

## SPCM 1315

### Fundamentals of Speech

**Professor:** Ashleigh M. Day, Ph.D.

**Preferred Salutations:** Dr. A, Dr. Day, Dr. Ashleigh, Professor A, Professor Day, Professor Ashleigh

**Office:** CAS 231

**Email:** [Aday@uttyler.edu](mailto:Aday@uttyler.edu)

**Office Hours:** Mondays & Wednesdays, 1:30pm-3:00pm and by appointment

**Class Time:** Mondays, Wednesdays, & Fridays, 12:20pm-1:15pm

**Classroom:** CAS 257

**Section #:** 005

#### ***WELCOME!***

**Course Goals and Objectives:** The major aims of this course are to make you a more effective professional communicator, analytical thinker, and critical listener. Throughout the semester you will study the theories and principles of effective communication, practice applying these principles in a variety of assignments, and critique the performances of other speakers. These assignments and exercises will work at developing your speaking abilities, organizational and preparation techniques, as well as the capacity to effectively appraise your audience and diverse backgrounds and ethically apply communication theory. By the end of the semester, you should be able to plan and prepare professional informative, persuasive, and team extemporaneous presentations. Major skills include:

1. **Critical Thinking:** Construct and articulate logical arguments to justify sound conclusions in a variety of speaking contexts.
2. **Communication:** Communicate and interpret ideas effectively through written, oral, and visual/technological means. Students will not only be able to demonstrate this skill in formal extemporaneous presentations, but also through their written evaluations of themselves and others.
3. **Teamwork:** Coordinate and utilize team strategies in order to accomplish a given task through effective problem solving, leadership styles, cohesive interactions, and negotiation of team roles. This requires collaboration within teams to consider differing points of view, to display personal responsibility, and to work effectively toward a shared goal.
4. **Personal Responsibility:** Defend a personal ethical position that incorporates: ethical decision making, proper and justified research to support the idea, compelling organization, and appropriate reasoning free of fallacies within their formal presentations. Students will also demonstrate their personal responsibility through classroom interactions and engagement/listening during others' presentations.
5. **Comprehending a basic level of understanding about public speaking theory and the foundational models of communication**

6. Displaying and mastering content, structure, style, and delivery skills in the presentation of informative, persuasive, and invitational messages to effectively impact a given (and thoroughly analyzed) audience.

**Expectations and Course Structure:** I will conduct this course in an interactive lecture format. That is, I will present notes and information during each class meeting, and I will count on your contributions. I expect you come to class ready to participate in our creation of our collective knowledge. I invite you to ask questions, answer questions, share insights, and engage in the material during activities. Lectures will not duplicate readings. You should stay atop of the weekly readings and complete them before coming to class, and be prepared for activities that assess your understanding of ideas in each chapter or article.

**Course Website:** We will be using Canvas, Revel, and MediaShare for this course. I will upload necessary texts that are not part of your book, as well as any other course documents that may be of use to you throughout the semester. I will also use Canvas as a communication tool in order to contact you. It is your responsibility as a student to understand how to operate Canvas and access/upload assignments. If you need assistance with Canvas, it is your responsibility to seek out help. You can:

- call the Canvas Support hotline at: 844.214.6949
- visit UT-Tyler's Canvas Help page: <https://www.uttyler.edu/canvas/>
- visit UT-Tyler's Canvas Student Resources page: <https://www.uttyler.edu/canvas/canvas-student-help.php>
- Contact UT-Tyler's Office of Digital Learning for Canvas at: 903.566.6200 or [canvas@uttyler.edu](mailto:canvas@uttyler.edu)

### **Required Texts:**

REVEL for *Mastering Public Speaking, 10/e* is the digital text that is required for this course. You will use Revel to access assignments throughout the semester. Revel gives you many options for your textbook including an interactive eBook, an audio book, and there is an app that you can download to access your book even offline. Students will get registered for Revel through Canvas. An access code that was purchased in the bookstore is needed, or access to Revel can be bought with registering directly from Pearson for \$69. There is an option to add on a loose-leaf textbook for an additional \$19.95. 14-day temporary access is also available. *Students are required to bring their Workbooks to every class. Additionally, students will need a writing utensil and notebook for class.* Below is the APA citation for the book and Workbook.

Grice, Skinner, & Mansson. (2018). *Mastering public speaking*. New York, NY: Pearson.

Kidd, M. A., & Scheinfeld, E. (2017). *Form and substance: A speech communication workbook*. Southlake, TX: Fountainhead Press.

### **Course Evaluation:**

The final grade will be based on the following criteria:

	<u>Maximum Points</u>
Group Presentation - Shark Tank	70
Informative Presentation	100
Exam #1 - Midterm	100
Persuasive Speech	100
Impromptu Speech	50
Self-Evaluations (Self/Group, Informative, & Persuasive)	50
Quizzes	100
Exam #2 - Final	100
Attendance & Participation	50
<b>Total points</b>	<b>720 points</b>

### **Calculating your grade:**

A  $\geq$  648 points

B = 576–647 points

C = 504–575 points

D = 468–503 points

F  $\leq$  467 points

### **Course Assessment**

(Additional information will be provided in class)

#### **Quizzes** (meets learning outcome #5):

Quizzes are due by the beginning of class the day the accompanied reading is listed in the syllabus (see Course Calendar). These are to be completed on Revel and will assess your comprehension of the reading that was also assigned for that day. Some quizzes are video quizzes that you must watch the video for, others are simple multiple choice. You will have three attempts to get the right answer, losing points for each attempt. For example, if you get the answer correct on the first try, the question is worth 4 points. If you get it right on the third try, you will receive points. Quizzes are worth varying points throughout the semester and will be accumulated to total 100 points of your final grade. Clearly, purchasing the online book is necessary to complete these quizzes.

#### **Exams** (meets learning outcomes #1, 2, 4, 5):

There are two exams in this class (a midterm and final). These exams will be noncumulative and include multiple-choice questions, fill in the blank questions, true/false questions, and short answer/essay questions. You will take a Midterm (Exam #1) and a Final Examination (Exam #2). The Midterm Examination is worth 100 points; the Final Examination is worth 100 points. The midterm test will cover the material in Unit I only. The final test will cover the material in Unit II only. The remaining parts of each test will cover lecture material. Lecture PowerPoints and notes are not posted to Canvas; you must take notes in class. *I will present new information, concepts, and application-based activities in class that are not necessarily included in the textbook. Concerning the textbook material, I will cover only a portion of the textbook material in class.*

Consequently, you will need to read this material on your own and be thoroughly familiar with it. You will want to keep up with chapter reading assignments as they are given each week (see the course calendar at the end of this syllabus).

The test **MUST** be completed the day of the exam, not before and not after. These exams will be timed, you will have 55 minutes to complete the Midterm Exam and 120 minutes to complete the Final Exam. Each exam will take place on Canvas. Therefore, it is your responsibility to understand how to operate Canvas. Failure to understand the technology is not an acceptable excuse for asking for an extension or exam make-up. Forgetting the day that the exam was scheduled is not an acceptable excuse for asking for an extension or exam make-up. You are not allowed to take any exams with another person(s). Once you begin the exam, you cannot exit and come back later to finish it. You must complete the exams in a single, consecutive sitting of 55 minutes (Midterm) or 120 minutes (Final Exam).

**Speeches** (meets learning outcomes #1, 2, 3, 4, 6):

You will construct and deliver a total of 4 significant speeches – one group project, one informative speech, one persuasive speech, and one impromptu speech. It is through your three individual (*do not* write your entire speech or memorize it, as this can result in a failing grade) presentations and one team presentation that you will learn the most. By thoroughly researching your topic, organizing that material in an appropriate manner, and practicing your presentation, you will develop and master your oral, visual, technological, nonverbal, and written communication skills. By taking the aforementioned steps and consequently presenting in front of the class, you will put to the test your newly founded understanding of delivery skills, organizational and structure skills, and ability to create an argument in either an informative or persuasive manner. You will also build your ability to: critically think through arguments, collaborate and coordinate with your peers, and demonstrate your comprehension of theory and foundational models of communication. In addition to these course goals, it is *my* goal that by the end of the semester you feel more comfortable in front of an audience, know how to be a professional and functioning adult in our society, and be an ethical human.

Speech dates (and group assignments) will be given on/around the end of the prior assignment. Speech days will be randomly assigned to students. We will go over each speech when your speech day is assigned, but for each assignment you will turn in your outline and visual aids in advance to your presentation. These must be typed and printed according to APA formatting (size 12 font, Times New Roman, typical outline format, etc.). You are responsible for delivering your speech on the day(s) assigned to you. Students who fail to deliver speeches on their assigned day(s) will not have the opportunity to give them at a later date unless arranged prior to the speech day. *Opportunities to make-up speeches are limited to emergencies involving unforeseeable and potentially life-threatening injuries and, in any case, are wholly subject to professor authorization.*

*On speech days, you **MUST** arrive early to download your presentation onto the classroom computer. All presentations must be downloaded before class begins. You **MAY NOT** use Google Drive, One Drive, or any type of web-based storage to download your speeches on speech days as*

*this takes too long and there are too many problems with logging in and out in a timely manner. You MUST use an USB to download your presentation onto the classroom computer—always have a backup plan, too! Failure to comply with these policies will result in point deductions.*

**Self-Evaluations** (meets learning outcomes #4):

You will also complete self-evaluations on how you did on each speech. You will watch your video online and write a written critique based on your observations. The form you complete is online, and must include time stamps to show you have watched the video. These must be typed and uploaded through Canvas. Assignments uploaded through Revel will not be accepted. You will also be responsible to be an ethical audience member, engaging with the speaker, providing peer evaluations, and to listen respectfully.

**Participation:**

Throughout the semester, you will be asked to partake in discussion and contribute to class. Please be ready, having read the course materials for that class period, with your own thoughts, questions, or insight. This type of participation is key in a small class like this; different point of views will also allow the class to understand the material better.

**Attendance:**

Attendance is necessary in this class. However, you will be given three (3) “FREE” days to miss with no penalty for your absence(s). For each and every absence thereafter, 5 points will be deducted from your course point total. Five (5) total absences earn an automatic “F.” For every speech day you miss, 7 *additional* points will be deducted. Arriving to class late or leaving class early is inconsistent with an efficient and productive class session. Students who consistently (i.e., more than twice) fail to arrive by the time designated and/or who leave class before the end of the period will receive an absence. Finally, an attendance sheet distributed at the beginning of class will record your attendance. If you do not sign in, you will be considered absent for that day. You are responsible for signing your name on this sheet. At the end of the semester all questions concerning your attendance will be answered by recourse to this sheet and/or attendance taken via Canvas.

Please note that merely attending class does not imply an “A” in the course. The effort you put into studying, completing assignments, participating in class, coming prepared to class, analyzing course readings, and demonstrating your mastery of course materials will determine the grade you earn. Consider the following:

*Think of our class as a “gym for the brain.” You can pay to be a member of the best “mind” gym in town, but unless you show up, put in the work, actually exercise your mind, and are receptive to “training” (i.e., feedback), learning will not occur. You could physically show up to the gym, goof off, play on your phone, socialize with friends, and not exercise. Such behavior would not lead to positive results as you’re not doing the work that is required to yield such results. Therefore, just because you pay to be a member of the best “mind” gym in town does not guarantee results (just as with a “regular” gym).*

### Course Policies

**Elasticity Clause:** I reserve the right to modify the existing course calendar and assignments. If changes must be made, the professor will notify students as soon as possible. Students are expected to adapt to and abide by any changes.

**Classroom Civility:** People and ideas must be treated with respect in the classroom. Please avoid disruptive behavior that makes it difficult to accomplish our mutual objectives. Disrespectful, threatening, diminishing, minimizing, and/or inappropriate talk, nonverbals, suggestions, drawings/writing, etc. will not be tolerated. Such actions will result in point deductions and the Department Chair or College Dean may be notified if the infraction is major, which may result in more serious repercussions.

**Changes to the Course and Calendar:** Changes may be made at my discretion and if circumstances require. I will do my best to notify you via email, in class, and with a hard copy of the changes. It is your responsibility to note these changes when announced. Readings must be completed for the day they are assigned on the course schedule. Lectures are intended to complement the readings.

**Email:** If you cannot meet with me during my office hours, UTT email is my preferred form of contact. Allow a 48-hour window for a response. If an email is sent after 5:00pm on any given day, I cannot guarantee a response before 9:00am the following *business day*. Responses are not guaranteed the day before an assignment is due. You should treat our online correspondence with the same respect as any in-person, business, or legal communication.

In your email, please include your first and last name, the course you are contacting me about, and the specific assignment/topic you are emailing about. You must email me regarding our class using your UTT email, not Yahoo, Gmail, etc. Emails that do not conform to the aforementioned standards will not be answered. Sometimes, student emails may be flagged as spam. Thus, if you do not receive a response from me within 48 hours, please resend the email or try to contact me in-person. Students are required to check their UTT email (and the Canvas announcement page) for announcements, updates, etc. regarding this course.

**Laptop and Technology Policy:** I will ask you to not use your computer or any other electronic device in class, unless requested by me. Of course, if you need or strongly prefer using a laptop for taking notes or accessing readings in class, please come speak with me. I am happy to do what is best for you. I just ask that you to commit to using the laptop only for class-related work. I also do not mind a cell phone on the desk; however, please step outside to text or talk in the case of an emergency. All electronic devices must be placed on "silent." Please refer to an article written by Ann Curzan from The Chronicle as to why I am asking you to adhere to this policy: <http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/>. If given permission, you may use your computer, cellphone, tablet, etc. during class to take notes and/or to participate in media-related exercises.

If a student has to be asked to get off their phone/laptop/ electronic device, or is using any other device inappropriately or in a distracting manner, their grade on the next assignment will be lowered by *-10 points*. If subsequent behavior takes place, your final grade for the course will be lowered by *-10 points for each additional occurrence*. Students inappropriately using electronics or other devices during class may be asked to leave the classroom.

**(More) Attendance:** First, please know what I want you to come to class! Much of the learning will take place inside the class and labs through discussions, presentations, activities (individual and group) and interactions. Attendance and participation are counted toward your final grade in class. *All assignments must be turned in on time.* If you know you will be missing class due to religious observance, athletics, or competitions, you must inform me no later than the second week of classes. If you are going to miss class or be late, especially on an assignment day, you must let me know via email BEFORE the class begins to be considered for an assignment extension (which is an *extremely rare* occurrence).

If you are absent from class, it is your responsibility to determine what was missed and to hand in any work or to do any readings that were announced during your absence. If you need assistance because of university-related absences (e.g., debate, sports, etc.), contact me before the missed class. This goes for any personal related absences as well. It is always better to communicate with me when there is a problem than not.

Arriving late to class twice will count as one unexcused absence. Leaving the class early is not permitted without prior permission and will count as an unexcused absence. If you need to leave the class for an emergency, please do so with minimal distraction to others—this needs to be a rare and extraordinary occurrence. Permission will not be given to leave early or arrive late on a regular basis (e.g. because of work, classes, parking, etc.)

**Assignments:** All papers must be typed using Times New Roman in 12-point font, double-spaced, one-inch margins (with no extra spaces between paragraphs), and proper APA style. You must cite ALL bibliographic sources used in your papers (using APA format) within text and in a references page. For help with APA style and writing, please do not hesitate to visit the Undergraduate Writing Center on campus or online.

**Grading:** Assignment details and rubrics are provided to students, either on Canvas, printed copies that are handed out in class, or verbally by the professor. Please review assignment instructions, requirements, rubrics, and examples (if applicable) before you turn in an assignment. After you've received a grade for an assignment, I encourage you to discuss your grade(s) with me should you have concerns. However, there is protocol to follow:

Wait *at least* 24 hours after receiving a grade to talk with me about your grade (unless there was an error in calculation of the grade). I ask that you wait so that you can look back over the assignment and review your notes and the textbook, then think about the reasons why you earned the grade. I want you to *act* rather than *react* to the grade.

After this, you are to discuss any extant concerns with me (face-to-face) in a scheduled meeting or in my office hours. The tone of all meetings concerning grades are to be respectful and professional. Failure to act in such a manner will result in termination of the meeting. I will *not* discuss individual grades during class time. Nor will I entertain grade complaints during class time. I will *not* discuss grades/grading/etc. via email. Such discussions are to occur in-person and having an in-person discussion does *not* imply that your grade will be altered.

After a face-to-face meeting, if deemed appropriate, the student may be asked to submit an appeal in writing (again, only after a face-to-face meeting). I must receive the e-mail within two days of its request; include your specific appeal and the grade you believe you deserve. Disputes will not be entertained beyond two days after its request. Meaning, if the student fails to send it within the specified timeframe (two days), the dispute will be automatically forfeited by the student. If any grade is to be reevaluated, the new earned grade *may be lower than the previous grade*. If an assignment is reevaluated, the professor may find something that they did not find before that should actually *lower* the grade. Thus, use caution when trying to appeal a grade. The professor reserves the right to refuse grade appeals, even if a student submits one; just because you submit an appeal does not imply that a grade reevaluation will take place.

Lastly, I will not entertain conversations in the last weeks of class or after final grades have been posted about “only being a few points away from earning a particular letter grade.” You will receive the grade that you earn throughout the semester; so, please start working hard early on.

**Class and Participation:** Lectures will not duplicate readings. Taking notes in class is highly, highly recommended. I will present new information, concepts, and application-based activities in class that are not necessarily included in the textbook. Concerning the textbook material, I will cover only a portion of the textbook material in class. Thus, you should stay atop of the weekly readings and complete assigned readings before coming to class, and be prepared for activities that assess your understanding of ideas in each chapter or article.

I will conduct this course in an interactive lecture format. That is, I will present notes and information during each class meeting, and you are expected to contribute. I expect you come to class ready to participate in our creation of our collective knowledge. I invite you to ask questions, answer questions, share insights, and engage in the material during activities.

**Late Assignments & Make-up Work:** There is no such thing as late work, nor is there make-up work for unexcused, missed or failed assignments. Make-up exams or quizzes are not given except under serious unforeseen and/or extenuating, documented circumstances about which I am notified immediately.

Exceptions: Assignment make-ups will be allowed only in extreme emergency situations with. Work-related events do not qualify as an extreme emergency. The course schedule and due



dates are set well in advance and students have access to this information; thus, plan accordingly. You will also be required to let the professor know BEFORE the assignment is due that you will be missing the due date. In order to make up an assignment:

- The student must take the initiative to contact the professor for permission to do a make-up an assignment within two days of missing the due date. After this point, if the professor does not hear from the student, they will not be allowed to make up the assignment and will have earned zero points.
- The student must meet the make-up deadline set by the professor. If the student misses the make-up deadline, there will not be another opportunity to make-up the speech. Zero points have been earned in this case.
- There must be sufficient class time remaining for the student to make up an assignment. If not, the student may have to make-up the assignment in the professor's office at a set, scheduled time.

**Research Participation:** There will be varying research participation opportunities offered throughout the course of the semester. These will be announced during class time as soon as we find out about them. You can complete two for extra credit points (to be determined) toward your final grade but are strongly encouraged to participate in more. If you choose not to participate in research, of course, you will not be penalized.

### General Classroom Infractions

- All electronic devices must be silenced or turned off before class begins.
  - *If I can hear it vibrating, it must be turned off. If I hear a device again in the semester, it stays home for good.*
- Cell phone use, ear buds, headphones and other electronic devices are not welcome in the classroom.
- Working on unrelated material, copying, or writing on someone else's notes during class is prohibited.
  - *If you need a pen, paper, etc., then raise your hand and wait for the professor to acknowledge you.*
  - *A lack of preparedness on your part does not give you the right to interrupt a lecture.*
- Private comments, jokes, nudges, pokes, texts, or written notes between students are a major disruption.
  - *If your attention is not exclusively on the board, your notes, or me, then you will be told to leave.*
  - *Laptops and tablets are not allowed in the classroom (see laptop policy). Also keep tablets, phones, and smartwatches put away!*
- Inattention, sleeping, or the appearance of sleeping (as decided solely by the professor) is prohibited.
- Disruptions such as closing books, zipping bags, or packing up before being dismissed are not welcome.

**Consequences:** Attendance/Participation grade dropped. Further infractions will result in your permanent dismissal from class. Also, I reserve the right to permanently assign seats to counter disruptive behavior.

### Major Course Infractions

- Arguing during class time with your instructor, especially when you've been accused of an infraction.
  - *We can discuss your behavior later in my office, but arguing with me during class only worsens your offense.*
  - *If you ever find yourself being sent out of class, gather your things and quietly leave. Be aware that, from the moment the infraction started, everything you are saying and doing will be written in a report to the Dean.*
- Disrespectful or uncivil conduct of any form, either online or in the classroom.
  - *While you have the right to your own opinion, inflammatory language, including discriminatory language based on race, appearance, class, ethnicity, gender, dis/ability, sexual orientation, or national origin, is unacceptable.*
- Religious diversity must be represented in a respectful manner.
  - *Be aware that at no time will I allow you to proselytize your own religious view or bash another's religious view.*
- Academic dishonesty is prohibited in any form.

**Consequences:** You will be dismissed from class and sent to the Dean for disciplinary action. The Dean may determine that a note be permanently placed on your transcript, barring you from any future college plans.

### Plagiarism

**Academic Honesty:** The core values of The University of Texas at Tyler are integrity, optimism, curiosity, accountability, leadership, initiative, and development. Each member of the university is expected to uphold these values.

All students must adhere to the UT- Tyler Honor Code ("Honor and integrity that will not allow me to lie, cheat, or steal, nor accept the actions of those who do"). Furthermore, students must complete their work with academic integrity outlined at <http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>. All students are expected to maintain absolute honesty and integrity in academic work undertaken at The University. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor. Cases of suspected academic dishonesty will be pursued to the fullest extent allowed by University policies and procedures. Adding another student's name to an attendance roster when he or she is not in class is academic dishonesty.

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for

credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
  - copying from another student's test paper;
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit; • taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

- iv. All written work that is submitted will be subject to review by TurnItIn, available on Canvas.

**The “Common Knowledge” Clause:** Material does not have to be cited if it is common knowledge—that is, knowledge that most American high school graduates already know. (e.g. Humans once painted in caves. Berlin is the capital of Germany, etc.)

**The “10% Rule”:** As a general rule, a college assignment is considered an original work only if the vast majority of text is original. Generally, no more than 10% of a work can be someone else’s words, regardless of proper quotes or citation.

**Intent:** When reviewing a possible case of plagiarism, the student’s intent will not be taken into consideration. In other words, an act of plagiarism is plagiarism whether or not the student claims to have intended plagiarism.

**Mistakes & Accidents:** The possibility that the student mistakenly or accidentally committed plagiarism will not be taken into consideration. I strongly suggest that you discuss your sources with the Writing Center before turning in work.

**Appeal to Ignorance:** A student’s claim to ignorance with concern to policy will never be treated as a valid justification of plagiarism.

**Collaboration:** Students are not permitted to collaborate on an essay, discussion post, quiz, test, or any written assignment. Having someone proofread your work is ok, but that can only entail matters of style, grammar, and spelling.

**Disciplinary Action for Plagiarism:** Per departmental policy, the first offense of plagiarism will result in a zero for the assignment. Any additional acts of plagiarism will result in an F for the course and possible disciplinary action by the Dean (e.g. expulsion).

### University Policies

**UT-Tyler Honor Code:** Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

**Student 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://www2.uttyler.edu/wellness/rightsresponsibilities.php>

**Classroom Diversity:** It is my desire to create a stimulating work environment that challenges each student in this class to perform at top levels. In order for our learning community to succeed, each member must treat others that way that they would like to be treated. I expect students to respect the opinions and ideas of each individual. As an instructor, I am committed

to providing an atmosphere of learning that is representative of a variety of diverse perspectives, including race, religion, gender, nationality, age, sexual orientation and physical abilities. In this class, you will have the opportunity to express and experience culturally diversity as we discuss diversity issues as they pertain to the classroom environment and the course materials.

**Tobacco-Free:** All forms of tobacco will not be permitted on the UT Tyler campus or in my classroom or office. This applies to all members of the University community, including students, faculty, staff, affiliates, contractors, and visitors. This includes cigarettes, pipes, cigars, water pipes, e-cigarettes, smokeless tobacco, snuff, and all other tobacco products.

**Campus Carry:** We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

**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.

**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. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <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 (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. 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

**Disability/Accessibility Services:** In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The

**Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

**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 re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

#### **UT Tyler Resources for Students**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

**Course Calendar\***  
**SPCM 1315: Fundamentals of Speech**  
**Spring 2020**

Week	Day of the Week	Topic	Assignments Due
1	M, Jan 13	Introduction to the Course Syllabus Review	
	W, Jan 15	Why is Public Speaking Important?  First Day Forms	Chapter 1  ** <i>Note</i> : You have until 12:20pm on Jan. 17 to complete the Revel Quiz for Chapter 1 in Revel**
	F, Jan 17	Working in Teams  Intro. to Shark Tank Presentation	Appendix C Workbook Chapters 9 & 10
2	M, Jan 20	<b>No Class – MLK, Jr. Holiday</b>	<b>No Class – MLK, Jr. Holiday</b>
	W, Jan 22	Delivering Team Presentations  Start Group Contracts & Contact Information document	Review Appendix C Review Workbook Chapters 9 & 10
	F, Jan 24	Ethics of Public Speaking	Quiz & Chapter 2
3	M, Jan 27	Speaking with Confidence	Quiz & Chapter 3 Workbook Chapter 2  <i>*UTT Census Date*</i>
	W, Jan 29	Analyzing Your Audience	Quiz & Chapter 5 Appendix B
	F, Jan 31	Team Workshop Day Activity (in class) Workbook Chapter 12 (p. 87)  <i>Team Synopsis of Presentation due by the end of class (handwritten is acceptable)</i>	Team Workshop Day Activity (in class) Workbook Chapter 12 (p. 87)
4	M, Feb 3	Presentational Aids  Review Helpful PowerPoint Info.	Quiz & Chapter 14 Workbook Chapter 11

	W, Feb 5	Selecting Your Speech Topic	Quiz & Chapter 6 <b>Team Contracts &amp; Contact Information Due</b> (typed, upload to Canvas)
	F, Feb 7	Researching Your Topic	Quiz & Chapter 7
5	M, Feb 10	Supporting Your Speech & APA Citing	Quiz & Chapter 9 Workbook Chapters 4 & 5
	W, Feb 12	Q&A with the Audience How to do Peer Reviews – Giving & Receiving Feedback	Appendices A & D
	F, Feb 14	Listening	Quiz & Chapter 4 Workbook Chapter 6
6	M, Feb 17	Team Workshop Day (in class)  Review Shark Tank requirements	Workbook p. 87, in class
	W, Feb 19	SHARK TANK PRESENTATIONS  <i>Bring your Workbook for Peer Evaluations &amp; Instructor Evaluation Rubric</i>	SHARK TANK PRESENTATIONS  <i>Bring your Workbook for Peer Evaluations &amp; Instructor Evaluation Rubric</i>
	F, Feb 21	SHARK TANK PRESENTATIONS  <i>Bring your Workbook for Peer Evaluations &amp; Instructor Evaluation Rubric</i>	SHARK TANK PRESENTATIONS  <i>Bring your Workbook for Peer Evaluations &amp; Instructor Evaluation Rubric</i>
7	M, Feb 24	Debrief Shark Tank Presentations  Midterm Exam Review	<b>Self &amp; Group Evaluation Due</b> (typed, upload to Canvas)
	W, Feb 26	Catch-up day / Review	
	F, Feb 28	<b>Midterm Exam</b> (on Canvas)	<b>Midterm Exam</b> (on Canvas)
8	M, Mar 2	Outlining Your Speech	Quiz & Chapter 11 Workbook Chapter 3



			<i>*UTT Midterm Grades entered by today*</i>
	W, Mar 4	Organizing the Body of Your Speech	Quiz & Chapter 8
	F, Mar 6	Speaking to Inform  Discuss Informative Presentation	Quiz & Chapter 15
9	Mar 9 – Mar 14	<b>No Class - Spring Break</b>	<b>No Class - Spring Break</b>
10	M, Mar 16	Introductions and Conclusions	Quiz & Chapter 10
	W, Mar 18	Wording & Delivering Your Speech	Quizzes & Chapters 12 & 13
	F, Mar 20	Informative Workshop Workbook Chapter 12 (p. 103-104 – in class)	
11	M, Mar 23	INFORMATIVE PRESENTATIONS  <i>Bring your Workbook for Peer Evaluations &amp; Instructor Evaluation Rubric</i>	INFORMATIVE PRESENTATIONS  <i>Bring your Workbook for Peer Evaluations &amp; Instructor Evaluation Rubric</i>
	W, Mar 25	INFORMATIVE PRESENTATIONS  <i>Bring your Workbook for Peer Evaluations &amp; Instructor Evaluation Rubric</i>	INFORMATIVE PRESENTATIONS  <i>Bring your Workbook for Peer Evaluations &amp; Instructor Evaluation Rubric</i>
	F, Mar 27	Speaking to Persuade  Discuss Persuasive Presentations	Quiz & Chapter 16  <b>Informative Self-Evaluation Due</b> (typed, upload to Canvas)
12	M, Mar 30	Developing Persuasive Arguments & Methods of Persuasion	Quiz & Chapter 17  <i>*Last day to withdraw from one or more UTT courses*</i>
	W, Apr 1	Persuasive Workshop Workbook Chapter 12 (p. 125-126 – in class)	
	F, Apr 3	<b>No Class – SSCA Conference</b> At-home work/practice day	<b>No Class – SSCA Conference</b> At-home work/practice day

13	M, Apr 6	PERSUASIVE PRESENTATIONS  <i>Bring your Workbook for Peer Evaluations &amp; Instructor Evaluation Rubric</i>	PERSUASIVE PRESENTATIONS  <i>Bring your Workbook for Peer Evaluations &amp; Instructor Evaluation Rubric</i>
	W, Apr 8	PERSUASIVE PRESENTATIONS  <i>Bring your Workbook for Peer Evaluations &amp; Instructor Evaluation Rubric</i>	PERSUASIVE PRESENTATIONS  <i>Bring your Workbook for Peer Evaluations &amp; Instructor Evaluation Rubric</i>
	F, Apr 10	Catch-up / Review  Discuss Impromptu Presentations	
14	M, Apr 13	Impromptu Speaking & Speaking on Special Occasions	Quiz & Chapter 18 Review Chapter 13 (p. 173-174)  <b>Persuasive Self-Evaluation Due</b> (typed, upload to Canvas)
	W, Apr 15	<b>No Class – CSCA Conference</b> Online Activity – Impromptu Workshop	<b>No Class – CSCA Conference</b> Online Activity – Impromptu Workshop
	F, Apr 17	<b>No Class – CSCA Conference</b> At-home Practice Day for Impromptu Speeches	<b>No Class – CSCA Conference</b> At-home Practice Day for Impromptu Speeches
15	M, Apr 20	IMPROMPTU SPEECHES	IMPROMPTU SPEECHES
	W, Apr 22	IMPROMPTU SPEECHES	IMPROMPTU SPEECHES
	F, Apr 24	IMPROMPTU SPEECHES  Participation Self Report Final Exam Review	IMPROMPTU SPEECHES
16	M, Apr 27	<b>No Class – University Study Day</b>	<b>No Class – University Study Day</b>
	W, Apr 29	<b>FINAL EXAM</b> (on Canvas) <i>The Final Exam date/time is set by the University.</i>	<b>FINAL EXAM</b> (on Canvas)

*\*The Course Calendar is subject to change\**