SPCM 1315-09  
Fundamentals of Public Speaking  
Fall 2014  

Instructor: Deronda Baughman, TA  
Instructor of Record: Dr. Dennis Cali  
HPR 253  
Office Hours: Tuesday 5:00-6:00 in classroom and by appointment  
Cell Phone: 903-987-1845  
derondab@gmail.com (preferred means of communication)  

Course Description: Theory and Practice in oral communication. Practice in and discussion of the factors influencing message creation and construction, the role of research and evidence in public discourse, adaptation to the communication situation and audience, ethical issues in public communication, argumentation and persuasion, delivery, and emphasis upon creation assignments which help students who experience excessive communication apprehension.

Required texts:  

Student Learning Outcomes:  
1. Understand, analyze, and practice effective and ethical oral communication in forms and styles appropriate for various situations, purposes and audiences they serve.  
2. Display personal responsibility through teamwork participation.  
3. Strengthen critical thinking skills through developing and presenting strong public presentations.

Course Policies:  
1. Cell phones should be silent. Violation of this policy will result in a grading penalty.  
2. No social media. Use of computers for any purpose other than taking notes will be grounds for marking you absent for the class.

3. Attendance is mandatory. However, you may miss one (1) class without excuse or penalty. Additional absences must be preapproved or have a valid DOCUMENTED reason for the absence. Excessive absences will result in a reduction of your grade.

4. Tardiness: An unavoidable or emergency tardy must be preapproved. Please plan ahead for parking or other issues.

5. Academic Honesty: Any form of plagiarism, whether intentional or not, will be punished according to the University’s guidelines. Included in this category are efforts to cheat,
thwart, or otherwise undermine assignments in the class with unethical behavior including, but not limited to, buying papers online or from other students, using someone else’s work as your own, the use of electronic devices to store test information or to look up answers to questions, other modes of data storage for the purpose of assistance on exams or quizzes. AVOID ANY APPEARANCE OF CHEATING!

**SPEECH REQUIREMENTS:**
You will construct and deliver a total of 4 **significant** speeches (there may be other, less significant speeches that will count towards your participation grade):

1. 2 informative speeches (including 1 panel/group speech)
2. 2 persuasive speeches

**All topics must be preapproved.**

**Speech dates and group assignments:** Given on/around the second day of classes. You are responsible for delivering your speech on the day(s) assigned to you. Students who are not able to deliver speeches on their assigned day(s) and provide a legitimate excuse prior to the speech day, may have the opportunity to give the speech at a later date. It is up to the instructor’s discretion what constitutes a legitimate excuse, i.e. opportunities to make-up speeches are generally limited to university-sponsored activities, to emergencies involving unforeseeable and/or potentially life-threatening injuries, or documented (physician’s note) illness. **Students who miss a speech day under any other scenario or fail to notify the instructor PRIOR to their assigned speech time will receive an automatic zero.**

**NOTE:** It is not always possible for all the scheduled speeches to be presented on the assigned day. In this case, BE PREPARED TO SPEAK THE FOLLOWING CLASS PERIOD IF NECESSARY.

**LATE ASSIGNMENTS:**
Late assignments **will not be accepted.** Assignments are due at the beginning of the class period on the date specified.

**TESTS:**
You will take two (2) exams, a mid-term exam and a final exam. These will be take-home, open-book exams. You will be emailed your exam at the end of a class period, and the exam will be due by 5:00 Friday of that week. You will complete your exams in APA style (including citations and bibliography) as a Word document, and attach it as an email by the due date and time. **LATE EXAMS WILL BE GIVEN A ZERO.**

- Refer to Chapter 11 in *Form and Substance Workbook* and Purdue OWL for APA guidelines: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

**QUIZZES:**
Quizzes from the chapter readings and/or lecture could be given at any time during the semester.

**PARTICIPATION:**
Active, positive participation is important in a speech class. Participation is measured, in large part, through your attendance. Participation is also measured by the degree of attentiveness you give to
your classmates’ speeches. Finally, participation is measured by your consistent attempt at contributing **meaningfully** to class discussions. In cases where the achievement of a letter grade is in the balance (within .1 to .5), this latter measure of participation **WILL MAKE THE DIFFERENCE**. This is not an “automatic” 5 points, either. A rough guide as to how I calculate your participation is as follows:

- 0 pts - never showed up
- 1 pt - Always absent and never spoke up
- 2 pts - Frequently absent and rarely spoke up
- 3 pts - Some absences, occasionally spoke up
- 4 pts - Few absences, frequently spoke up
- 5 pts - Rarely absent, frequently spoke up, and contributed meaningfully to class discussions

**GRADERS:**

Final grades are awarded as follows:

- A = 90 - 100%
- B = 80 - 89.99%
- C = 70 - 79.99%
- D = 60 - 69.99%
- F = below 60%

**Major Requirements, Points, & Grade % Approximations (Total: 885)**

1. Informative Speech/Outline 100 pts. 11%
2. Informative Panel Speech 100 pts. 11%
3. Informative Panel Speech - Teamwork 50 pts. 6%
4. Persuasive Speech/Outline #1 125 pts. 14%
5. Persuasive Speech/Outline #2 150 pts. 17%
6. Listening 50 pts. 6%
7. Quizzes 30 pts. 3%
8. Participation 30 pts. 3%
9. 2 Tests:
   a. Midterm 100 pts. 11%
   b. Final Exam 150 pts. 18%

**Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: [http://www.uttyler.edu/wellness/rightsresponsibilities.php](http://www.uttyler.edu/wellness/rightsresponsibilities.php)

**Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at [http://www.uttyler.edu/registrar](http://www.uttyler.edu/registrar). Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade
Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date).
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade).
- Being reinstated or re-enrolled in classes after being dropped for non-payment.
- Completing the process for tuition exemptions or waivers through Financial Aid.

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not reenter the building unless given permission by University Police, Fire department, or Fire Prevention Services.
Assignment: Each student will choose a topic that is of particular interest to the student.

Requirements include:
1. A preparation and a speaking outline with defined introduction, conclusion and connectives.
2. Clear organization.
3. A visual aid or set of visual aids which help clarify the speech content.
4. A bibliography in APA format with a minimum of three (3) sources.
5. Notecards (if applicable)

Grading: Each speech can earn a total of 100 points:
- Content: 30 points
- Outline: 10 points
- Bibliography: 10 points
- Delivery: 40 points
- Visual Aid: 10 points

Timing: The time limit for this speech is 3 to 5 minutes. Timing continues to be important. For this speech, each student will be given 5 seconds of grace below the time limit and 15 seconds above the time limit. After that points will be deducted for each second below or above the limit.
## SPCM 1315 Fundamentals of Public Speaking
### Personal Culture Informative Speech
#### Grading Rubric

**Grading scale:**
- Exceeds expectations 90-100%
- Meets or mildly exceeds minimum expectations 75-89%
- Does not meet minimum expectations 50-74%

<table>
<thead>
<tr>
<th>Name: ____________________</th>
<th>Topic: ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction (Content):</strong></td>
<td></td>
</tr>
<tr>
<td>Attention Getter</td>
<td></td>
</tr>
<tr>
<td>Relevance to Audience</td>
<td></td>
</tr>
<tr>
<td>Thesis / Preview</td>
<td></td>
</tr>
<tr>
<td>Purpose Is Clear</td>
<td></td>
</tr>
</tbody>
</table>

**Structure/Organization of Body (Content):**
- Structure Is Clear
- Structure Is Logical
- Transition Statements
- Structure Enhances Audiences’ Ability to Comprehend Topic
- Third Point Provides Realistic Solutions / Future Practices

**Delivery:**
- Enthusiastic Delivery
- Creativity
- Appropriateness
- Eye Contact
- Gestures
- Movement
- Emotionally Engaging
- No Vocalized Pauses
- Spoke to Audience, Not Visual Aid

**Conclusion (Content):**
- Clear Transition
- Reviewed Presentation
- Restated Thesis/Purpose
- Memorable
- Closing

**Visual Aid:**
- Easy To Read / See
- Supports Information (Doesn’t Replace Information)
- Flows with Speech
- Presented Effectively
- Doesn’t Distract from Presentation

**Outline:**
- Proper Format / Well Planned
- Preparation & Speaking Outline Included

**Bibliography**
- At Least 3 Appropriate, Credible Sources
- Proper Format

<table>
<thead>
<tr>
<th>Time: _______________</th>
<th>Score: ________/100</th>
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</thead>
</table>
SPCM 1315 Fundamentals to Public Speaking

Informative Panel Speech

(COMMUNICATION: ORAL, WRITTEN, VISUAL; CRITICAL THINKING; TEAMWORK; PERSONAL RESPONSIBILITY)

Rationale: You will most likely work in a group more than once in your professional career. Strong teamwork skills are essential if you are to be successful in both your personal and professional lives.

Assignment: You will be assigned to a small group of four. As a group, you will decide upon a general speech topic theme for the group as well as specific topics relating to the general topic for each group member. You will work together to maintain group theme and presentation style and flow of information. Each student will develop and deliver his or her own speech as a panel with his or her group.

The assignment requirements include:
1. A preparation and a speaking outline with defined introduction and conclusion, including an overall group introduction, transition statements to the next speaker, and overall group conclusion.
2. Each group member writes and delivers his or her own speech as a part of the overarching panel theme.
3. A visual aid or set of visual aids which help clarify the speech content.
4. A bibliography in APA format.
5. Notecards (if applicable)

Grading: Each speech can earn a total of 100 points. Each student will be graded separately, but coherence and consistency within the group are vital! Upon completion of this assignment, each group member will have the opportunity to peer-assess his or her team panel members. These peer assessments are averaged and will factor into each student’s grade.

Timing: The time limit for this speech is 3 to 5 minutes. For this initial speech, the timing is important but it is also the initial timed speech so each student will be given 10 seconds of grace below the time limit and 30 seconds above the time limit. After that points will be deducted for each second below or above the limit.
**SPCM 1315 Fundamentals of Public Speaking**

**Informative Panel Speech**

**Grading Rubric**

**Grading scale:**
- Exceeds expectations 90-100%
- Meets or mildly exceeds minimum expectations 75-89%
- Does not meet minimum expectations 50-74%

<table>
<thead>
<tr>
<th>Name: ___________________</th>
<th>Topic: ____________________</th>
</tr>
</thead>
</table>

**Introduction (Content):**

- Attention Getter
- Relevance to Audience
- Thesis / Preview of Speech and/or Panel Topic
- Purpose Is Clear

Out of 5 Points

**Structure/Organization of Body (Content):**

- Structure Is Clear and Exhibits Clear Panel Theme
- Structure Is Logical
- Transition Statements
- Structure Enhances Audiences’ Ability to Comprehend Topic
- Third Point Provides Realistic Solutions / Future Practices

Out of 20 Points

**Delivery:**

- Enthusiastic Delivery
- Creativity
- Appropriateness
- Eye Contact
- Gestures
- Movement
- Emotionally Engaging
- No Vocalized Pauses
- Spoke to Audience, Not Visual Aid

Out of 30 Points

**Conclusion (Content):**

- Clear Transition
- Reviewed Presentation
- Restated Thesis / Purpose of Speech and/or Panel Topic
- Memorable
- Closing

Out of 5 Points

**Visual Aid:**

- Easy To Read/See
- Supports Information (Doesn’t Replace Information)
- Flows with Speech
- Presented Effectively
- Doesn’t Distract from Presentation

Out of 20 Points

**Outline:**

- Proper Format
- Well-Planned/ Effective Flow
- Preparation & Speaking Outline Included
- Proper Bibliography (if Applicable)

Out of 20 Points

| Time: _______________ | Score: ________/ 100 |
SPCM 1315 Fundamentals of Public Speaking
Informative Panel Speech
Peer Grading Rubric for Teamwork

Assignment: ________________________________________________

Name of Student Assessed: _____________________________________

Name of Student Assessing: _____________________________________

In each of the following sections, rate your fellow group member on a scale from 1 – 10 with 10 being the highest score. Once you have completed 5 scales, total the scales for a score out of 50. In some cases, students create a strong bond while working with classmates. These relationships can be a wonderful product of teamwork, but please do your best to offer an objective evaluation of your group members. Your responses remain confidential and are averaged for the group.

<table>
<thead>
<tr>
<th>Description of Work</th>
<th>Grade (1-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
</tr>
<tr>
<td>This group member was timely and present at most all group meetings.</td>
<td></td>
</tr>
<tr>
<td><strong>Initiation</strong></td>
<td></td>
</tr>
<tr>
<td>This group member seemed engaged in group meetings, offering thoughtful comments and feedback. Generated original ideas and worked with other group members to further develop their ideas.</td>
<td></td>
</tr>
<tr>
<td><strong>Workload</strong></td>
<td></td>
</tr>
<tr>
<td>This group member carried his or her allotted and fair amount of work within the group.</td>
<td></td>
</tr>
<tr>
<td><strong>Relational</strong></td>
<td></td>
</tr>
<tr>
<td>This group member worked to build and maintain strong and positive working relationships with fellow group members. This section is not about popularity or personality differences as much as it is about effort to work together in a positive way.</td>
<td></td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td></td>
</tr>
<tr>
<td>This section is designed to capture other elements not mentioned above. You can offer an overall grade here or even write in comments regarding your teammate and offer a score on this overall scale.</td>
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</tbody>
</table>

Total: __________ / 50
Rationale: Persuasive speaking is a constant in our lives. Commercials. Salespeople. Presentations. All involve persuasive speaking. Learning how to build an effective argument that is geared for a specific audience is an important life skill.

Assignment: Each student will select a controversy on which they will comfortable presenting two different sides. The students will then conduct research to provide themselves with the evidence to support both arguments. Each speech must clarify the argument and use different evidence to support the claim (i.e. for or against abortion). The requirements include:

For Speech #1:
1. A preparation and a speaking outline with defined introduction, conclusion and transitions. Clear pattern of organization.
2. Clear ethos, pathos, logos and citations of evidence.
3. A bibliography in APA format with a minimum of 5 sources.
4. Visual aids are not allowed.

Points:  
Content 40 points  
Outline 15 points  
Bibliography 10 points  
Delivery 50 points  
Argument (ethos, logos, pathos) 20 points  

For Speech #2:
1. A preparation and a speaking outline with defined introduction, conclusion and transitions. Clear pattern of organization.
2. Clear ethos, pathos, logos and citations of evidence.
3. Demonstrate effective audience analysis.
4. A bibliography in APA format with a minimum of 7 sources.
5. Notecards (if applicable)
6. PowerPoint and handouts are required.

Points:  
Content 30 points  
Argument 20 points  
Audience appeal 10 points  
Outline 10 points  
Bibliography 10 points  
Delivery 60 points  
Visual aids 10 points  

Timing: No grace will be given on the timing for these speeches. Speech #1 should be between 5 & 7 minutes while speech #2 should be between 6 & 10 minutes.
SPCM 1315 Fundamentals of Public Speaking
Persuasive Speech #1
Grading Rubric

**Grading scale:**
- Exceeds expectations 90-100%
- Meets or mildly exceeds minimum expectations 75-89%
- Does not meet minimum expectations 50-74%

<table>
<thead>
<tr>
<th>Speaker:</th>
<th>Topic:</th>
</tr>
</thead>
</table>

- **Introduction** *
  - Attention-Getting
  - Relevant / Established credibility
  - Thesis / Preview
  - Position / Purpose was clear

  5 points

- **Body** *
  - Clearly Structured, Transitions
  - Use of Supporting Materials
  - Well-Developed / Depth
  - Used Required Structure

  20 points

- **Source Citations** *
  - Clearly Stated
  - Used Frequently / Necessary
  - Met Minimum Requirements
  - Credible, Unbiased, Variety

  10 points

**Argument**
- Awareness of Us, Appropriate
- Explanations, Examples
- We language, Descriptive
- Persuasive Toward THIS Class
- Ethos—Credibility (Character, Competence, Etc.)
- Logos—Evidence, Logical, Reasonable
- Pathos—Used Emotion, Examples, Delivery

- **Conclusion** *
  - Signaled End / Transition
  - Review / Summary
  - Finality / Closure

  5 points

**Delivery**
- Enthusiastic / Sincere
- Poise / Posture
- Eye Contact
- Use of Language / Grammar
- Voice / Passion Evident

  50 points

**Outline**
- Proper Format – Both Outlines Turned In
- Effective Transitions / Citations

  15 points

**Bibliography**
- Proper Format
- Minimum of 5 Credible Sources

  10 points

- Indicates part of content grade *

| Time: _______ | Score: ______ / 125 |
### SPCM 1315 Fundamentals of Public Speaking

**Persuasive Speech #2**

**Grading Rubric**

**Grading scale:**
- Exceeds expectations 90-100%
- Meets or mildly exceeds minimum expectations 75-89%
- Does not meet minimum expectations 50-74%

<table>
<thead>
<tr>
<th>Speaker: __________________________</th>
<th>Topic: __________________________</th>
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- **Introduction***
  - Attention-Getting
  - Relevant / Established Credibility
  - Thesis / Preview
  - Position / Purpose Was Clear

- **Body***
  - Clearly Structured, Transitions
  - Use of Supporting Materials
  - Well-Developed / Depth
  - Used Required Structure

- **Source Citations***
  - Clearly Stated
  - Used Frequently / Necessary
  - Met Minimum Requirements
  - Credible, Unbiased, Variety

**Argument**
- Awareness of Us, Appropriate
- Explanations, Examples
- We Language, Descriptive
- Persuasive Toward THIS Class
- Ethos—Credibility (Character, Competence, Etc.)
- Logos—Evidence, Logical, Reasonable
- Pathos—Used Emotion, Examples, Delivery

- **Conclusion***
  - Signaled End / Transition
  - Review / Summary
  - Finality / Closure

**Delivery**
- Enthusiastic / Sincere
- Poise / Posture
- Eye Contact
- Use of Language / Grammar
- Voice/Passion was Evident

**Outline**
- Proper Format – Both Outlines Turned In
- Effective Transitions/ Citations

**Bibliography**
- Proper Format
- Minimum of 5 Credible Sources

**Indicates part of content grade***

| Time: _________ | Score: ______ / 125 |
Rationale: Listening is one of the most overlooked aspects of communication, but one of the most powerful. Effective listening, not just hearing, skills are essential in both personal and workplace relationships and settings.

Assignment: Each student is to select one of the two following speeches available for listening online at americanrhetoric.com. Set time aside to listen to the selected speech in its entirety. Utilizing effective listening skills, each student is to write a summary of the speech that answers the questions listed below.


Questions:
A. What is the general purpose of this speech? (persuade, inform, or entertain)
B. Name and describe the overall structure of the speech. (i.e. topical, etc.)
C. How many main points are there? What are the main points?
D. Describe how the speaker transitions (if at all) from one point to the next.
E. List and describe how the speaker utilizes any of Aristotle’s five rhetorical canons.

Points Possible: 50
**SPCM 1315 Fundamentals of Public Speaking**  
**Listening**  
**Grading Rubric**

Assignment: ________________________________

<table>
<thead>
<tr>
<th>Description of Work</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content from the assignment is clearly covered and is done so in a manner that displays a high level of understanding and application of theory or course concepts to the paper topic(s). The paper displays a high level of effort and originality in thought and writing and makes a clear point. The assignment displays a strong proficiency in listening and is free of grammatical errors.</td>
<td>A</td>
</tr>
<tr>
<td>Content from the assignment is covered and is done so in a manner that displays an adequate level of understanding and application of theory or course concepts to the paper topic(s). The paper displays a good level of effort and originality in thought and writing. The assignment displays an above average proficiency in listening and is nearly free of grammatical errors.</td>
<td>B</td>
</tr>
<tr>
<td>Content from the assignment is mostly covered and is done so in a manner that displays a marginal level of understanding and application of theory or course concepts to the paper topic(s). The paper displays an evidently average level of effort and originality in thought and writing. The assignment displays an average proficiency in listening and has a few grammatical errors.</td>
<td>C</td>
</tr>
<tr>
<td>Content from the assignment is only partially and is done so in a manner that displays a lack of understanding and application of theory or course concepts to the paper topic(s). The paper displays an inadequate level of effort and originality in thought and writing. The assignment displays an inadequate proficiency in listening and has a significantly noticeable amount of grammatical errors.</td>
<td>D</td>
</tr>
<tr>
<td>Content from the assignment is not covered and a strong lack of topic-understanding is evident. The paper displays an evidently low level of effort and originality in thought and writing. The assignment displays little to no proficiency in listening and has numerous grammatical errors.</td>
<td>F</td>
</tr>
</tbody>
</table>

Please see university policy on plagiarism and work hard to not plagiarize. If you are unsure as to whether you are plagiarizing the work of another person it is best to be cautious and take the appropriate steps to insure you are not plagiarizing. In the event that you are caught plagiarizing on this paper you will receive either a reduction of 50% on the assignment (if the plagiarism is minor or not seemingly blatant) or a 0% on the assignment (if the plagiarism is major and seemingly blatant). There are clear guidelines available for what constitutes plagiarism so please do not plan to plead ignorance in the event your grade is reduced for plagiarism. I hope this is not an issue with your paper and do not expect it to be so.

**Total: _______________**