

ANGELINA COLLEGE FINE ARTS DIVISION  
SPEECH 1315 - PUBLIC SPEAKING – SPRING 17 (Revised 1/15/17)  
Instructional Syllabus - Internet

**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:** Livingston – Polk County Center

**Telephone:** EMAIL VIA BB ONLY

**Office hours:** By Appointment ONLY

**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**
- 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:**
- 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. Students will be assessed by means of the standardized AC rubric for Personal Responsibility.
- B. Assessments for Course Learning Outcomes**
- 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. Simply because this is on line course does not mean that you can't print out important documents! A "jump" drive to store your outlines, visual aids, videos, etc.

#### **B. Assignments**

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

Each student enrolled in SPCH 1315 is expected to complete (4) three speeches during the period of time set aside for student speeches; this summer semester. 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 4 will be a duplicate of your highest speech grade. Speech 5 will be a duplicate of your highest speech grade.

**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; (4) he/she reads a speech rather than delivering it extemporaneously; he/she does not follow the instructions for submitting a speech; (5) he/she does not submit the upload properly; OR (6) The basic requirement of three audience members are not scanned prior to speaking.. Please read ALL DOCUMENTS for the course Orientation. You MUST post an agreement to these items on the Discussion Board during the first week of class.

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. Please follow the specific instructions on Blackboard. 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 remaining 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. Speech 1 and 2 are informative. 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, with the speech submission. All outlines must be typed. Speeches are not permitted without an outline and a completed critique sheet. In addition, your speeches are taped and uploaded using the Acclaim link. See all instructions for submitting speeches in the section of Blackboard that pertains to Speeches.

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

The course is divided into four (4) Modules. Each module consists of reading specific chapters from the text, taking quizzes, responding to a discussion question, taking an exam and submitting a speech. Critiques are required and available in Modules 3 and 4. Self-Critique in Mod 3 and 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](tel:9366335292) 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. Participation in Discussions are used to obtain an attendance grade. Participation in the course, in general will also be considered.

**ASSIGNMENTS:** must follow the written instructions and formats explained. Failure to do so could result in a zero for the assignment.

**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!** This includes emails, texts or conversations with your peers.

## **VI. COURSE CONTENT**

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

**The dates for the Modules are as follows: ON LINE**

**Orientation: Week of January 17**

**Module 1: Chapters 1,2,5,7,18, 19–January 23 to February 15 , NOON;**

**Module 2: Chapters 6,8,10,11,13–February 15 to March 10, NOON;**

**Module 3 : Chapters - 9,12,14,16- March 10 to April 10 , NOON;**

**Module 4: Chapters 3,4,15,17,20 –April 10 to May 3, NOON;**

**Final Exam: May 3 – May 8**

### **B. Additional Content**

*See attached Speaking Assignments, and all Ancillary materials posted on Blackboard .*

## **VIII. EVALUATION AND GRADING**

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

**1000-900="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.

**899-800="B"**-A speech approaching the qualities of an "A" speech. No major weaknesses, but not achieving the highest standard of excellence.

**799-700="C"**-An acceptable, average speech. Clear purpose, adequate support, and apparent organization. Meets minimum requirements for a speech.

**699-600="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.

**599 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 (Each Speech is worth 100 points...The 5 <sup>th</sup> speech is a duplicate of your Highest speech grade).
Attendance/Participation	50 Points (4 Discussion posts and 1 “Who Am I” post...each worth 10 points)
Exams	250 Points (50 points for each Module exam and 50 points for Final Exam)
Quizzes	100 Points (Each Chapter has a quiz worth 5 or 6 points)
Critiques	100 Points (Self and Peer...50 points each)

**TOTAL POINTS: 1,000**

**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 comprehensive evaluation. All exams 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.

## (Speech 1 Information is under the Module 1 tab/Speech 1)

\*\*\*First Speech is a Self-Disclosure Speech....All About You! Follow the instructions set for in the Link for Speech 1

**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 AND 2 are Informative and Speeches 3 and 4 are Persuasive.**

### You may CHOOSE FROM THE FOLLOWING CATEGORIES FOR SPEECH 2,3,4

#### 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 (3-5 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 (4-6 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/Cultural (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. Student speakers are required to have an audience of at least three members. You MUST show this audience prior to speaking.** This view is included in your total time. You will receive a zero for your speech if you do not fulfill this requirement.
2. 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. If the instructor determines that any part of a speech was plagiarized, the student will receive a failing grade for the speech and could possibly face expulsion from Angelina College.
3. If a student misses giving a speech without just cause, he/she will receive a zero for the speech. She/he will not give the speech at a later time and he/she will forfeit that speaking category. 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 email via Blackboard before the due date of the required speech.** It will be determined by the instructor if the excuse is of a genuine and rightful nature when the speech will be made-up. If the student misses this make up time, an **automatic zero** will be recorded for that particular speech.
4. All students are expected to dress accordingly for class presentations. For the men, this expectation requires a minimum of dress slacks, a belt a dress shirt. 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. 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.** The student will **use discretion when selection appropriate dress attire.** For example: **If you are informing the audience how to change the oil in your car; then you would wear overalls, etc. or if you are persuading us that your chocolate cream pie is the best; you would dress casual with an apron, or if you are presenting a speech that urges your audience on the importance of voting then you would dress in your "Sunday Best"!** The student **MUST** display the full body shot prior to speaking! If I cannot see the attire, you will lose the total points for appearance on the critique sheet.
5. All students are required to read and follow the Orientation Checklist. This can be found under the "Information" tab under Speech Information. The discussion board has an area that the student is to post the clear understanding of the material. **Please do not agree to this posting until you have completed ALL items listed on the Orientation Checklist. This is your agreement statement and you will be held accountable for this agreement!**
6. **The link to the video must be saved with your name and Speech number listed. If the video is sideways or the sound is off on the video, you will receive a zero for the speech.**
7. **After the Modules are closed, I will grade your speeches. I will submit the Critique Sheet back to you with the graded information. Please read this remittance; so that you will not make the same errors on your future speeches.**
8. **The outline must be attached to the assignment. This outline must be typed using the standard format. An example of the outline with a "sample" is located in the Speech Information of your Blackboard course.**
9. **You must purchase the Acclaim required "code" for this course. There are also many other helpful hints, videos and options available to you from the textbook web site. You will notice a tab on the left to with the Acclaim link, this is where you upload your speech. Submit all paperwork and the name of your video under the Speech Assignment. You will only have to register one time. You can set up your video file as you wish.**

**\* If a Power Point is required for the speech. You MUST attach it to the assignment. You will use this as your visual aid during your presentation, however; I do NOT need to see it in the video. I will be viewing is as I watch you, because you have attached it. I NEED to see you and ONLY you are you present.**