

Student Learning Objectives (SLOs):

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 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. **Comprehension:** Develop a basic level of understanding about public speaking theory and the foundational models of communication
6. **Mastery of Content:** 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.

Textbook Required: Stephen E. Lucas, *The Art of Public Speaking*, 13th edition. New York: McGraw Hill, 2020.

Course Policies:

Canvas will be used in this course for assignments and additional material used in this course that is not in your textbook. It will also be used to contact you.

IMPORTANT: On the day that you present your speech in class, you should print the gradesheet for the assignment and bring it to class. It will be used to grade your speech. Gradesheets will be provided in Canvas.

1. **Course Evaluation:**

The final Grade will be based on the following criteria:

Team Presentation	10%
Informative Speech (“Backgrounder”)	10%
Analysis OF. Controversy	20%
Persuasive Speech	20%
Mid-Term Exam	15%
Final Exam	15%
Attendance/Participation	10%
TOTAL	100%

2. **Grade Scale:**

Final grades are awarded as follows:

A = 90 - 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = below 60%

3. **Course Assignments:**

You will have three (3) speeches based on your Term Topic and one (1) team presentation. You will be asked to select a “Term Topic” (TT) for the semester, or “term.” You will research your TT and deliver three speeches based on it:

- a. **Informative Speech or “Backgrounder” on your TT** to provide your audience a context for your issue (e.g., who the main influencers are on the issue; the history of the issue; the people affected by the issue, etc.).
- b. **Analyzing the Controversy Speech on your TT** explaining the moral dimension.
- c. **Persuasive Speech on your TT** recommending a course of action.
- d. **Team Presentation on Topic Chosen by Team**
- e. **Mid-Term Exam and Final Exam:** Details of both exams will be provided in later.
- f. **NOTICE: Assignments may be modified or changed during the semester.**
Notice of changes will be provided in Canvas and/or in class.

Speech dates (and team assignments) will be given on/around the end of the prior assignment. We will go over each speech when your speech day is assigned, but for each assignment you will turn in your speaker’s outline and visual aids in advance to your presentation. These are

to be turned in BOTH on Canvas and handed to me on the day that you speak but prior to presenting the speech. These must be typed according to APA formatting (12pt. size, New Times Roman type style, 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. You MUST come to class prepared with the possibility that technology will fail and be prepared to present anyway. You MUST also come to class with your visual aid uploaded on a flash drive to put your presentation on the main computer at the beginning of class. **Opportunities to make-up speeches are limited to emergencies involving unforeseeable and potentially life-threatening injuries and, in any case, are wholly subject to instructor authorization.**

Self and Peer-Evaluations in Group Project: (Meets learning outcomes #4) You will also complete self-evaluations on how you did in each speech. You will also be responsible to be an ethical audience member, engaging with the speaker, providing peer evaluations, and listening respectfully. (Meets learning outcomes #1, 2, 3, 4) It is through your three individual 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 following the steps provided and presenting in front of the class, you will exhibit your new delivery skills, organizational and structural skills, and your 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, by the end of the semester you will 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.

Videos of your Presentations: All speeches, including the team presentations will be recorded with your cell phone. Plan to ask a classmate to record your speech using your phone. Following your speech, you will upload the video on Canvas Studio.

Guide to Uploading Video in Canvas Studio: This is a guide for students on how to turn in a Canvas Studio video to an assignment <https://community.canvaslms.com/t5/Studio/How-do-I-submit-Canvas-Studio-media-as-a-File-Upload-assignment/ta-p/1677>

Guide on how to Upload videos to Studio:
<https://community.canvaslms.com/t5/Studio/How-do-I-upload-media-files-in-my-Canvas-Studio-account/ta-p/1705>

Participation: Throughout the semester, you will be asked to participate in and contribute to class discussion. Be prepared when you come to class. Read the course materials for that class period, then add your own thoughts, questions, or insight. This type of participation is key in a small class. Different points of view will help the class 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 absence after three, the Participation/Attendance part of your grade will drop one letter grade. If a student misses eight (8) course meetings or more, the student will fail the class. Arriving to class late or leaving class early shall be considered an absence. 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. Extensions are extremely rare and solely at the discretion of the instructor. If you are absent from class, it is your responsibility to determine what was missed and to hand in any work or complete any reading assignments that were announced during your absence. If you need assistance because of university-sanctioned absences such as debate, sports, etc., contact me before the missed class. This applies to 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 because of work, other classes, etc.

Elasticity Clause: I reserve the right to modify the existing course calendar and assignments. If changes must be made, I will notify students as soon as possible.

Classroom Civility: People and ideas must be treated with respect. Please avoid disruptive behavior that makes it difficult to accomplish our mutual objectives.

Changes to the Schedule: Changes may be made at my discretion and if circumstances require. I will do my best to notify you via email, in class, or 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.

Course Communication: You MUST read emails and announcements from me. These will be sent through Canvas. It is your responsibility to keep up to date with how things will be carried out throughout the semester. If you do not read emails or announcements from me, that is NOT an excuse for missed assignments, classes, or so on. Canvas is my preferred form of contact. I cannot guarantee a response to e-mails sent to other addresses. Allow a 48-hour window for a response. If a message is sent after 12:00 p.m. on Tuesdays or Thursdays, I cannot respond before the following business day at the earliest.

All your online correspondence with me should be professional and respectful. Emails that do not conform to these standards will not be answered. Begin any new email to me by greeting me with “Good morning, Professor Blowen” or “Dear Professor Blowen” or simply “Professor Blowen,” End your emails with “Thank you” or “Sincerely” or “Regards” and your name. Write your course emails with intelligence and respect. That means you should have a subject, a header, a body of the email without slang or abbreviations, and a signature. I typically will not respond to an email that doesn’t address me respectfully. I ask for this same courtesy in your email correspondence with classmates.

In the case of an emergency, please step outside to text or talk.

Unless otherwise indicated, I do not grant permission for any portion of the course to be recorded by video or audio except your own speeches.

Assignments: All papers must be typed using

Times New Roman in

12-point font,

double- spaced,

one inch margins

no extra spaces between paragraphs,

APA style is required for all papers. You must cite ALL bibliographic sources used in your papers within text and on a references page. For help with APA style and writing, contact the UTT Undergraduate Writing Center on campus or online. You may also wish to consult the Purdue OWL’s website about APA.

Paper/outline headings should include student name, course name/number, due date, and assignment title. No other information is needed. Word documents are the only type of documents accepted, unless otherwise noted. Assignments submitted in the wrong format will be given a zero. Always check the assignment instructions and ask the professor if further clarification is needed. Spelling, grammar, and neatness count towards your grade, for all assignments.

College-Worthy Work is Expected: A syllabus has been provided for you to know what to read each week, when assignments are due, and when exams will take place. It is your responsibility to follow that calendar because the professor may or may not remind you when assignments are due. Feel free to reach out and ask for help that you need to succeed.

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. I do not give make up exams or quizzes except under serious unforeseen and/or extenuating documented circumstances about which I am notified immediately 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 are required to let the professor know BEFORE the assignment is due that you will be missing the due date. To make up an assignment:

- The student must take the initiative to contact the professor for permission to 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.

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 should not be seen during class unless an announcement is made they will be needed for an assignment.
- 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. 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

Major Course Infractions:

- Arguing within the class setting (or on Canvas) with your instructor or with anyone, 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, is unacceptable.

- Religious, political, ethnic diversity must be represented in a respectful manner. Please pay attention to biases of your sources before making any arguments
- 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 as outlined <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.

"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 SafeAssign™, 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 such as, humans once painted in caves, Berlin is the capital of Germany, etc.

The “10% Rule”: As a rule, a college assignment is considered an original work only if most of the 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 the student claims to have intended plagiarism or not.

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 involve 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 such as expulsion.

Artificial Intelligence

1) AI is encouraged during the course, and appropriate acknowledgment is expected. a. Example 1: I encourage you to explore using artificial intelligence (AI) tools, such as ChatGPT, for all assignments and assessments. Any such use must be appropriately acknowledged and cited, following the guidelines established by the APA/MLA/Chicago Style Guide, including the specific version of the tool used. The submitted work should include the exact prompt you used to generate the content and the AI’s complete response as an appendix. Because AI-generated content is not necessarily accurate or appropriate, you must assess the validity and applicability of any submitted AI output. You will not earn full credit if inaccurate, invalid, or inappropriate information is found in your work. APA Style Citation Information MLA Style Citation Information Chicago Style Citation Information b. Example 2: You can use AI programs (ChatGPT, Copilot, etc.) in this course. These programs can be powerful tools for learning and other productive pursuits, including completing assignments in less time, helping you generate new ideas, or serving as a personalized learning tool. However, your ethical responsibilities as a student remain the same. You must follow UT Tyler’s Honor Code and uphold the highest standards of academic honesty. This applies to all uncited or improperly cited content, whether created by a human or in collaboration with an

AI tool. If you use an AI tool to develop content for an assignment, you must cite the tool's contribution to your work. c. Example 3: Students can use AI platforms to help prepare for assignments and projects. You can use AI tools to revise and edit your work (e.g., identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or correct citations). When submitting work, students must identify any writing, text, or media generated by AI.