

# Fundamentals of Speech (SPC1608)

## Class Syllabus – Fall Term 2016

Instructor: Geni Wright

Valencia College, West Campus

Office: by appointment

Email: [GGarza@valenciacollege.edu](mailto:GGarza@valenciacollege.edu)

Phone: 407/496-8980

### Catalog Description:

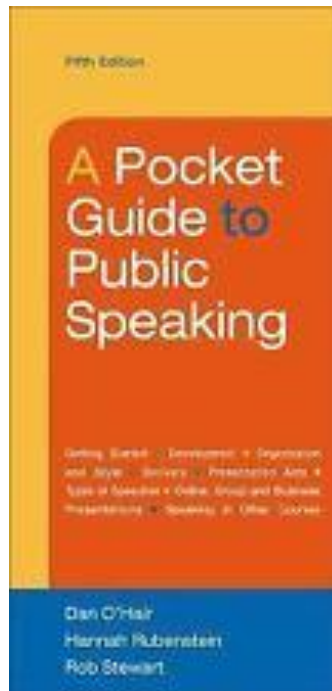
This course explores oral communication principles common to speaking and listening. It emphasizes listening techniques as well as the **preparation and delivery techniques for extemporaneous speaking**. The course will also further develop mastery of Valencia's four Student Core Competencies (Think, Value, Communicate, and Act).

### Required Materials:

1) Textbook:

O'Hair, Dan, Hannah Rubenstein, and Robert A. Stewart. *A Pocket Guide to Public Speaking*. Boston: Bedford/St. Martin's, 2007. 132+. Print.

ISBN 1457601842



### Course Requirements & Materials:

- Microsoft Word & PowerPoint for completing and submitting assignments.
- Digital video camera for recording speeches. If you don't have a digital video recorder, there are speech labs on both the East & West campus that will allow you to bring in an audience and record your speech--make sure you are familiar with the days and times they are open.
- A YouTube Account for uploading your speeches.

- An **audience of at least 5 adult listeners** for each of your speeches. Your speech grade will be reduced by 20% for each missing adult audience member. See page 6 for accepted documentation of audience members.
- There are **NO** required meetings on campus and we do not have set chat or discussion times each week. You will have full access to the course 24/7 and may participate each week at the times most convenient for you. Make note of the due dates of assignments as most assignments are not accepted late.

## Online Course Resources:

If you are new to online courses at Valencia, please familiarize yourself with the online experience before the semester begins by visiting [Student Resources](http://valenciacollege.edu/oit/lts/StudentResources/) (<http://valenciacollege.edu/oit/lts/StudentResources/>). If you have not used Blackboard before and would like additional help getting started in the course, please visit [Blackboard On Demand](http://ondemand.blackboard.com/students.htm) (<http://ondemand.blackboard.com/students.htm>) to watch tutorials on how to successfully navigate Blackboard.

You will have access to the course in Blackboard on the first day that the course is scheduled to begin (August 29<sup>th</sup>), and you must participate in the first discussion (by Sunday, September 4<sup>th</sup>). If you do not participate in the first discussion, you will be withdrawn from the course as a “No Show”.

## Student Learning Outcomes:

- 1) Identify a specific speaking goal and articulate a thesis appropriate to audience and context
- 2) Fully develop the central thesis with appropriate and adequate main points; use organizational pattern appropriate to speech purpose and context
- 3) Evaluate quality of information (source, currency, accuracy, authenticity, bias), provide appropriate research documentation and effectively incorporate verbal citations in the speech
- 4) Use correct, clear, concrete, and context-appropriate language to express ideas clearly and fluently
- 5) Incorporate nonverbal communication (eye contact, facial expressions, posture, and gestures) to enhance the verbal message and speaker credibility
- 6) Use visual aids to clarify, emphasize, and support main points relevant to speech thesis
- 7) Use appropriate persuasive strategies to appeal to audience reasoning; construct valid arguments; recognize and avoid the use of fallacies of reasoning
- 8) Use appropriate persuasive strategies to appeal to audience emotions in an ethical manner
- 9) Appraise own and others’ reasoning and perspectives fairly and objectively; recognize implications and consequences of message on audience and society

## Attendance Policy:

There are NO required meetings on campus and we do not have set chat or discussion times each week. You will have full access to the course 24/7 and may participate each week at the times most convenient for you. Make note of the due dates of assignments as most assignments are not accepted late. You can also meet with me on campus or via e-mail during my office hours or at a scheduled time that is mutually convenient.

This class follows an online format; you are expected to log on to the course website frequently throughout the week and to keep current on the course schedule and discussion boards. Attendance is determined by participation in activities and will be checked. In the event of an extended absence, you should contact me via college email or phone as soon as possible. You may be withdrawn for excessive absence (not actively participating for 7 days or longer) at any point during the semester.

## Expectations:

- **What you can expect from me regarding emails & Blackboard messages:** I’m online a LOT, so you find that you receive a response from me quite quickly; however, since I can’t be online 24/7, here’s a general rule of when you can expect to hear back from me: Monday – Friday you can expect to hear back from me within 24 hours.
- **What you can expect from me regarding grading:** In general, you can expect that it will take me three days to grade assignments. If something comes up and I know it’s going to take me longer to grade than usual, I’ll certainly let you know.
- **What I expect from you regarding Atlas emails:** Atlas is the main communication tool for this course. You should check your Atlas email no less than three times a week. I often send out announcements and reminders that go to your Atlas email, so it’s wise to check it frequently. It’s really easy to forward your Atlas email to another account if you aren’t in the habit of checking it.
- **What I expect from you regarding Blackboard:** As this is a VERY fast passed course, I’ve tried to set it up so that you always know what to expect. Think of this as a “MWF” course. Those are the days that you will need to submit something throughout this course. Make sure you stay engaged otherwise it will become

## **Withdraws:**

You may withdraw yourself for any reason up to the withdraw deadline of **November 11<sup>th</sup>, 2016**; however, I STRONGLY suggest that you contact me if you are withdrawing due to a grade. There have been times when a student has mistakenly withdrawn thinking (s)he was too far behind to catch up. A quick chat with me will ensure that you don't waste the money you spent on the course. AFTER the withdraw deadline, you will need to contact me if you would like to be withdrawn. I will not initiate withdraws after the withdraw deadline; therefore, if you simply quit participating without contacting me, you'll be assigned the grade you earned (including missed assignments).

## **No Show Policy:**

You must participate in the first week activities and submit them by their respective due dates to avoid being withdrawn for non-attendance.

## **Late Assignment Policy:**

All assignments are due as stated on the course schedule (the last page of the syllabus). ONLY speeches and their outlines are accepted late at a deduction of 20% per day for up to four days past the due date. *No other assignments are accepted late.*

## **Plagiarism & SafeAssign Policy:**

It is unethical to use as your own, a speech or outline prepared in whole or in part by someone else and to do so is cause for immediate failure of the assignment and may result in failure of the class. It is unethical to abstract a speech totally from a magazine article or other source and present it as your own work. **Any sources used must be properly cited in the speech** (this includes both direct quotes as well as information that you synthesize and report in your own words). Remember that the best speeches do not rely on a single source but represent ideas from several sources. We will use SafeAssign ([www.safeassign.com](http://www.safeassign.com)) for outlines to detect areas of possible plagiarism. You are required to submit your outlines via SafeAssign in Blackboard.

## **Grade Appeals:**

Students may request a conference with the instructor to discuss/appeal a speech, quiz, or assignment grade. Grade appeal arguments must be presented in writing. Speech appeals must be requested within one week of receiving the disputed grade.

## **Students with Disabilities Policy:**

"Students with disabilities who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor, preferably during the first two weeks of class. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities (West Campus SSB 102, ext. 1523)."

## **Assistance if you are in need:**

Valencia College is interested in making sure all our students have a rewarding and successful college experience. To that purpose, Valencia students can get immediate help with issues dealing with stress, anxiety, depression, adjustment difficulties, substance abuse, time management as well as relationship problems dealing with school, home or work. BayCare Behavioral Health Student Assistance Program (SAP) services are free to all Valencia students and available 24 hours a day by calling (800) 878-5470. Free face-to-face counseling is also available.

## Miscellaneous Policies and Expectations:

- Information in the schedule, grading information sheet, and on the course website is subject to change at the instructor's discretion. Changes will be announced on the course homepage.
- You may visit the Writing Center (West Campus—5-155) or Library (building 6) for assistance on any of your assignments and for additional assistance with research and citations.
- If you are having any difficulty in the course, contact me as soon as possible so that we can work together to meet your personal learning needs.

## Netiquette Policy:



Obviously this class will involve a great deal of online interaction. In order for us to all be on the same page, it is essential that we all follow the same guidelines:

- 1. Participate:** You must read before you can post. You must think critically while you are reading. You will not be fully successful in this course if your goal is to “get by”. Although you are working on your own, you are in this together with your class. Classes who work together to participate fully have the best experiences together.
- 2. Remember the person:** Don't forget that there is a person on the other end of your online communication. Type in a polite manner (this includes to your teacher). Also, don't assume that everyone is the same as you—be open-minded to the different perspectives of the group.
- 3. Think twice before “sending”:** What you say in cyberspace is the possibility of a forever record of your thoughts. Make sure that what you say is deserving of that record.
- 4. Spelling & Grammar always counts:** Anytime you communicate in an academic setting, you should practice using proper spelling and grammar. If you aren't sure look it up, type in a Word document first, or use the “Enable HTML Creator” link to help you catch any spelling errors. Don't get caught in using “text” lingo in the online classroom. (This includes assignments, discussion postings, and e-mails.)
- 5. Don't use acronyms that aren't commonly used:** Don't assume that everyone will know what the acronym you use means (ex: instead of “SSB”, use “Student Services Building”).
- 6. Be mindful:** Remember that your classmates depend on you to develop thoughtful posts so that they can enter into a conversation with you.
- 7. Share tips, thoughts, and questions:** This is true especially in required discussions. Remember, that your job is to help move a conversation—an “I agree” statement halts a discussion more than moving it forward. Make sure that you post in a timely manner so that your classmates can respond.
- 8. Plagiarism, cheating, and other violations are inappropriate:** If you chose to copy work and present it as your own, you aren't only taking away from your own learning experience, but you are taking away from the entire learning community. There is nothing in this class that is so difficult that you must cheat in order to succeed. In addition, you can always contact the instructor or another classmate if you're having difficulty with a portion of the class. (Please see the section called “Plagiarism” below for specifics & consequences to plagiarism.)

## Coursework and Grading:

You will earn your grade through a combination of weekly activities, quizzes, and discussions as well as speech assignments. A complete breakdown of your grade can be found at the end of the syllabus on the “grading information”.

## Discussion Boards, Quizzes, Activities, and Other Assignments:

In each lesson you will have access to a variety of materials and activities to help you master the course objectives and share your learning with your classmates. These activities are required for successful completion of the course and your full participation is expected.

In lessons that include discussion boards, please note that to receive full credit (15 points), you must **post your initial response to the question**. This discussion should be well thought out and include points for your classmates to ponder. This post should be 1-2 full paragraphs of about 300 words. After you post your initial thoughts, you need to return to the discussion board and read **at least 5 of your classmates'** postings. Then you must **reply to a minimum of 2 classmates by the due date**. Your reply needs to be more than a simply "I agree or disagree" statement and should move the conversation forward. Your reply can offer a different perspective, offer an example, ask a question, or connect the discussion to a different part of the course. Responses to your peers should be about 150 words.

## Expectations for recording & delivering speeches:

- **You are expected to use brief notes to deliver your presentation in extemporaneous style.** If you choose to read your speech, your grade will be reduced accordingly.
- **You are expected to practice so that you meet the time requirements of each speech.** You will be deducted 2 points per each 15 seconds over or under your time requirement. This time does not include the time that you show your audience before or after the speech. (Note: Rushing through the speech so as to make time will likely hurt your grade far more than going over by a couple of seconds.)
- **You are expected to present your speech in a professional setting.** While you may present your speech in your home, but it is your responsibility to ensure that the audience is set to pay attention to you—this means that you eliminate all distractions including TVs, stereos, computers, laptops, games, children and other people not participating as audience members. Keep in mind that all of these noises will not only distract you from completing your best speech, but they will make it more difficult for me to hear & grade you. A penalty may be deducted from your grade for a distracting setting.
- **You are expected to submit your speech on time and in the proper manner.** All speeches must be recorded electronically (more information on how to upload/ submit your speeches can be found on page 6). If you do not have access to a digital video camera, you should plan to record your speech in the East or West campus speech Lab. A penalty of 20% will be deducted from your speech grade for each day that your submission is late.



- **You are expected to submit high quality videos of your speeches.** Check the sound and picture quality produce by your video camera. I will not grade your speech if I cannot easily hear you or if the picture is distorted.
- **NOTE:** If you are recording your speech in a dark room, light needs to be in front of you, not behind you (think of a spotlight on a person on stage). A light behind (or even next to) you creates a shadow, and I won't be able to see you in the video. If you've read this far, you deserve some credit. Once the course opens, send me an email using the "Email via Messages" tool in Blackboard with the subject, "I've read the syllabus!" You'll earn 5 extra credit points just for doing that.
- **You are expected to carefully read the speech assignments and rubrics.** You can view speech assignments ahead of time in the "View Assignment Directions" folder in Blackboard. Rubrics, which include a detailed explanation of how you will be graded, are also available to view within that folder.

## How to Properly Document your Audience:



- You must have a minimum of 5 adult (age 16 and older) audience members for all speeches. To demonstrate this requirement, you must show the entire audience throughout your speech. (A penalty of 20 % will be deducted for each adult audience member missing from your audience.)
- You may NOT edit your speech video for any reason.
- Record your speech at an angle wide enough so I may see you facing the audience (as in the example) and so the visual aids are also shown on the video. (It's a good idea to have your audience turn to wave at the camera before starting your speech.)
- Ask your camera person NOT to move the camera throughout the speech. I need to see you and your audience throughout the entire speech.
- Do not zoom in on your visual aid. In your speech presentation, I want to grade how you use the visual aid. Attach a copy of your visual aid (when possible) to the speech assignment. That way, if it isn't clear in your video, I will still be able to grade it effectively.

<b>Grading Information Sheet</b>		
	Due	Pts Available
<b>Speech 1: Introductory</b>	09/18	100
Speech Self-Assessment	09/25	20
<b>Speech 2: Ceremonial</b>	10/16	100
Speech Outline	10/16	25
Speech Self-Assessment	10/23	20
<b>Speech 2: Informative</b>	11/06	150
Speech Outline	11/06	50
Speech Self-Assessment	11/13	20
<b>Speech 3: Persuasive</b>	12/04	200
Speech Outline	12/04	50
Speech Self-Assessment	12/11	100
Weekly Homework or Discussion Assignments (6 @ 15 pts each)		90
Quizzes (3 @ 25 pts each)	varies	75
Extra Credit	Up to 20 pts	
<b>Total Points available</b>		<b>1,000</b>

Grades are based on a 1,000 point scale:

1000 to 900 = A

899 to 700 = B

699 to 500 = C

499 to 300 = D

299 and below = F

The above scale is absolute and at the end of the term grades are assigned accordingly. There is no curve in this class.



## Speech Assignments:

The following speaking assignments are assigned throughout the course. Detailed written instructions are provided in the online course for each assignment. Though your speeches and outlines are given separate grades, you cannot earn a speech grade without submitting an outline nor can you earn an outline grade without submitting a speech. Both must be submitted. In addition, to following specific speech directions, including topic selection guidelines, will result in the loss of points on your outline, speech, or both. **Remember that for all four speeches you must have no less than 5 adult audience members.**

### Introductory Speech (1-3 minutes, 100 points)

This is a 1-3 minute extemporaneous speech in which you tell a story from your life experiences. This speech is a way for you to introduce yourself to the class and begin public speaking.

### Ceremonial Speech (4-5 minutes, 125 points)

This is a 4-5 minute extemporaneous speech, accompanied by a formal outline\*, in which you are giving a tribute or commemorating an individual.

- Choose a person that is important to you – who touched your life or impressed you – and share two or three specific things about this individual that makes him or her special.
- Outlines should consist of: attention getting, thesis and preview statements, main points, supporting details, transitions, summary and closing remarks.

### Informative Speech (5-6 minutes, 200 points)

This is a 5-6 minute extemporaneous speech, accompanied by a formal outline\*, where you will your audience on an original concept, policy, idea, person, location or event that interests you.

- Visual aids **must** be used in this speech.
- Citation of sources (MLA format) should be incorporated within your speech as well as the outline.
- Outlines should consist of: attention getting, thesis and preview statements, main points, supporting details, transitions, summary and closing remarks.

### Persuasive Speech (7-10 minutes, 250 points)

This 7-10 minute extemporaneous speech, accompanied by a formal outline\*, focuses on argument and reasoning and should be designed to persuade the audience for or against your topic.

- Visual aids **must** be used in this speech.
- Citation of 3 sources (MLA format) should be incorporated within your speech as well as the outline.
- Outlines should consist of: attention getting, thesis and preview statements, main points, supporting details, transitions, summary and closing remarks.

## Fundamentals of Speech (SPC1608) Class Schedule, Fall 2016

Date	Topic	Reading (From O'Hair, Dan, Hannah Rubenstein, and Robert A. Stewart. <i>A Pocket Guide to Public Speaking</i> . 5 <sup>th</sup> Edition)
Week 1 08/29 – 09/04	Course Introduction  <i>Discussion posts MUST be made by 09/04 for initial class attendance. If you do not participate in the first discussion, you will be withdrawn from the course as a "No Show".</i>	Read Part 1: 1. Becoming a Public Speaker 2. From A to Z: Overview of a Speech 3. Managing Speech Anxiety 5. Listeners and Speakers
Week 2 09/05 – 09/11	Speech Anxiety Listening strategies	Read Part 2: 6. Analyzing the Audience 7. Selecting a topic and Purpose
Week 3 09/12 – 09/18	<b>Speech I – Introductory Speech</b>	
Week 4 09/19 – 09/25	Preparing the speech outline	Read Part 3: 11. Organizing the Speech 12. Selecting an Organization Pattern 13. Outlining the Speech  Read Part 4: 14. Developing the Introduction and Conclusion 15. Using Language
Week 5 09/26 – 10/02	Speech Delivery	Read Part 5: 16. Methods of Delivery 17. Your Voice in Delivery 18. Your Body in Delivery
Week 6 10/03 – 10/09	Guidelines for Informative Speaking <b>Quiz # 1 (Anxiety, Organization, Delivery)</b>	Read Part 7: 22. Informative Speaking
Week 7 10/10 – 10/16	<b>Speech II - Ceremonial Speech w/Outline</b>	
Week 8 10/17 – 10/23	Researching the Informative Speech	Read Part 2: 8. Developing Supporting Material 9. Finding Credible Sources in Print and Online 10. Citing Sources in Your Speech
Week 9 10/24 – 10/30	Designing Effective Visual Aids <b>Quiz # 2 (Audience Analysis, Listening, Research, Informative Speaking)</b>	Read Part 6: 19. Speaking with Presentation Aids 20. Designing Presentation Aids 21. Using Presentation Software
Week 10 10/31 – 11/06	<b>Speech III - Informative Speech w/Visual Aid</b>	
Week 11 11/07 – 11/13	<b>Quiz # 3</b> Introduction to Persuasive Speaking	Read Part 7: 23. Principles of Persuasive Speaking 24. Constructing the Persuasive Speech
Week 12 11/14 – 11/20	Detecting fallacies in persuasion Elaboration Likelihood Model	
Week 13 11/21 – 11/27	<i>Makeup week – review any missing coursework and use this week to submit any late work. No late work is accepted after this week.</i>	
Week 14 11/28 – 12/04	<b>Speech IV - Persuasive Speech w/3 sources and visual aid</b>	
Week 15 12/05 – 12/11	<b>Final Self-Assessment</b>	

*The instructor may revise the class schedule as needed. Geni Wright, Fall 2016*