

**South Plains College**  
**Fall 2018 Public Speaking**  
SPCH 1315.013 (Thursdays 6:00-8:50 pm at Reese campus)

Instructor: Nicole White  
Office: O'Donnell ISD  
Office Hours: M-F 8:00-3:30 or by appointment

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**Textbook:** *Speakers Primer, 2<sup>nd</sup> Edition*, by Valenzano, Braden and Broeckelman-Post, ISBN: 978-1-68036-321-0

**Supplies:**

1. Spiral and pen for notes
2. Choice of sensory aid materials for oral presentations
3. Folder with clasps and pockets
4. **Access to the Internet. Access to PowerPoint required.**
5. Notecards (3x5) allowed during some speeches.

**Description:**

Research, composition, organization and delivery of speeches for various purposes and occasions with emphasis on listening analysis and informative and persuasive techniques. (Performance-Based)

**Course Requirements:**

1. You will be tested on class lecture/discussion materials on scheduled exams.
2. Take thorough notes and study all lecture material, informational handouts, and assigned readings.
3. Actively participate in class discussions and group activities.
4. Show maturity and professionalism in preparation of assignments and in classroom behavior.
5. Show courteousness to fellow classmates/speakers.
6. Initiate consultations with the instructor whenever assistance is needed regarding class assignments.
7. Appropriately cite information obtained from other sources. Cases of plagiarism will be treated as will any case of academic dishonesty, with at least a failing grade for the assignment or examination.
8. Initiate withdrawal from the course if absences become excessive. Your professor will drop you from the course if you miss more than two weeks' worth of class. (3<sup>rd</sup> absence for classes meeting once a week)
9. A student cannot pass the course if s/he does not complete two major grades.
10. All presentations and assignments must be prepared and given in a language (English) that the instructor and classmates can understand.

**Grading Policy:**

Speech 1315 uses a 40/60 grading policy in which at least 40% of the course grade will be made up of speeches and presentations. My class is a 50/50 split of speeches and other grades. The total number of points you can earn in this class is 1000 points

895-1000 pts = A

795-894 pts = B

695-794 pts = C

595-694 pts = D

0-594 pts = F

<b><u>DAILY GRADES 25%</u></b>	<b>POINTS</b>
Peer Critique- Introduction Speech	25
Peer Critique –Informative Speech	25
Peer Critique – Persuasive Speech	25
Self-Critique – Introduction Speech	25
Self-Critique – Informative Speech	25
Self-Critique – Persuasive Speech	25
Discussion Boards (4x10 pts each)	40
Professionalism (12x5 pts each)	60
<b>Total</b>	<b>250 pts</b>
<b><u>MAJOR GRADES 65%</u></b>	
Exam 1	50
Exam 2	50
Exam 3	50
Introductory Speech & Outline	100
Informative Speech & Outline	100
Persuasive Speech & Outline	100
Group Speech & Outline	100
Commemorative Speech	100
<b>Total</b>	<b>650 pts</b>
<b><u>FINAL EXAM 10%</u></b>	
Impromptu Speech	100 pts
<i>Extra Credit Opportunity (Ted Talk)</i>	<i>25 pts</i>
<i>Extra Credit (Cultural Event-TBD)</i>	<i>25 pts</i>
<b>Total Points</b>	<b>1000 Points</b>

<b>Week of 2019</b>	<b>Calendar of Activities (subject to change)</b>
WEEK 1 January 17	Syllabus; Professional Grade Explanation; Pre-Test; Group Speed Meeting Activity; Who Am I? Example Presentation and Assignment; Chapter 1 – Understanding Public Communication
WEEK 2 January 24	Speech Day Etiquette; <b>Who Am I? Speech Presentations</b> ; Chapter 2 – Speech Anxiety; Online PRCA
WEEK 3 January 31	Chapter 3 – Speaking and Ethics; Chapter 4 – Speaking in and to Different Disciplines;
WEEK 4 February 7	Chapter 5 – Culture and Diversity; Chapter 8 – Audience Analysis; Chapter 21 – Group Presentations
WEEK 5 February 14	<b>Exam 1 (Chapters 1-5, 8)</b>
WEEK 6 February 21	Chapter 11 – Outlining; Speech Construction; Class time to work with group
WEEK 7 February 28	Chapter 20 - Practice (Group 1); Chapter 12 - Introductions, Conclusions, and Connective Statements (Group 2)
WEEK 8 March 7	Chapter 13 - Reasoning; Chapter 14 – Informative Speeches
WEEK 9 March 21	<b>March 14 (No Class for Spring Break)</b> March 21: Five Chairs; Chapter 6 – Topic Selection; Chapter 7 - Research and Presentation
WEEK 10 March 28	<b>Exam 2 (Chapter 6-7, 11-14, 20-21, Death by PPT, Five Chairs)</b> Chapter 18 – Language (Group 3); Chapter 19 – Delivery (Group 4); Chapter 10 – Context and the Speech Situation
WEEK 11 April 4	<b>Informative Speeches Presentations</b>
WEEK 12 April 11	Chapter 15 – Persuasive Speaking; Chapter 9 – Supporting Materials; Chapter 17 – Presentation Aids
WEEK 13 April 18	<b>Exam 3 (Chapter 9-10, 15, 17-19)</b> <b>Easter Weekend</b>
WEEK 14 April 25	<b>Persuasive Speech Presentation</b> ; Chapter 16 – Commemorative Speeches
WEEK 15 May 2	<b>Commemorative/Toast Speech Presentations</b> ; Exam Review
WEEK 16 May 6-9	FINAL EXAMS (Impromptu Speeches) Date is TBD

### Important Notes:

- Students with perfect attendance may be exempt from the final exam.
- Students who have earned 800 pts and have no more than 1 absence may be exempt from the final exam.
- Students need to bring their material to class and take notes.
- Cell phones should be on silent and never a distraction.
- Laptops are allowed with instructor permission only.
- No tobacco products are allowed in the classroom.
- The last day to drop spring courses is April 25.
- Please do not message me through Blackboard.

### Make-up policy:

#### **\*\*\* ONLY 1 Speech can be made up.**

- Speeches or Exams may be made up on a specified day IF the absence is excused (**school trip, death in the family, sickness with a doctor's note**)...this is up to the instructor's discretion and is done on an individual basis only.
- **If you miss class on a speech night, you will lose points for professionalism grade and peer critique, even if the absence is excused.**
- **If you do not complete two major or final grades (Speech or Exam), you will be dropped from the class or take an F at the end of the semester.**
- Late assignments are not accepted. All papers are submitted via Blackboard and become unavailable to you at the deadline. If you are absent and an assignment is due, it still must be received by the deadline date and time.
- Assignments are due by 11:59 pm on the designated due date. All work must be turned in before the last week of regularly scheduled class (the week before finals week), or it will not be accepted.

### Mrs. White's Attendance/Tardy Policy:

- A student may be dropped from the course on his/her 3<sup>rd</sup> absence.
- Two tardies equal one absence. Arriving more than 10 minutes late is considered a tardy. This will be important to you when semester exam exemptions are calculated.
- Sleeping in class constitutes an absence.

## **Class Attendance**

Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting.

Students who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy.

It is the student's responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

## **Academic Honesty**

It is my expectation and the institution's that appropriate citation and documentation is given for materials and information obtained from other sources. Cases of plagiarism will be treated, *as will any case of academic dishonesty*, with at least a failing grade for the assignment/examination. In addition, the student may be dropped from the course with a failing grade. *See the SPC Student Handbook for more information.*

## **Disability Statement**

ADA Statement - Levelland Campus

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability. For more information, call or visit the Disability Services Office in the Student Health & Wellness Office, 806-716-2577.

## **Diversity Statement**

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

## **Pregnancy Accommodations Statement**

If you are pregnant, or have given birth within six months, under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations,

you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Chris Straface, Director of Health and Wellness, at 806/716-2362 or email [cstraface@southplainscollege.edu](mailto:cstraface@southplainscollege.edu) for assistance.

### **Campus Concealed Carry**

South Plains College permits the lawful carry of concealed handguns in accordance with Texas state law, and Texas Senate Bill 11. Individuals possessing a valid License to Carry permit, or the formerly issued Concealed Handgun License, may carry a concealed handgun at all campus locations except for the following.

- Natatorium

For a complete list of campus carry exclusions zones by event, please visit <http://www.southplainscollege.edu/campuscarry.php>

### **Student Learning Outcomes/Competencies**

#### **1. Communication Process:**

The student on exams will be able to demonstrate mastery of the following competencies/activities:

- 1.1 Define communication and demonstrate an understanding of the foundational models of communication.
- 1.2 Recall and discuss the personal, professional and public benefits of studying public speaking.
- 1.3 Recognize and distinguish between the elements of the communication process.
- 1.4 Discuss differences between oral and written communication channels.
- 1.5 Define and distinguish between intrapersonal, interpersonal, group, public and mass communication.
- 1.6 Identify how frames of reference differences such as culture, ethnicity and gender influence communication.

#### **2. Verbal/Vocal**

The student while giving speeches and writing evaluations will be able to demonstrate mastery of the following competencies/activities:

- 2.1 Identify and provide alternatives for excessively vague or jargon-filled language and evaluate when it is appropriate to use them.
- 2.1 Detect biased, sexist, and inflammatory language, and replace it with more neutral terms.
- 2.3 Utilize proper grammar and lessen filler statements.
- 2.4 Vocalize variety in pitch, rate, volume, rhythms and tones.

#### **3. Nonverbal**

The student while giving speeches and writing evaluations will be able to demonstrate mastery of the following competencies/activities:

- 3.1 Explain the importance of nonverbal messages.
- 3.2 Define the different areas of nonverbal communication.
- 3.3 Identify personal nonverbal behaviors that help or hinder communication effectiveness and develop alternative behaviors as necessary.

#### **4. Listening**

The student during exams, while giving speeches and writing evaluations will be able to demonstrate mastery of the following competencies/activities:

- 4.1 Discern the differences between hearing and listening.
- 4.2 Discuss the benefits of listening effectively.
- 4.3 List reasons for poor listening.

- 4.4 Plan methods as a speaker to decrease listening barriers for an audience member.
- 4.5 Describe how to become a more effective listener.
- 4.6 Practice effective listening skills.

#### 5. Public Speaking (informative and persuasive speeches)

The student while giving speeches and writing evaluations will be able to demonstrate mastery of the following competencies/activities:

- 5.1 Conduct an analysis of the speaking situation for a specific presentation and describe how relevant situational factors should influence the approach of a presentation.
- 5.2 Define the general purposes for speaking.
- 5.3 Formulate specific thesis statements for presentations.
- 5.4 Conduct research for developing a speech topic.
- 5.5 Develop the body of a presentation, choosing the most appropriate organizational pattern whether informative or persuasive in nature.
- 5.6 Identify the purpose and placement of transitions, and will be able to select appropriate transitions to be used in presentations.
- 5.7 Name the content and functions of introductions and conclusions.
- 5.8 Construct appropriate introductions and conclusions to match the body of presentations.
- 5.9 Explain the functions of verbal and sensory support in presentations.
- 5.10 Develop and present the best support to add interest, to clarify, and prove a given point.
- 5.11 Demonstrate when and how to use sensory aids.
- 5.12 Select and demonstrate the most effective medium to present a given sensory aid in a presentation.
- 5.13 Develop and use a set of speaking notes that enhance delivery.
- 5.14 Deliver brief, impromptu remarks effectively.
- 5.15 Deliver extemporaneous presentations that follow the guidelines for nonverbal, verbal, and vocal behavior.
- 5.16 Respond effectively to questions arising from presentations.
- 5.17 Identify audience needs and the evidence necessary to form and support a persuasive claim.
- 5.18 Effectively evaluate peer and self-presentations according to critique guidelines.
- 5.19 Assess and manage communication apprehension.
- 5.20 Demonstrate effective usage of technology when researching and/or presenting speeches.

#### 6. Special Occasion Speeches

The student while giving speeches and writing evaluations will be able to demonstrate mastery of the following competencies/activities:

- 6.1 Prepare and present a speech of introduction.
- 6.2 Present or accept an award.
- 6.3 Prepare a speech of tribute and a speech of welcome.

#### 7. Small Groups

The student while taking exams, giving speeches and writing evaluations will be able to demonstrate mastery of the following competencies/activities:

- 7.1 Explain the characteristics of small groups and express the advantages and disadvantages of group presentations.
- 7.2 Demonstrate the steps in preparing and delivering a team presentation.
- 7.3 Control a public forum after the team presentation

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