Course Description: This class is designed to teach you the principles of research, organization, composition and effective delivery of speeches for various purposes and occasions. Focus will be on speaking to audiences in face-to-face as well as from a distance through the use of computer-mediated technology. There is also a teamwork component built into the course; therefore, you will be assigned to a group for the purpose of developing a group presentation.

STUDENT LEARNING OBJECTIVES:
1. Generate and communicate ideas by combining, changing, or reapplying existing information.
2. Develop, interpret, and express ideas through written communication.
3. Develop, interpret, and express ideas through oral communication.
4. Develop, interpret, and express ideas through visual communication.
5. Integrate different viewpoints as a member of a team.
6. Work with others to support and accomplish a shared goal.
7. Evaluate choices and actions, and relate consequences to decision making.

REQUIRED TEXT:
The Art of Public Speaking
By Stephen E. Lucas
**Text only NO ACCESS CODE REQUIRED

Blackboard: Password protected web site that students use for communication as it relates to this course.

Gaining Access to Blackboard…
Learning to use Blackboard will be vital to your success in this course. Within your Blackboard shell you will find:
- Syllabus
- Gradebook
- Private Email (BB Messages and Email)
Go to: https://bb9.tamucc.edu/
You will see…
   Username:
   Password:
Username is first initial and last name (plus # for some people)
Password is whatever you have established*
*Same as computer labs, wireless access and Islander Email

BLACKBOARD PROBLEMS: If you have ANY Blackboard problems, please call the Blackboard helpdesk, FIRST (before contacting your professor). When you call the helpdesk, be sure to get AND KEEP your case # related to the specific problem. IF you contact your professor for assistance, please be ready to provide the case #. IF you do not have a case #, you will be asked to contact the helpdesk for that information.

IT Help Desk: For help, contact the Help Desk at (361) 825-2692 (Local) or (866) 353-2491 (Toll Free) or send an email to: computer.helpline@tamucc.edu

http://distance-education.tamucc.edu/student_resources.html

MAJOR COURSE REQUISITE

Grades:
There are 1000 points possible, broken down as follows:
A = 900-1000
B = 800-899
C = 700-799
D = 600-699
F = 500 or fewer

To average your grade up to any given point in the semester:
1. Add what you COULD have earned up to that point
2. Add what you have actually earned up to that point
3. Divide what you COULD have earned INTO what you actually earned you will have your current average in the course.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Assignment Values</th>
<th>Preparation Materials</th>
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| **Assignment One**  
Group Informative | 200 PTS:  
100 Group Grade  
100 Individual Grade | **Per Group**  
1. Outline (25 pts)  
2. Completed audience surveys (10 pts)  
3. Annotated bibliography (15 pts)  
4. Agendas/Minutes (20 pts.)  
5. Project Timeline (5 pts) |
| **Assignment Two**  
Persuasive Speech | 250 PTS | 1. Outline (25 pts)  
2. Completed audience surveys (10 pts)  
3. Annotated bibliography (15 pts) |
| **Preparation Materials** | 125 PTS | Prep Materials listed individually next to assignment |
| **Mini Speeches** | 100 PTS | Interview (60 pts)  
Intro with Object - including PPT/Prezi (30 pts)  
The “AH” Game (10 pts) |
| **Exam** | 125 PTS | |
| **Lecture Quizzes** | 100 PTS | |
| **Attendance and Participation** | 100 PTS | |
CRITERIA FOR GRADING SPEECHES

Policy for Late Assignments:
Speeches/Assignments presented and/or handed in late will be lowered one letter grade per day that it is late.

Bibliography:
If a student does not turn in a bibliography with the informative AND/OR group persuasive speech, he/she will receive a zero on the assignment.

Lack of a bibliography = plagiarism

Plagiarism:
Any student found to be plagiarizing in any form will receive a zero on that assignment with the possibility of failing the entire course.

Conscious Plagiarism: This is outright copying from a published source, buying a prepared paper or speech, using someone else’s paper or speech, or having someone rewrite a rough draft. The student who does this is completely conscious of his or her theft. Usually the student who resorts to conscious plagiarism is doing so as an act of desperation in order to salvage a grade. He or she is to be pitied, but the consequences are the same. That student has performed an act of conscious theft.

Unconscious Plagiarism: This is an accident, generally the result of ignorance. The person who unconsciously plagiarizes usually does not fully understand how to summarize or how to insert material from his or her sources into the paper or speech. It occurs when the writer or speaker presents, as his own, the sequence of ideas, the arrangement of ideas, the arrangement of material, the pattern of thought of someone else, even though he expresses it in his own words. The language may be his, but he is presenting it as the work of his brain, and taking credit for the work of another’s brain.

Citing Sources. It is just as important to cite sources correctly as it is to utilize them appropriately. While providing lengthy citations can be cumbersome in a speech, you still need to tell the audience where you obtained information, quotes, etc. that are not your own. This is important for your credibility as a speaker, but it is also important for me to know that you are not plagiarizing others’ material. Remember, failing to cite source material when using ideas, facts, etc. that are not your own counts as plagiarism.

Note: You must turn in an annotated bibliography of sources (in APA format), along with your text, in order to get credit for the speech.

Timing: Learning to complete a speech in an allotted amount of time is an important skill for all public speakers to develop. The only way to know the length of your speech is to rehearse it. So rehearse, rehearse, rehearse – for the sake of timing and a polished
delivery. Note also that a speech which falls short of the lower limit does not fully meet the assignment. Going over your time limit reflects a poorly developed specific purpose.

**Time Limit on Speeches:**
For every minute that the student goes over the allotted time, it will be 1 point off his/her speech grade.

For example, if the time limit is 5 to 10 minutes and the speaker speaks for 12 minutes and receives a grade of 80% on the performance, then his/her actual grade would be a =78% (2 min. over = 2 points off).

**For every minute that the speech is under time, it is 5 points off the final speech grade (lack of speech development and/or practice)**

**Topic Selection:** Each speaking assignment is intended to facilitate your understanding of the speech design process, while allowing you to develop your delivery style. Your general purpose is either to inform or persuade your audience about a specific topic. Although you have a great deal of freedom in regard to topic selection, you must be sure to relate your topic to the audience (in this case your classmates). In addition, be sure that your topic is one that can be covered in the allotted time. We will discuss the above requirements in more detail throughout the semester/term.

**Research and Preparation.** Few things are more uncomfortable than giving a speech that is not adequately prepared. Do your homework. You should use outside sources, such as publications (books, academic journals, credible magazines and newspapers, government reports, etc.) and also interviews. When you make claims (which you will, particularly in the persuasive speech), then you must offer evidence to back them up. You simply must do research in order to understand your audience and prepare the content of the speech.

**Use of the Internet for research.** Internet sources are permitted for speeches. However, use of the Internet for research can lead to sloppy research that borders on plagiarism. The Internet is a great tool, but remember that you are responsible, so seek out credible information (not just the first thing you see) and evaluate this information.

**Academic Etiquette:**
Universities must maintain standards of academic etiquette in order to create an atmosphere conducive to learning. Everyone in the classroom is expected to demonstrate courtesy to one another and the Instructor, both in public and private forums.

**Netiquette:**
Please go to the following link to ensure that you are not breaking any of the netiquette rules as this will hurt your grade. In an extreme form, it could cause a student to be removed from the course (this includes any type of flaming remarks).

[http://edtech2.boisestate.edu/frankm/573/netiquette.html](http://edtech2.boisestate.edu/frankm/573/netiquette.html)
*Whether face to face or online, with instructor or other classmates, students who are unable to abide by the general rules of academic etiquette and normal civility will be removed from the class.

**Disabilities Accommodations**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Academic Advising:**
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Grade Appeals**
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/students/studentinfo.html](http://cla.tamucc.edu/students/studentinfo.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

*Required by SACS or HB2504
Annotated Bibliography Assignment –
Must turn in with Group Informative and Persuasive Speeches on the day of the speech! Must be TYPED! Students MUST use APA Style in order to get credit for the bibliography. Sources MUST be cited IN THE SPEECH to meet the requirements.

Outline Assignment –
Must turn in with Group Informative and Persuasive Speeches on the day of the speech! Must be TYPED!

Main points and Sub points are fine, but the outline should include COMPLETE SENTENCES.

Sample:

Topic:
Attn. Step:
Central Idea/Thesis:
I. Main Point
   A. 
   B. 
   C. 
   Transition Statement:

II. Main Point
   A. 
   B. 
   C. 

Memorable Ending:

Survey Assignment --
Using the online tool of your choice (example: SurveyMonkey), develop a survey for your speech and send a link to all of your classmates in the designated area on the Discussion Board. Part of preparation materials for the Group Informative and Individual Persuasive speeches.

Note: the purpose of the survey is for the student to find out as much about his/her audience as it relates to his/her topic as possible and then apply to speech preparation process. The grade will be determined based on how well the student followed through with this process. Remember: audiences pay closest attention to information that is directly related to or relevant to them. We will discuss various ways to appeal to your audience during classroom discussions.
This is an example – please see textbook for additional examples and types of questions to ask on a survey --
1. What genre of music do you prefer to listen to?
2. How often do you go to the movies?
3. Is there a certain soundtrack to a certain movie that you like? Yes, No
4. If so, what movie was it?
5. Do you ever listen to classical music? Yes, No
6. Can you name any composers of classical music (ex Wolfgang A. Mozart)?

Notice that there is not a question that says, “Are you interested in____________.” If it is a potentially effective topic for a college educated group of students, they will not know enough about it to know if they are interested or not. It is our job, as the speaker, to find out as much as possible and then incorporate strategies that will get them interested.

To decide on the questions to be asked of your classmates, keep your long-term goal in mind—find out as much about your audience as possible in order to better relate the material to them.
### Public Speaking

#### Spring 2016 Course Calendar

Assigned Chapters must be read *prior* to class

| Week 1 | Jan 25 | Introduction | Course Introduction and Syllabus Review  
|        |        | Instruction  | Chapters 1 - 6  
|        |        | Mini Speech  | “Ah” Game  
| Week 2 | Feb 1  | Quiz         | Chapters 1 - 6  
|        |        | Instruction  | Chapters 7 - 12  
| Week 3 | Feb 8  | Quiz         | Chapters 7 – 12  
|        |        | Instruction  | Chapters 13 - 19  
| Week 4 | Feb 15 | Quiz         | Chapters 13 - 19  
|        |        | Mini Speech  | Intro with Object  
|        |        | Assignment   | Group Project  
| Week 5 | Feb 22 | Instruction  | Group Project Preparation  
| Week 6 | Feb 29 | Instruction  | Group Project Preparation  
| Week 7 | Mar 7  | Presentation | Group Speech  
| Week 8 | Mar 21 | Presentation | Group Speech  
| Week 9 | Mar 28 | Presentation | Group Speech  
| Week 10| Apr 4  | Mini Speech  | Interview  
| Week 11| Apr 11 | Presentations | Persuasive Speech  
| Week 12| Apr 18 | Presentations | Persuasive Speech  
| Week 13| Apr 25 | Presentations | Persuasive Speech  
| Week 14| May 2  | Presentations | Persuasive Speech  
|        | May 9  | Final Exam   |  

**Course Schedule Tentative and Subject to change should circumstances require it**