



**SPCM 1315 – Fundamentals of Public Speaking
Course Syllabus**

SPCM 1315 010 M 6:00-8:45pm HPR 247

Instructor: Kiera Wade, M.A., M.Ed.

Office Hours: By Appointment

E-mail: kwade@uttyler.edu

Welcome! Public speaking is such an important skill to hone. However, so many of us are fearful at the thought of giving a speech! Please know that this course is designed to help you, not cause you stress or embarrassment. We will be working on techniques to control the nervousness, develop and organize strong content, and practice proven delivery strategies. I am here to help!

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.

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.

Required text:

BOTH of the following texts are required. The Lucas book is sold in a black and white (cheaper) version in campus bookstore. The Kidd text was developed specifically for UTTyler students and is exclusively sold in the UTTyler bookstore.

Lucas, S. (2012). *The Art of Public Speaking* (12th Ed.). New York: McGraw Hill. ISBN: 9781308391692

Kidd, M. (2014). *Form and Substance: A Speech Communication Workbook*. Southlake, TX: Fountainhead Press. ISBN: 9781598716887

The Good Stuff!

How to Pass the Class and Other Hints for Success

- Come to class! You are a vital part of this course. On your third (3) absence your final grade will be lowered by 5 percentage points. A fourth (4) absence will lower your grade by 10 percentage points. Students who have five (5) or more absences will receive an automatic F for the course. Two tardies equal one absence. If you know you will miss class due to a school-related activity, let me know before the day you miss. These are excused with proper notice, but course work is still expected to be turned in on time.
- Employ good manners! Do not enter the room late if a fellow classmate is giving a speech. Wait until they are finished. Be a good audience member. Know that your participation grade also assesses your ability to use (or not use) your personal technology at appropriate times. Other general social graces should be used as well.
- Participate! 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 and your ability to appropriately use your personal technology. 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), participation is the deciding factor of whether the student's grade should get "bumped" up.
- Keep track of the schedule! No late work will be accepted. Students will be assigned speaker dates. If students miss their speaker date they will receive a zero on that assignment. All assignments, unless otherwise stated, will be due at the beginning of class.
- Listen! This is probably one of the most important tips I can share! Pay close attention to instructions in the syllabus and in class.
- Turn in college-worthy work! Not only does this mean that you are expected to turn in college-level work, but that it also must be presented appropriately. All papers should be typed, double-spaced and in 12 point font with one-inch margins. Papers will mostly be turned in via Blackboard. Word documents and PDFs are the only type of documents accepted. Spelling, grammar, and neatness count!!
- Be appropriate! In choosing your language, how you treat others, how you dress, and speech topics, please be appropriate to this professional classroom environment.
- Avoid plagiarism and cheating! Avoid even the appearance of plagiarism and cheating! See the lengthy section on this issue on the next page.
- Invest wisely! Use this time to invest in yourself by taking your education seriously. Also, save at least \$200 a month, invest it in a good growth stock mutual fund, and then by the time you retire you will be a millionaire! (Ok, this is not really related to this course, but is good financial advice for all you twenty-somethings.....)
- Free yourself from the burden of perfection! Most of the fear of public speaking comes from this unrealistic idea that if we are not perfect speakers we are failures. Not true! Perfection is a great goal we can move toward, but realize we will never quite get there. Movement toward perfection is expected, though.
- Smile! Did you know that smiling reduces stress and helps fight disease? Plus, you look better when you smile!
- Dress appropriately! Speaking of looking better, be aware that you need to dress professionally on the days you give your major speeches. When you look good, you feel good!!

The Bad Stuff!

Lots of Info on Plagiarism and Academic Dishonesty

In this course it is unethical to use as your own, a speech or speech outline prepared, in whole or part, by someone other than yourself. It is unethical to abstract a speech primarily or completely from a magazine article -- or any other source -- and pass it off as your own work. Sources used should be credited in the outline and in the speech. The best speeches do not rely heavily upon a single source, but instead represent ideas formulated from several sources (Don't put all of your eggs in one basket).

PLAGIARISM, the intentional or unintentional misrepresentation of another's ideas or language as your own, is intellectual theft. Plagiarism at the University of Texas at Tyler is subject to severe penalties, including automatic course failure, academic suspension, and expulsion from the University. I will deal with suspected cases of plagiarism swiftly and without prejudice. When in doubt, err on the side of caution. It's better to "over-cite" than to plagiarize. The discovery and prosecution of plagiarism does not recognize "accidental" or "inadvertent" explanations as a legitimate defense against intellectual theft. The rule to follow: **AVOID THE VERY APPEARANCE OF PLAGIARISM!**

CHEATING (tests)

Any student or group of students providing evidence of any kind which even remotely suggests an individual or shared intent to solicit answers from, between, or among one or more students will result in the immediate removal from class of all relevant and/or potentially relevant parties. Pending further investigation, said parties are subject to the forfeiture of all points which otherwise may have been accumulated for that test. In addition, all participation points, potentially or actually accumulated, will be considered null and void. The rule to follow: **AVOID THE VERY APPEARANCE OF CHEATING!**

STUDENT CONDUCT AND DISCIPLINE

Sections on Academic Dishonesty

Sec. 8-304. Scholastic Violations

- a. When a faculty member has reason to suspect that a student has violated university regulations concerning scholastic dishonesty, the faculty member may refer the case to the dean* who shall proceed under section 8-301, or meet with the student(s) involved and discuss the alleged violation and the evidence that supports the charge. After conferring with the student, the faculty member may dismiss the allegation or proceed under subsection (b) or (c).
- b. In any case where a student accused of scholastic dishonesty does not dispute the facts upon which the charges are based and executes a written waiver of the hearing procedures, the faculty member may assess an academic penalty pursuant to section 8-503, and shall inform the student of such action in writing, and report the disposition of the incident to the dean. The dean may summon the student for consideration of an additional disciplinary penalty.
- c. In a case where a student accused of scholastic dishonesty disputes the facts upon which the charges are based, or chooses not to waive the right to a hearing before a hearing officer, the faculty member shall refer the matter to the interim dean of students who shall then proceed under section 8-301.
- d. A student may appeal the decision of a faculty member under subsection(b) by giving written notice to the interim dean of students within fourteen days from the date on which the decision was announced. The appeal is conducted in accordance with subchapter 8-600. The appeal is restricted to the issue of penalty, and no transcript shall be required.

*Dean in this section refers to the Dean of Student Affairs

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Sec. 8-503. Authorized Academic Penalties

- a. A faculty member, under section 8-304, or the dean of students or hearing officer may impose one or more of the following penalties for scholastic dishonesty:
 1. written warning that further scholastic violations may result in a more severe penalty;
 2. no credit or reduced credit for the paper, assignment, or test in question;
 3. retaking of examination or resubmission of assignment;
 4. failing grade or reduced final grade for the course.
- b. The dean of students, with approval of the student's academic dean, may assign an academic penalty for violation of a university regulation concerning scholastic dishonesty to a student who fails without good cause to comply with subsection 8-302(c) or subsection 8-403(e).
- c. A student who is in violation of a university regulation concerning scholastic dishonesty may also be subject to one or more of the penalties in section 8-501.

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Sec. 8-802. Scholastic Dishonesty

- a. The dean or a faculty member may initiate disciplinary proceedings under section 8-300 against a student accused of scholastic dishonesty.
- b. "Scholastic dishonesty" includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act.
 1. "Cheating" includes, but is not limited to:
 - A. copying from another student's test paper; using during a test materials not authorized by the person giving the test;
 - B. failing to comply with instructions given by the person administering the test;
 - C. 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 only if they have been specifically prohibited by the person administering the test;
 - D. using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - E. collaborating with or seeking aid from another student during a test or other assignment without authority;
 - F. discussing the contents of an examination with another student who will take the examination;

Plagiarism and Academic Dishonesty Continued....

G. divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student;

H. substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

I. 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, homework solution, or computer program;

J. falsifying research data, laboratory reports, and/or other academic work offered for credit;

K. taking, keeping, misplacing, or damaging the property of the university, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and

L. misrepresenting facts, including providing false grades or résumés, for the purpose of obtaining an academic or financial benefit for oneself or another individually or injuring another student academically or financially.

2. "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.

3. "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.

4. "Falsifying academic records" includes, but is not limited to, altering or assisting in the altering of any official record of the university or the University of Texas System, the submission of false information or the omission of requested information that is required for or related to any academic record of the university or the University of Texas System. Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. A former student who engages in such conduct is subject to a bar against readmission, revocation of a degree, and withdrawal of a diploma.

UT Tyler Policies

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>

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>. 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.

UT Tyler Policies Continued.....

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.

Major Requirements & Grades

1. Quote Speech	25 pts.
2. Personal Culture Informative Speech/Outline	100 pts.
3. Informative Panel Speech	100 pts.
4. Informative Panel Speech Teamwork	50 pts.
5. Persuasive Speech/Outline #1	125 pts.
6. Persuasive Speech/Outline #2	100 pts.
7. Listening	50 pts.
8. Self-Evaluations (3@ 25 pts.)	75 pts.
9. Participation	100 pts.
10. In-Class Activities	75 pts.
11. <u>2 Tests (@ 100 pts. each)</u>	<u>200 pts.</u>
Total Points	1000 points

Grading Scale

A: 900-1000 pts.

B: 800-899 pts.

C: 700-799 pts.

D: 600-699 pts.

F: 599 pts. or below

ASSIGNMENT DESCRIPTIONS

Quote Speech

(COMMUNICATION: ORAL, WRITTEN, CRITICAL THINKING)

Assignment: (2-3 minutes) Students will be given a quote. Students will craft a speech using that quote as their topic. The speech should promote the message of the quote, include an introduction, body with 2 main points, and a conclusion, and be delivered from prepared speaker notes (referred to, not read from during delivery).

Grading: Each speech can earn a total of 25 points.

Personal Culture Informative Speech

(COMMUNICATION: ORAL, WRITTEN, VISUAL; CRITICAL THINKING; GLOBAL AWARENESS)

Rationale: One of the goals of higher education is to recognize and illustrate existing diversity on college campuses. One of the ways to illustrate this concept as well as help students realize the rich variety all around them is for students to share aspects of their own culture. This also provides a framework to limit the choices for a speech on objects, history, or values, etc.

Assignment: Each student will conduct a self-inventory to identify some aspect of their family's culture: traditions, artifacts, etc. Then the students will narrow their speech topics and conduct research to position their speech in the context of their family history and the larger cultural context. The requirements include:

1. A preparation and a speaking outline with defined introduction, conclusion and connectives.
2. Clear organization.
3. A Power Point or Prezi as a visual aide which will 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 Aide	<u>10 points</u>
	100 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 if they go 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.

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 three to four students. 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. Each speaker must verbally cite at least two credible sources. Team mates may not use the same sources.
3. A visual aide or set of visual aides which help clarify the speech content.
4. A bibliography in APA format.
5. Notecards to aid delivery.

Grading: Each speech can earn a total of 100 points. However, the four speech grades within a panel will be averaged and each group member will receive the same grade.

Furthermore, 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 serve as the instructor's mode of teamwork evaluation.

Content	30 points
Outline	20 points
Delivery	30 points
Visual Aide	<u>20 points</u>
	100 points

Timing: the time limit for this speech is **3 to 5 minutes per speaker**. 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 if they go 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.

Persuasive Speeches

(COMMUNICATION: ORAL, WRITTEN, VISUAL; CRITICAL THINKING)

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.

For Speech #1:

Assignment: (4-6 minutes) Each student will select a controversy on which they feel comfortable presenting a distinct side. The students will then conduct research to provide themselves with the evidence to support their arguments. Your speech must clarify the argument and use a variety of evidence to support the claim (i.e. for or against abortion). The requirements include:

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. Notecards to aid delivery
5. Visual aides are recommended but not required.

Points:	Content	40 points
	Outline	15 points
	Bibliography	10 points
	Delivery	50 points
	Argument (ethos, logos, pathos)	<u>20 points</u>
		125 points

For Persuasive Speech #2:

Assignment Objective: Give students the opportunity to present and defend a position within a brief amount of time, and gain experience in managing a Question and Answer session.

Assignment: (Total Time: 4 minutes)

Prepare a **2 minute** speech in which you defend a specific side of an issue. Your issue needs to have an opposition. Do not pick an issue that is difficult to speak against. (i.e. Don't text and drive.)

Within your speech *cite* at least **5 credible sources**. Turn in a full-sentence preparation outline with bibliography. Prepare abbreviated speaker notes. No visual aids will be used in this speech.

Deliver your speech with abbreviated speaker notes. After you speak, turn in your speaker notes. Notes with full sentences will result in a lower grade.

After your speech, you will hold a **2 minute Q&A session** in which you accept questions from the audience. You will be graded on how effectively you manage the Q&A and how effectively you answer the questions posed.

For ten points of your grade, you will also be expected to ask at least three people questions during their Q&As.

Grading:

Speech	50
Preparation Outline	10
Speaking Outline	10
Managing Q&A	20
<u>Asking 3 Questions for other Presenters</u>	<u>10</u>
Total	100

Listening Assignment

(COMMUNICATION: WRITTEN, AURAL)

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: See assignment description on **page 24** of the Workbook. If this paper is well done, it should be around 2-3 pages in length. Upload this assignment to Blackboard. See writing requirements in “The Good Stuff” section of this syllabus.

Self-Evaluations

Students will record their three major speeches (Personal Culture, Persuasive Speech 1, and Persuasive Speech 2). Students will watch their recordings and write a 1-2 page self-evaluation on their performance. Within each evaluation, the student is to provide a brief (couple of sentences) summary of their speech, detail three things they did well, detail three things they could improve, and include how they will use this experience to prepare differently (or not) the next time they give a speech. In this last section I want to know specific things you plan on doing differently in your preparation. Each of these evaluations are worth 25 points. See the guidelines for writing a paper in this class under “The Good Stuff” section of this syllabus. Each of these Self-Evaluations will be uploaded to Blackboard electronically. Handwritten or hard copies will not be accepted.

COURSE SCHEDULE

<u>Date</u>		<u>Course Schedule</u>	<u>Assignments Due</u>
Jan. 25	M	Introduction to Course Ch.1: Speaking in Public Ch. 2: Ethics and Public Speaking Ch. 3 Listening	<u>Discussion Posting-</u> Introduction (Personality)-Jan. 26 th (online)
Feb. 1	M	Ch. 4: Giving Your First Speech Quote Speeches	WB (Workbook) Listening Review pgs. 19-22 Listening Assignment Due to Blackboard p.24 WB PRCA p. 6-7
Feb. 8	M	Quote Speeches/ Reflection on Quote Speeches	Quote Speeches
Feb. 15	M	Ch. 5: Selecting a Topic; Ch. 6 Analyzing Audience Ch. 7 Gathering Materials Ch. 8: Supporting Your Ideas	Quote Speeches / Peer Review Form 1 (WB p. 27) WB Citing Sources p. 81; APA
Feb. 22	M	Exam 1 (Chapters 1-8)	Exam 1
Feb. 29	M	Ch. 9: Organizing the Body of the Speech Ch. 10: Beginning and Ending the Speech; Ch. 11: Outlining the Speech Ch. 14: Using Visual Aids	WB Sample Outline WB Tips for Visual Aids
Mar. 7	M	<i>Spring Break</i>	
Mar. 14	M	Ch. 12: Using Language Ch. 13: Delivery Lessons Learned in Public Speaking Analyzing Famous Speeches	Outline for Personal Cultural Informative Speech Due to Blackboard
Mar. 21	M	Personal Cultural Informative Speech	Personal Cultural Informative Speech

Mar. 28	M	Review Speeches Ch. 19: Speaking in Small Groups Group Work	Self Evaluation Due to Blackboard; Peer Review Form 2 (WB p. 29)
Mar. 30	M	Informative Speech Panel	Informative Speech Panel
Apr. 4	M	Ch. 16 Speaking to Persuade Ch. 17: Methods of Persuasion	Basic Group Analysis Form Due (WB p. 51-52)
Apr. 11	M	Persuasive Speech 1	Persuasive Speech 1; All outlines for Persuasive Speech 1 Due to Blackboard
Apr. 18	M	Reflection on Persuasive Speech 1 Brainstorming for Persuasive Speech 2 Preparing for Persuasive Speech 2	Self Evaluation Due to Blackboard; Peer Review Form 3 (WB p. 31) Due Outlines for Persuasive Speech 2 Due
Apr. 25	M	Persuasive Speech 2	
May 2	M	Reflection on Persuasive Speech 2 Assessing Communication Apprehension	Self Evaluation Due to Blackboard; Peer Review Form 5 (WB p. 35) CA-WB PRCA p. 6-7
TBA		Final Exam (Chapters 9-14, 16, 17, 19)	Final Exam

This Syllabus is subject to change.

Syllabus Contract

I have read and understand the syllabus for this course, SPCH 1315 Section 010. I understand that my grade will be affected by my attendance, my participation, my ability to use technology appropriately, and quality of my work. I understand that I must track my own grades and absences, and that I must contact the instructor before any major issues that may affect my performance become too great to handle.

Printed Name: _____

Signature: _____

Date: _____