>17</td>
<td>5/9</td>
<td><em><strong>All assessment materials due to LiveText--No Exceptions</strong></em></td>
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***There is no final exam for this class. Have a happy summer break!***

**Important University Dates:**
Last Day to Register: Friday, January 22
Twelfth Class Day: Wednesday, February 3
Mid-semester: Wednesday, March 9
Last Day to Drop or Withdraw without WP or WF: Wednesday, March 23
Last Day to Withdraw from the University: Tuesday, April 26
Finals Week: May 9-14

Updated: 1/18/16 Ver 1
Communication Studies Com 111 Public Speaking Core Curriculum Assignment
Persuasive Speech
Oral, visual, critical thinking, teamwork, personal responsibility

Assignment Learning Objectives
• Apply concepts and theories of persuasion and public speaking
• Demonstrate effective research
• Develop a thoughtful and articulate speech outline
• Consider the importance of the audience in each step of the speechmaking process
• Critique the work of others in a collegial environment and recognize the value of such critique

Assignment Instructions
The Monroe’s Motivated Sequence speech is the persuasive speech delivered at the end of the semester. It represents the culmination of student learning throughout the course. Students will research, write, and deliver a 5-7 minute speech, using the Motivated Sequence as the organizational pattern. The written speech outline is dictated by the structure of the motivated sequence: an introduction (attention), three main points (need, satisfaction, and visualization), and a conclusion (action). As public speaking is an audience-centered endeavor, students will work carefully to develop a speech that is appropriate for and directed toward the unique circumstances of their audience.

An outline workshop is part of the process of developing the motivated sequence speech. Students will form groups of four and will review and critique each other’s outlines, conducting a discussion of how successfully each student meets the goals of the speech. The criteria will include the steps of the motivated sequence, relevance to the audience, establishing the speaker’s credibility, sufficient and appropriate supporting evidence, and an explicit and appropriate action step. At the end of class, students will be asked to complete a survey assessing the teamwork involved in the outline workshop.

A PowerPoint, Prezi, or other presentation aid will be required as part of the motivated sequence speech.

Updated: 1/18/16 Ver 1
COM 111 Core Assessment Speech Assignment
(Last updated 1/19/2015)

Purpose: This speech is designed to give you experience in persuading an audience using accurate, concise, and clear information.

Instructions and Explanation: The Monroe’s Motivated Sequence Speech is a persuasive speech in which you will ask your audience to change or maintain a specific attitude or behavior. We will use the Motivated Sequence as the organizational pattern for this speech, so begin by reading the description of the motivated sequence in Public Speaking Handbook. Your speech outline is dictated by the structure of the motivated sequence: you will have an introduction (attention), three main points (need, satisfaction, and visualization), and a conclusion (action).

The elements of your introduction are basically the same as they have been for the previous speeches. You are responsible for creating a speech outline consistent with the instruction provided in the COM III Workbook.

It is absolutely crucial that you establish relevance with your audience and credibility for yourself. Establish relevance by stating in your introduction why this topic should be of importance to your audience. Public speaking is audience-centered: if you can’t figure out why your topic is relevant and important for your audience, you may want to find another topic (ethical self-awareness - involves evaluating one’s own beliefs and comparing and contrasting with that of the audiences; ethical issue recognition – involves recognizing ethical issues that might lie within the topic being identified).

Before you go looking for another topic, though, ask someone in your audience’s demographic why they might find the topic important and of interest (ethics in different contexts/settings – involves your fully considering the context within which the significance of the topic lies).

You must also establish credibility in your introduction. Credibility is communicated to demonstrate why the audience should listen to you, in particular, speak on the given subject. If you are not an expert on the subject, you may use information from research, cite that research, and thus, demonstrate your competence in collecting and using quality sources about the subject. You may add to this by describing what brings you to this topic—tell your audience what it is, whether it’s a personal experience you’ve had, an experience of your family or friends, or something you have come to care about deeply. Maybe you watched coverage of a natural disaster on the news and decided to donate money to the Red Cross or to become a volunteer. Maybe you have a family member or friend who has or had a particular disease. Maybe you improved your quality of life by changing a particular attitude or behavior (ethical self-awareness). Whatever your motivation is for being interested in this topic, it needs to be included in your introduction.

As the section on the motivated sequence in your textbook explains, your first main point establishes a need. To establish a need, you may describe and analyze a problem pertinent to your audience/context (ethical issue recognition). Your second main point lays out a plan to satisfy that need. In other words, you propose a realistic and beneficial solution to address the need (application of ethical perspectives – involves application of an ethical perspective to the problem). Your third main point shows your audience what will happen when your plan is or is not adopted, using either positive or negative motivation (evaluation of different ethical perspectives/concepts – involves recognizing and evaluating different perspectives). This is an opportunity for you to use vivid language, strong evidence, and present sound cause-effect reasoning.

Your conclusion will include an action step, where you will specifically and directly ask your audience to change or maintain an attitude or behavior (application of ethical perspectives; evaluation of different ethical perspectives/concepts). You should know what your action step will be relatively early in your research process so that you can research and write toward that goal.

Outline Workshop Instructions and Teamwork: An outline workshop is part of the process of developing your Motivated Sequence Speech in this class. You will work with groups of four and will review and critique each other’s outlines (facilitates the contributions of team members), conducting a discussion of how successfully each student meets the goals of the speech. The criteria will include the steps of the motivated sequence, relevance to the audience, establishing the speaker’s credibility, sufficient and appropriate supporting evidence, and an explicit and appropriate action step. At the end of class, you will be asked to complete a short reflection paper on the merits and demerits of your own contribution and others’ contributions to the teamwork involved in the outline.
workshop where you will discuss what ideas you contributed, how you constructively facilitated others’ ideas, how you synthesized ideas for and with the group, how successful you and your team was in developing and implementing the ideas generated and how you helped motivate each other to complete the task. (individual contribution outside of team). You will also discuss how you fostered constructive team climate and responded to conflict if and when they arose. The outline workshop will occur one class meeting prior to the presentations in order to assist students with feedback on needed edits.

**Speech Presentation Requirements:**
You must speak for 5-7 minutes.
You must use and cite a minimum of five credible published sources.
You must use at least 3 different types of research sources. For example, if you choose to use the minimum five sources, the requirement might be demonstrated by using two magazine articles, two newspaper articles, and one web site.
You must use clear oral and written source citations. You must employ each step of the Motivated Sequence.
You must turn in a properly formatted and typed formal outline and reference list. You must note each step of the Motivated Sequence on your outline.
You must use an extemporaneous delivery style.

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<tr>
<th>Product/Work Being Assessed</th>
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<tbody>
<tr>
<td>1. Speech outline</td>
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<tr>
<td>2. A PowerPoint, Prezi, or other visual presentation that will be part of speech delivery</td>
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<tr>
<td>3. Speech delivery</td>
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<td>4. Short reflection on own and group members’ teamwork contribution</td>
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