

ANGELINA COLLEGE FINE ARTS DIVISION  
SPEECH 1315 - PUBLIC SPEAKING FALL 2016 (Revised 8/15/16)  
Instructional Syllabus -FTF

**I. Basic Course Information**

**A. COURSE DESCRIPTION**

SPCH 1315 – Public Speaking. Three hours credit. This course includes research, composition, organization, analysis, and delivery of speeches for various purposes and occasions. Three lecture hours each week.

**B. INTENDED AUDIENCE**

The intended audience is any student who desires to improve public speaking skills.

**C. INSTRUCTOR**

**Instructor:** Ms. Suzi Honeywell

**Office:** Polk County Center

**Telephone:** MUST EMAIL

**Office hours:** By Appointment or before/after class

**Email:** [shoneywell@angelina.edu](mailto:shoneywell@angelina.edu) (Emergency Only)

\*USE THE BLACKBOARD MAIL SYSTEM WHEN POSSIBLE

**II. INTENDED STUDENT OUTCOMES**

- A. Core Objectives Required for this Course (interim)**
- 1. Critical Thinking:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
  - 2. Communication:** to include effective development, interpretation and expression of ideas through written, oral and visual communication
  - 3. Personal Responsibility:** to include ethical recognition, personal accountability and commitment toward task completion.
- B. Course Learning Outcomes for all Sections - Upon successful completion of this course, students will:**
- 1. Recognize and understand the foundational models of communication.**
  - 2. Apply elements of audience analysis.**
  - 3. Demonstrate ethical speaking and listening skills.**
  - 4. Research, develop, and deliver extemporaneous speeches with effective verbal and nonverbal techniques.**
  - 5. Demonstrate effective usage of technology when researching and presenting speeches.**
  - 6. Understand how culture, ethnicity, and gender influence communication.**
  - 7. Develop proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative, or persuasive).**

**III. ASSESSMENT MEASURES OF STUDENT LEARNING OUTCOMES**

- A. Assessments for the Core Objectives: (interim)**
- 1. Critical Thinking:** Students are assessed through questions embedded in exams, which reflects evaluation of persuasive speeches. The questions embedded in exams will measure selection and understanding of information, application of material, analyzing points of view and arguments, and formulating solutions.
  - 2. Communication:** Students are assessed by means of a rubric which reflects evaluation of written, oral, and visual communication skills in a speech that utilizes a visual aid. Students will be assessed by means of the standardized AC rubric for Communication.
  - 3. Personal Responsibility:** Students are assessed by means of a rubric which reflects evaluation of ethical decision making through a persuasive speech on a contemporary issue. Students will be assessed by means of the standardized AC rubric for Personal Responsibility.
- B. Assessments for Course Learning Outcomes (interim)**
- 1. Students will demonstrate recognition and understanding of the foundational models of communication through questions embedded in exams.**
  - 2. Application of the elements of audience analysis will be reflected through questions embedded in exams.**
  - 3. Students will demonstrate ethical speaking and listening skills through the presentation of persuasive speeches.**
  - 4. Students will present four extemporaneous speeches evaluated by a grading rubric gauging verbal and nonverbal techniques. Works cited pages will be submitted as well as an outline to evaluate research and development.**
  - 5. Students will demonstrate the effective use of technology by using presentation software in at least one presentation.**
  - 6. Students will demonstrate an understanding of how culture, ethnicity, and gender influence communication through questions embedded in exams.**
  - 7. Students will demonstrate comprehension of presentation skills for a variety of speeches throughout the semester.**

#### **IV. INSTRUCTIONAL PROCEDURES**

Methodologies, which are utilized in presenting course content, include but are not limited to lectures, class discussions, student presentations, journal writing, audiovisual presentations, role-play activities, and small group scenarios.

#### **V. COURSE REQUIREMENTS AND POLICIES**

**A. Required Textbooks, supplemental materials and equipment:** The Speaker's Primer by Joseph M. Valenzano, III and . Acclaim access card, which is included in the package at the AC bookstore.

Recommended: a folder to keep textbook, all handouts, calendar, syllabus and applicable notes. Jump/Flash drive to save recorded speech.

#### **B. Assignments**

##### **1. Performance assignments:**

Each student enrolled in SPCH 1315 is expected to complete four speeches during the period of time set aside for student speeches; one speech per Module. Each speech will be assigned a numeric grade ranging from "0" to "100". Each speech is critiqued and graded according to the guidelines on the Critique Sheets that are attached to this Syllabus. Speech 5 will be a duplicate of the highest speech grade for the semester.

**When a student fails a speech,** his/her failure is almost always due to one or more of the following problems: (1) he/she is not prepared to speak; (2) he/she fails to meet the requirements of a specific speaking assignment; (3) he/she fails to follow the required dress code for speakers; or (4) he/she reads a speech rather than delivering it extemporaneously.

In addition, each of the "Speaking Assignments" categories has a specific time requirement. Each student must keep his/her presentations within these time requirements. A penalty of one point per 10 seconds will be deducted from the student's grade for all deviations from the required time limits on each speech.

Each Module has a required speech component. In general, there is no set order for the student speeches: the student is free to choose topics from the "Speaking Assignments" list in any order he/she chooses. With the exception of Speech 1, which is an Autobiography. However, a student may not repeat a category. The "Speaking Assignments" section allows each student to select his/her speech subjects from eight different categories: See Attached List and Requirements for each. A student will not receive credit for more than one speech from any one category.

##### **2. Performance:**

At least two of the four required speeches must be persuasive in nature. Speeches are to be extemporaneous. Therefore, they are to be prepared beforehand. A complete outline and critique sheet must be submitted as required by the instructor, prior to speaking. All outlines **must** be typed. Speeches are not permitted without an outline and a completed critique sheet. In addition, one speech will be videotaped, (standard PC jump drive to be purchased by the student). Students must bring drive to class with them when they are presenting these taped speeches. The student will receive a zero on the Self Critique if the Flash drive is not supplied as requested.

##### **3. Modules:**

The course is divided into four (4) Modules. Each module consists of reading specific chapters from the text, taking quizzes, possibly responding to a discussion question, taking an exam and submitting other written work. Critiques are required and available in Modules 3 and 4. A Self critique in Mod 3 and a Peer critique in Mod 4.

#### **C. Class Policies**

**Academic Assistance:** If you have a disability (as cited in Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you should see Sellestine Hunt Associate Dean of Student Services, Student Center, Room 200. At a post-secondary institution, you must self-identify as a person with a disability; Ms. Hunt will assist you with the necessary information to do so. To report any complaints of discrimination related to disability, you should contact Mr. Steve Hudman, Dean of Student Affairs, in Student Center, Room 101, (936) 633-5292 or by email [shudman@angelina.edu](mailto:shudman@angelina.edu).

**ABSENCE:** As the attendance policy in the Angelina College Policies & Procedures Manual states, instructors may drop students from class after 3 consecutive or 4 cumulative absences (3 times tardy = 1 absence). However, **it is ultimately YOUR responsibility to drop from the class,** or you may receive an "F" for your final grade. If you return to class after an extended absence, it is the instructor's discretion whether or not to allow you back into class. I allow 4 absences; if you miss 5 or more class meetings you will receive a zero for the attendance grade.

**ASSIGNMENTS:** must follow the written instructions and formats explained. Late work is not accepted. All written work will be submitted via Blackboard, NO exceptions. All work that is due **MUST** be submitted during the time set aside for each Module.

**LATE WORK & EXTRA CREDIT:** Modules **MUST** be completed within the dates as scheduled. See "Extra Credit Opportunities" in the Assignment area of Blackboard.

**DISRUPTIVE BEHAVIOR WILL NOT BE TOLERATED IN THIS CLASS!**

## **VI. COURSE CONTENT**

### **A. Content/Topics**

The dates for the Modules are as follows:

**Orientation: August 24 to August 30**

**Module 1: Chapters 1,2,5,7,18, 19–August 30 to September 22, NOON;**

**Speech Dates: Week of September 19**

**Module 2: Chapters 6,8,10,11,13– September 22 to October 18, NOON;**

**Speech Dates: Week of October 17**

**Module 3 : Chapters - 9,12,14,16- October 18 to November 12, NOON;**

**Speech Dates: Week of November 7th**

**Module 4: Chapters 3,4,15,17,20 –November 12 to December 9, NOON;**

**Speech Dates: November 28**

**Final Exam: December 9 to December 14, NOON**

### **B. Additional Content**

*See attached Speaking Assignments*

## **VIII. EVALUATION AND GRADING**

### **A. Assessment Criteria FOR Oral Presentations**

**100-90="A"**-An outstanding speech. Clear purposes well adapted to needs and interests of the audience. Excellent eye contact, posture, and gestures. Excellent content, well-organized, excellent wording and overall delivery, and a well-prepared outline.

**89-80="B"**-A speech approaching the qualities of an "A" speech. No major weaknesses, but not achieving the highest standard of excellence.

**79-70="C"**-An acceptable, average speech. Clear purpose, adequate support, and apparent organization. Meets minimum requirements for a speech.

**69-60="D"**-Unclear purpose and serious deficiencies in some, and perhaps all, areas of content, organization, wording, and delivery, and/or serious deficiencies in meeting major criteria established for that speech.

**59 and below="F"**-An unacceptable speech that reveals a lack of preparation and/or poor delivery.

### **B. Determination of Grade**

**Grading:** Speeches, written work, and tests will all be weighted accordingly, as noted on the grading scale.

See Grade Tracking Sheet

#### **The grading scale is as follows:**

|                            |            |
|----------------------------|------------|
| Oral Speaking performances | 500 Points |
| Attendance/Participation   | 100 Points |
| Exams                      | 250 Points |
| Daily Quizzes              | 100 Points |
| Critiques                  | 50 Points  |

TOTAL POINTS: 1,000

Note: There is a Grade Tracking Sheet that will be available to you as a supplement to the syllabus, via Blackboard. This can be used to track your actual grade in this course.

**C. Examinations:** There will be four examinations over text material and lectures as noted in the proposed class schedule. The final exam will be comprised mainly of a written analysis/evaluation. All Module exams AND Chapter Quizzes will be given on Blackboard. NO exceptions.

## **VII. SYLLABUS MODIFICATION**

Due to the nature of this class, flexibility in the class schedule and/or changes to the syllabus may be necessary. In some cases, a single class day may be the only notification you will receive; otherwise, at least one week's notice will be given. If numerous changes are made, revised schedules will be provided.

## Speaking Assignments

**Note: All speeches are to be extemporaneous, given with notes but with prior practice.**

Once a student speaks from a category, he **may not** repeat that category. Each speaker should give careful attention to an outline that supports a clear three-part organization, including an introduction, body and conclusion. This outline must be turned in with the grading critique sheet prior to speaking. Please pay attention to specific requirements for each category.

### Speech 1: Autobiography (2-4 minutes)

THIS SPEECH IS ALL ABOUT "YOU"! Please make it interesting. Examples: 3 favorite movies and why, 3 favorite songs and why, 3 favorite foods and why, 3 places that you have visited, 3 types of people that you enjoy....you get the drift! SPEECH IS 2 TO 4 MINUTES! Follow the sample outline and make sure that you have 3 main points. State these points in the Introduction as your "Topic Sentence".

#### A. Demonstration (4-6 minutes)

The student is to demonstrate to the audience how something works or how some task is performed. Examples include how to magnetize metal, how to write a check properly, or how to prepare a specific recipe. No firearms, explosives, alcoholic beverages, or illegal drugs are permitted for this speech. The safety of the audience is always a consideration of the speaker. Audiences cannot listen to a speech effectively if the members of the audience feel threatened. The requirements for this speech allow for the actual demonstration to occur. This means that ALL utensils, equipment, etc. MUST be used to properly demonstrate the process. If the student is demonstrating how to prepare food....the actual process MUST occur. This means: mixing, heating, blending, etc. If food is being prepared, the student must bring the completed item as part of the demonstration. Please make sure that there is enough for each peer to taste the food. Paper plates, proper eating utensils, napkins, etc. must also be provided. A microwave is available if needed. Prior approval for use of the microwave must be established with instructor. **This speech could be informative or persuasive in nature.**

#### B. Etiquette (3-5 minutes)

The etiquette speech should explain some aspect of proper etiquette so that all in the audience can understand. There are many areas from which to choose, such as dining, dating, answering a telephone and correspondence. The Etiquette speech requires that at least **one source of authority** be used in research and be cited clearly and effectively within the speech. In addition, the Etiquette speech **requires the use of a visual aid (Power Point)**. **This speech could be informative or persuasive in nature.**

#### C. Art (3-5 minutes)

Select a famous\* painting, sculpture, photograph, or an example of architecture. Help the audience to understand and appreciate this one piece of art. The emphasis of the speech must be on this particular example of art and not on the artist who created it. This is a **persuasive speech**.

Some basic questions to answer include the following. Where is the original? Who did it? How large is it? When was it done? What medium was used (oil, water, acrylic; stone, metal, wood)? What do critics say about the work? Why do you like this work?

The Art speech requires that at least **two sources of authority** be used in research and be cited clearly and effectively within the speech. In addition, the Art speech **requires the use of a visual aid (Power Point)**. It must be large enough for all in the audience to see easily and it should be an exact duplicate of the original.

\*Famous" is a relative term. For our purposes, the artist should be someone who pursues art seriously and who has had some critical acclaim at none less than the state level. The artist must be "famous" enough for the student to meet the documentation requirement with published, credible sources.

#### D. American/Texas Heritage (4-6 minutes)

Plan and present a speech which will touch the emotions of the audience so that they will take a greater pride in being a citizen of the United States/Texas. **This speech could be informative or persuasive in nature.** A contrast between our country and some other country will probably not create the sense of pride called for.

This speech requires at least **two sources of authority** to be used in research and be cited clearly and effectively within the speech. In addition, this speech category **requires the use of a visual aid (Power Point)**. . Select an event, place or even an object that has become a part of America's/ Texas's culture and explain why you believe that this is important.

#### E. Current Event (5-7 minutes)

Choose any current event that is of interest to you. **This speech could be informative or persuasive in nature.** Plan and present a speech which will stir the emotions of the audience so that they will look at a different side of a subject that is currently newsworthy. . A discussion about an issue on the local, state, federal or international level would be an acceptable topic. An example of this type of speech could be; new stop light cameras, "dry" counties, America at War, or This speech requires at least **two sources of authority** be used in the research and be cited clearly and effectively within the speech. This speech also requires the **use of a visual aid (Power Point)**. .

## F. Science and technology (4-6 minutes)

The scope of this category allows the speaker to explore the history and future of mankind's use of science and technology. The speaker should focus his/her concentration on a specific advancement in these areas. Scientific discovery, development or progress would be areas for possible research. Possible topics include the discovery of penicillin, one aspect of the development of computer technology, or a specific example of humanity's progress in mass communications.

This speech requires at least **two sources of authority** be used in the research and be cited clearly and effectively within the speech. This speech also requires **the use of a visual aid. This speech could be informative or persuasive in nature.**

## G. Biography (5-7 minutes)

Select a person who has had an influence on the times in which he/she lived. Research that person's life and present it in such a way that the audience enjoys learning about the person. Be careful not to present too much information for the audience to remember in the allotted time.

In most cases presenting a person's life from his birth to his death will take far too long. Therefore, the speaker should limit his/her subject by choosing one or two specific aspects of the person's life and discussing these in detail. For example, George Washington could be discussed as a planter, as a soldier in the French and Indian War, as a Revolutionary War leader, as an executive officer at the Constitutional Convention or as the first President. Or a speaker could "de-bunk" several of the myths surrounding Washington.

The subjects of the biography do not have to be famous people, but they must be someone for whom significant, published research material is available. The speaker should explain how the person discussed had a clear influence on his society. Some contemporary figures may be difficult subjects for this speech because it takes time to know whether or not one's life is influential in society: these people may require additional research.

The biography speech requires that at least **two sources of authority** be used in the research and be cited clearly and effectively within the speech. This speech also requires a **visual aid (Power Point)**. This Power Point is to include a full presentation...now merely a picture of the individual that you have chosen to speak about. **This speech could be informative or persuasive in nature.**

## H. Ethnicity (3-5 minutes)

Family tree? Interesting grandparents? Uncle that was the "black sheep"? This speech will explain something about your family history. Research and present the factual information in relationship to how you are who you are? Why you/your family still continue the use of certain cultural norms?

In most cases presenting a person's life, a political event from beginning to end or the history of the culture will take far too long. Therefore, the speaker should limit his/her subject by choosing specific aspects of the chosen area and discuss it in detail. For example, your great grandmother was of Native American culture, specifically the Cherokee tribe. Your speech could include: How her family migrated to the United States, three specific cultures that your family still respects today, three tribal influences that the Cherokee nation recognizes as "truth, verbal characteristics of the Cherokee, or ethical foods of the American Indian.

This speech requires that at least **two sources of authority** be used in the research and be cited clearly and effectively within the speech. This speech also requires a **visual aid (Power Point)**. **This speech should be persuasive in nature.**

## I. Man-Made/Natural Disasters (5-7 minutes)

The scope of this category allows the speaker to explore the history and possible repercussions of world-wide disasters. These can be caused naturally or forced to occur by man. The speaker should focus on the specific reasons for the disaster as well as possible solutions to dissolve any recurrence. Scientific discovery, development or progress would be areas for possible research. Possible topics include Hurricane Rita, the possible pollution of specific industry, or the depletion of the Ozone. This speech requires at least **two sources of authority** be used in the research and be cited clearly and effectively within the speech. This speech also requires **the use of a visual aid (Power Point)**. **This speech could be informative or persuasive in nature.**

**Note;** It is rarely effective to mention sources prior to the body or at the end of a speech. Sources may be used within the introduction to gain credibility, but the sources must also be **cited verbally**, within the body of the speech as the speaker uses information from that particular source. **Sources that are simply listed, either in the introduction or the conclusion are not effective.** For purposes of documentation, no more than one encyclopedia is allowed per speech. The recommended general encyclopedias are The Encyclopedia Britannica, The Encyclopedia Americana, and Collier's Encyclopedia. In citing these sources, the speaker must include the edition date. Internet sources of information are acceptable in most situations; however, they require very specific documentation. Long internet addresses can be meaningless to audience members. So, for internet sources, the student must list on the outline (a) the name of the website, (b) the website's sponsor, and (c) the most recent up-date for the website or the date the student accessed the website. The student must state this source as a reference in the body of the speech. The entire internet address is not necessary; simply enough that a peer might be able to locate this information...Ex: According to information that I referenced on Angelina.edu.....

**"Disclaimer":** This class is not a group therapy session, and I do not claim to be a therapist or counselor. I am an Instructor of Speech and I encourage students to share their personal experiences. Out of respect for each class member who chooses to share personal experiences, confidentiality is stressed frequently in this class. This is a communication class, and the success of the class is largely dependent upon the participation and consideration of class members, even though it is virtual, in nature.

## Class Policies for Performance

1. In Speech 1315, every student speaker deserves the best possible opportunity to earn the best possible grade. Student audience interference is not tolerated. The communication process and the speaker's poise are not enhanced by "mouth tidbits" such as chewing gum, candy, other foods, or drinks. Therefore, these are not allowed in class. Not only is it bad manners to eat in front of a speaker, but also it is distracting for the speaker to try to talk to an audience of mouths that are in perpetual motion.
2. Students are expected to listen courteously and attentively to all other speakers in the class. Failure to comply with this request will result in a lowering of the participation grade by 30 points per instance. Listening is an expected and necessary component of this course. We learn through exposure to public speaking. Disruptions are not allowed, and no one should enter or leave the classroom during an oral presentation. Cell phones, pagers, and other electronic devices **MUST** be silenced during all classes. **If you are responsible for allowing a device to "go off" during a speech or you leave the classroom; you will receive a "0" zero for your speech!**
3. Student speakers are expected to rely on the experiences and observations of others. Specifically, several of the speech categories in this course require students to do research and to give credit where credit is due. When using the words of another, or when using ideas or materials drawn from a specific source, the speaker must cite his/her source of information. Speakers cite sources for two good reasons: (1) just because a speaker says something does not make it so, and (2) it lends authority to the material presented. Remember, plagiarism is as serious in speaking as it is in writing.
4. When a student is scheduled to speak, he/she is expected to speak at that specific time. If a student misses giving a speech without just cause, he/she will receive a zero for the speech. He /She will not give the speech at a later time. Make-up speeches for students who have a legitimate reason for missing class must be arranged with the instructor. A student who does have a legitimate emergency is responsible for **contacting the instructor by phone or e-mail before the class meets.**
5. Each student is responsible for cleaning up following his/her speech. If the potential for making a mess exists within a given speech, the student is required to bring the necessary cleaning supplies as a part of the speech. For any speech that includes liquid or sticky ingredients, the student is required to furnish a waterproof covering for the demonstration table. If these requirements are not followed, the student will **lose 20 points** from the actual speech grade.
6. All students are expected to attend each class fully clothed: bike shorts, tank tops, halter-tops, or bare feet are not permitted. Proper etiquette requires males to wear no head covering (caps) indoors. Official school uniforms are permitted in class when necessary but any attire that the instructor feels might distract speakers is not allowed. Any student whose dress is, in my opinion, potentially distracting to the speakers can be sent out of class and counted as absent. No One is exempt from the class dress requirements, and the instructor's decision is final.
7. For class presentations, each speaker is expected to "dress for the speech". Depending on the chosen category and topic the student must "match" the content. For example: If you are demonstrating, "How to prepare sugar cookies" you could wear casual clothing and an apron. However, for a biography, current event or political speech you should always "Dress for Success". For the men, this expectation requires a minimum of dress slacks, a belt, a dress shirt and a tie. A suit, tie and dress shoes are preferred. For the ladies, this expectation requires a dress or coordinated skirt-and blouse: a ladies suit is preferred. Pantsuits are allowed. Ladies dress shoes must have closed toes. Jewelry should be kept at a minimum. As a guiding principle, each student should dress as he/she would for an important job interview. **This dress code is a requirement: it is not an option.**
8. **A class that is postponed for any reason will continue on next class meeting day.** Therefore, if you were to speak...you will speak the next class day. If a paper is due...you **MUST** turn it in on the next class day. Check your Blackboard area for postings concerning missed class dates!
9. If you miss class...you will be counted absent for that day; therefore missing a possible daily grade. There is not a makeup possibility for this missed opportunity.
10. You are responsible to sign in each class period. If you arrive late, to class you **MUST** sign in after class. You **CANNOT** sign in for any other student. You will be docked two absences if you choose to do this.