



## Angelina College

School of Arts & Education- Dept. of Language Arts & Education

**Instructional Syllabus**  
**Speech 1315.004 - Public Speaking**  
**Semester: Spring 2019**  
**Class Meeting Times: TR 8:00-9:20 am**  
**Hudgins Hall 101**

### I. **Basic Course Information**

**A. Course Description:** Application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students' speaking abilities, as well as ability to effectively evaluate oral presentations. Three credit hours awarded for successful completion of the course.

### **B. Intended Audience:**

The intended audience is any college student who desires to improve his/her public speaking skills.

### **C. Instructor**

**Instructor:** Ms. Alex Ranc (MA '13)

**Office:** Hudgins Hall (HH) 102B

**Office hours:** Monday 2-4pm

Tuesday 2-3pm

Wednesday 2-3pm

Thursday 2-3pm

Friday: By appointment Only

**Telephone:** 936-633-3211

**Email:** [aranc@angelina.edu](mailto:aranc@angelina.edu)

**Required Communication tool: Remind APP--you will be given an instruction sheet first class day to download the app or sign up for the reminder texts.**

## **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 on a contemporary issue. 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, 2nd Edition  
Valenzano III, Braden, and Broeckelman-Post, Fountainhead Press.

##### **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. Each speech will be assigned a numeric grade ranging from "0" to 100 & 130 for the last speech". Each speech is critiqued and graded according to guidelines which can be found on Blackboard. On your speech day, you will need to turn in a TYPED outline, any works cited and a visual.

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 have 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.

Please follow the specific instructions on Blackboard and given in class. The “Speaking Assignments” section allows each student to select his/her speech subjects from the different categories: See Attached List and Requirements for each. You will perform only one from each group. It is up to you to choose which one.

**2. Performance:** At least one 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 must be submitted as required by the instructor, prior to speaking. All outlines must be typed.

**3. Other Assignments:** must follow the written instructions and formats explained. Late work is not accepted. All written work will be submitted via Blackboard, unless instructed by professor.

**Self-Critique:** You will complete (1) one of these over your performance for Speech #4 after watching a recording of yourself.

**Peer Critique:** You will also complete (1) one of these over a peer in the classroom during their speech. During Speech #3, you will pair off and each of you will critique the others speeches and then turn in that critique to me that same day. You and your partner do not have to do the same speech.

**Journal/Discussions:** There will be five journal/discussion posts on Blackboard throughout the semester that you must answer. Instructions will be on Blackboard.

\*\*All due dates will be listed below on the calendar. Keep up with everything so that you don’t get behind or forget. I recommend putting these dates in your own personal planner or calendar. \*\*

**LATE WORK & EXTRA CREDIT:** All Assignments, Tests, Speeches, etc. MUST be completed within the dates as scheduled. See “Extra Credit” in the Assignment area of Blackboard.

## 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 may fill out the Educational Accommodations application within your AC Portal, under the “Student Services” tab. A Student Success team member will contact you once the application is received. At a post-secondary institution, you must self-identify as a person with a disability in order to receive services; for questions regarding the application process you can visit the Office of Student Success and Inclusion in the Student Center (205A); text 936.463.8078; or email access@angelina.edu. To report any complaints of discrimination related to a disability, you should contact Mr. Steve Hudman, Dean of Student Affairs, in Room 101 of the Student Center. You may also contact Dean Hudman by calling (936) 633-5292 or by emailing shudman@angelina.edu.

**Absences:** Excessive absences are defined as three or more consecutive absences or four or more cumulative absences from regularly scheduled class periods. Virtual classes must document equivalent participation. The summer terms call for two or more consecutive, or three or more cumulative absences. A three-hour night class counts as two class periods. Students will not be dropped and will be allowed to make up work for absences because of (1) College District (including early college high school) authorized and sponsored activities, and (2) religious holy days. It is the student’s responsibility to arrange for make-up work with the instructor and to complete it within a reasonable time. In accordance with the Texas Education Code, each student is allowed to be absent from a class for the observance of a religious holy day. A “religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. The student must notify the instructor of each class of the anticipated absence not later than the 15th calendar day after the first day of the semester. A student who is excused under this section must complete all assignments or missed examinations at the direction of the instructor.

***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, without proper notification of said absence, it is the instructor’s discretion whether or not to allow you back into class.***

**Class Cancellations** – Notification of class closures due to inclement weather will be sent to KTRE Channel 9 television and to the local radio stations by 6:00am on the day in question or by 3:00pm for evening classes. You will be expected to attend if classes have not been cancelled, or you will

be counted as absent. **You can also sign up to receive emergency alert notices on your phone by going to [getrave.com](https://www.getrave.com).** Your student e-mail is automatically signed up for these alerts. To sign up for RAVE or to obtain more information about this emergency alert system, visit this link: <https://www.getrave.com/login/angelina>

## **VI. COURSE CONTENT**

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

<b><u>Date</u></b>	<b><u>Chapter/Activity</u></b>	<b><u>Due Dates/ Important Info</u></b>
<b><u>Week 1</u></b>		
<b>Tuesday Jan 15</b>	<b>Welcome &amp; Introductions Syllabus</b>	<b>Make sure you have the textbook ASAP!</b>
<b>Thursday Jan 17</b>	<b>Speaking Groups Scavenger Hunt</b>	
<b><u>Week 2</u></b>		
<b>Tuesday Jan 22</b>	<b>Chapter 1</b>	
<b>Wed Jan 23</b>		<b>Journal #1 due by 11pm on BB</b>
<b>Thursday. Jan 24</b>	<b>Chapter 2</b>	
<b><u>Week 3</u></b>		
<b>Tuesday Jan 29</b>	<b>Chapter 6</b>	<b>TOPIC BRAINSTORM!</b>
<b>Thursday Jan 31</b>	<b>Chapter 11 Chapter 12</b>	<b>Activity</b>
<b><u>Week 4</u></b>		
<b>Monday Feb 4</b>		<b>Journal #2 due by 11pm on BB</b>
<b>Tuesday Feb 5</b>	<b>Chapter 20</b>	<b>IMPROMPTU SPEAKING</b>
<b>Thursday., Feb 7</b>	<b>Review Jeopardy</b>	
<b>Feb 8-10th</b>	<b>Test #1 on BB</b>	<b>Opens at Fri 8am- closes at 11pm on Sunday</b>

<u>Week 5</u>		
Tuesday Feb 12	Speech Prep	Bring rough draft outline to class
Thursday., Feb 14	Speech #1	COME PREPARED! Group A!
<u>Week 6</u>		
Tuesday Feb 19	Speech #1	Come Prepared! Group B!
Thursday. Feb 21	Chapter 7 Chapter 8	
<u>Week 7</u>		
Monday Feb 25		Journal #3 due by 11pm pn BB
Tuesday Feb 26	Chapter 10 Chapter 13	
Thurs, Feb 28	Chapter 14 Chapter 19	Impromptu Speaking
<u>Week 8</u>		
Tuesday March 5	Mid-Term Meetings	
Thurs., March 7	Review Jeopardy	
March 8-10th	Test #2 on BB	Opens at 8am Friday-closes at 11pm on Sunday
<u>Week 9</u>		
March 11th-17th	SPRING BREAK!	ENJOY YOUR WEEK OFF! :D
<u>Week 10</u>		
Tuesday March 19	Chapter 15 Chapter 17	
Wed. March 20		Journal #4 due by 11pm on BB
Thurs., March 21	Speech Prep	Bring a rough draft to class
<u>Week 11</u>		
Tuesday March 26	Speech #2	Come prepared Group A

Thurs., March 28	Speech #2	Come prepared Group B
<u>Week 12</u>		
Tuesday, April 2	Chapter 9 & 18 Speech Prep-if needed	Bring your draft outline to class!
Thursday., April 4	Review Jeopardy!!!	
April 5-7th	Test #3 on BB	Opens at 8am Friday-closes at 11pm on Sunday
<u>Week 13</u>		
Tuesday, April 9	Speech #3	Come Prepared Group A!
Thursday. April 11	Speech #3	Come Prepared Group B!
<u>Week 14</u>		
Monday April 15		Journal #5 due by 11pm on BB
Tuesday, April 16	Chapter 4 Chapter 5	
Thursday., April 18	Chapter 16 Chapter 21	Bring rough draft outline to class
<u>Week 15</u>		
Tuesday, April 23	Chapter 3 Speech Prep-If Needed	Activity
Thurs., April 25	Speech #4	Come prepared Group A
<u>Week 16</u>		
Tuesday April 30	Speech #4	Come prepared Group B
Thursday May 2	Final Jeopardy Review	BP for coming to participate & if you win!
May 3-5th	FINAL EXAM (Test #4)	starts at 8:00am Friday-closes at 11pm on Sunday
May 6th	Extra Credit & Self Critique are due today!!!	Turn in to my office or online via BB by 11pm



**\*Monday April 1st 2019:**

**Last day to drop/withdraw from a semester-length course with grade of "W"**

### **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.

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

<b>(4) Oral Speaking performances</b>	<b>430 Points</b>
<b>Attendance/Participation</b>	<b>70 Points</b>
<b>(4) Exams</b>	<b>400 Points</b>
<b>(2) Critiques</b>	<b>50 Points</b>
<b>(5) Journal/Discussion</b>	<b>50 Points</b>

**TOTAL POINTS: 1,000**

**C. Examinations:** There will be four examinations over text material and lectures as noted in the proposed class schedule. All exams will be online via 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.**

For each Speech, you will choose from the options below. 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 any additional material deemed required or necessary from your instructor. Please pay attention to specific requirements for each category.

### **SPEECH # 1 Options: Informative**

#### **Demonstration (3-5 minutes) - Speech about a Process**

The student is to demonstrate to the audience how something works or how some task is performed. 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. 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. No references required since you are the expert.

#### **Autobiography: Who I Am (3-5 minutes) - Speech about an Object**

You may choose to do a speech about yourself. Tell us who YOU are. What makes you tick. What are some of your hobbies outside of school, what music do you like, what movies do you like? Do you like to draw, run marathons or binge watch Netflix shows? Want to travel? Tell us. Words you live by? Mottos? Personal philosophy? Tell us about your Family, Friends, role models, etc.

Since you are the expert on yourself, there are no sources needed BUT if you quote someone you will need to provide a MLA works cited. You will need a visual aid, preferably a slideshow of pictures of what makes you unique.

### **SPEECH #2 Option: Informative**

#### **Art (4-6 minutes)- Speech about a object**

Select a painting, sculpture, photograph, or an example of architecture. I will also allow informative speeches about a piece of music, a movie/TV show or comic book/graphic novel. These too are considered art, in my opinion. 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.

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)? Who starred in it? Who wrote it? Cinematography elements used or shown? These are just examples of what to mention in your speech; you can inform us about other aspects as well.

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 (Powerpoint, etc.). It must be large enough for all in the audience to see easily and it should be an exact duplicate of the original.

### **Biography (4-6 minutes)- Speech about a Object**

Select a person who has had an influence on the times in which he/she lived. This person can be either alive or deceased. 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. You can focus on specific aspects of this person's life or just key in on the main reasons they are or were influential.

The biography speech requires that at least one source of authority be used in the research and be cited clearly and effectively within the speech. This speech also requires a visual aid; usually a powerpoint. This Powerpoint is to include a full presentation...not merely a picture of the individual that you have chosen to speak about.

### **SPEECH # 3: Persuasive \*Ethical Issues\***

**This the speech you will complete a peer critique on. This speech will also be set up in which you will paired up with a classmate and complete a speech in that one person will do a FOR and the other will do the AGAINST the topic you choose. I will give more direction in class.**

### **Current Event/Issue (5-7 minutes) Questions of Value, Fact or Policy**

Choose any current event that is of interest to you. 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 a ethical issue on the local, state, federal or international level are all options. An example of this type of speech could be: ethics & healthcare, ethical issues relating to business practices, inequality, unemployment, Social security, immigration, etc. The list is endless. 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 (Powerpoint, etc.).

### **SPEECH # 4 Options: Persuasive**

**This is the group of speeches you will choose from to do your self-critique. You will use your smartphone to record yourself in class and watch it later to complete the critique. Turn in the critique online by the last day of class.**

### **A Conspiracy Theory (6-8 minutes) Questions of Fact**

The main goal of this speech is to fully explain one of the crazy or outlandish conspiracy theories you have heard of. For example, Area 51, even though widely used, can be an option since there are more theories about this location other than just aliens. Other popular theories are: Faked Moon Landing, government conspiracy deaths like JFK or events like 9-11. You may find some theories that are not widely known.

Your job is to give us all the facts or research you have found either proving the theory right or debunking it. You have to persuade the audience either one way or another and be firm with that position.

For this speech you will need to have a visual aid (PowerPoint, etc). You will need at least two sources of authority to be clearly cited and used within the speech.

### **Your choice of Persuasive Topic (6-8 Minutes) Questions of Fact, Policy or Value \*MUST BE APPROVED BY ME FIRST\***

It can be about anything you feel strongly or passionate about in regards to the world around us. I am giving you creative freedom to persuade the class over something that you want changed; either a behavior, a attitude towards something or someone, opinions/beliefs. ALWAYS keep in mind that your audience might not agree with you choice or opinion and trying to change theirs might not always work. You will need two sources of authority and a visual aid. AGAIN, this is persuasive speech only. It must remain persuasive the entire time.

## Class Policies for Performance During Speeches

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 on speaking days. 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, computers, and other electronic devices MUST be silenced during all classes. If you are responsible for allowing a device to "go off" during a speech; 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 email before the class meets.

6. 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. 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.