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.

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. Evaluate choices and actions, and relate consequences to decision making.

Required Text:

Evaluation Criteria
In this course, you earn credit for work completed. This way, you can easily track your progress toward the grade you are striving to earn. As paperwork and activities are graded and handed back to you, I support you in recording these assignments to help you keep up with this tracking process on paper. The general categories are as follows. Please refer to the attached sheet that is itemized.

50%-Speaking Opportunities
40%-Written Assignments/Assessment
10%-Participation Grade
Note: It is our Department policy that you perform both the Informative and Persuasive Presentations in order to pass this course.

Other Extra Credit Opportunities
These opportunities will be available throughout the semester. The possibilities include, but are not limited to, attending and evaluating a local theater production, Speech, Reading or workshops, and completing extra assignments. These opportunities will be announced when available.

We will use a variety of instructional strategies - discussions, workshops, readings, lecture, and presentations. You will learn the process by which effective speeches are conceived, prepared, and delivered. It is also my goal to increase your confidence in your public speaking abilities.

Two types of learning occur in this course: cognitive or knowledge-based learning and skill development. The course will combine a cognitive approach together with skill-building experiences so that you can attempt to convert what you know about communication into how you act when you communicate.

Therefore, considering the scope of this course, I pledge to you that this will be a learning laboratory where:
* you will have a safe environment in which we can all learn together
* you will not be ridiculed or humiliated
* you will be given the opportunity to improve your personal competence, your social development, and your professional growth

Speaking Days and Responsibilities
The environment of our class is unique in that it is not a realistic speaker/audience situation. It is also different because we are supportive of each other and want each other to do well.

In fact, it is more like a speaking lab where we learn and apply techniques to effectively get our message across.

You must give your speech on the assigned day, or a grade of "0" will be given. In other words, please understand that you should not use an absence on a day that you have signed up to give a speech.

If you miss a scheduled speech you may earn a zero. If you have an emergency that keeps you from this responsibility, then you will need to contact me before the next class meeting.

It is possible that you will be given the opportunity to make up the speech. Arrangements will need to be made for your speech to be taped and evaluated before the next class period.

If you do not contact me before the next class period, you will be given a zero for that speech.

Simply not being prepared or running out of time does not fall under the category of "an emergency." Again, if you do not contact me before the next class period, you will earn a zero for that speech. In some cases, this will result in being dropped from the
*Typed outlines and bibliography are required for the Persuasive and Informative presentations and are due the day that you speak. You will not be able to speak if you do not have your outline and bibliography.

*A minimum of three sources are required and need to be orally cited *during* each presentation.

*Additionally, a visual aid is required for each presentation. Power point is required for *either* your Persuasive or Informative presentation.
*The time limit for each presentation is 4-6 minutes. You are given 30 seconds “grace” on either side. Falling short or going over time will result in 10 points being deducted from your speech grade.

On the day you are scheduled to speak, you will need to bring your power point show or any other visual aids and/or materials you will need for your speech. Always email your Power Point to yourself. That way, if your storage device malfunctions, you will have a backup. If your planned visual aid malfunctions, you will need to proceed without it.

The Persuasive and Informative presentations may be recorded. These recordings are important and may be needed for verification of grades or submission for awards. It also provides useful feedback and insight to the speaker.

**Note:** You must perform both the Informative and Persuasive Speeches in order to pass this course.

**Attendance**
A record of attendance will begin the first day of class. You may accumulate four absences without penalty. This includes doctors' appointments, emergencies, or whatever. I strongly support you in scheduling these various appointments at a time other than our class time; however, it is always your choice.

There is no way you can make up missed lectures, in-class activities or the insights you may gain by participating in class, and listening to your classmates’ speeches.

<table>
<thead>
<tr>
<th>Number of Absences</th>
<th>Impact on Final Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 class day</td>
<td>No impact</td>
</tr>
<tr>
<td>2 class days</td>
<td>No impact</td>
</tr>
<tr>
<td>3 class days</td>
<td>No impact</td>
</tr>
<tr>
<td>4 class days</td>
<td>-5 points from final average</td>
</tr>
<tr>
<td>5 class days</td>
<td>Unable to pass the course &amp; receive a failing grade</td>
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</tbody>
</table>

Attendance will be taken by initialing a "sign-in sheet." It is your responsibility to sign in each class day. The intent of this sign-in sheet is to help *you* keep track of your absences.

**Entering class late and leaving class early is not only distracting and disruptive; it is not advisable and may be counted as an absence.**

When you are absent, I support you in keeping up with the daily schedule and coming to class prepared the next day.
Attendance - Senate Bill 1231
With the passage of Senate Bill 1231 by the Legislature of the State of Texas (effective 6/16/2007) limiting the number of courses a student may drop to a total of six (6) during her/his entire undergraduate career (including transfer courses).

ETHICAL STANDARDS:
Academic Dishonesty is representing another person's ideas as your own. Academic dishonesty will not be tolerated. It is expected that ideas and information used in your messages, which are not part of your own personal experiences, will be appropriately referenced. It is considered academically sound to use others’ ideas in your research - no one expects you to “reinvent the wheel.” On the other hand, acknowledging the origin of that material is part of your responsibility and privilege of using that information, and is expected.

Examples of cheating in this course include but are not limited to:
* Copying all or part of an outline from a source, web site, or friend
* Copying answers from another student, or allowing your answers to be copied (this applies to take home tests, worksheets, etc.)
* Turning in worksheets for which you have not watched the video
* Using increments or “patchworks” from sources verbatim without giving credit to the source.
* Using a PowerPoint created by anyone other than you, and passing it off as yours

Any form of cheating will result in a grade of “0” being given for the assignment in question, possible failure of the class, and/or referral to college administration for possible disciplinary action.

Nonacademic misconduct
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with:
1) the instructor’s ability to conduct the class,
2) the inability of other students to profit from the instructional program, or
3) the rights of others will not be tolerated

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Other Speech and Classroom expectations

* Do not lay your phones on your desk and/or text message during class.

* If your cell phone rings during someone else’s speech or if you are text messaging during a speech, 10 points will be taken off of your speech grade.
* If you are working or studying another subject during someone else’s speech, 10 points will be taken off of your speech grade.

* I realize that it is important for employers, family and friends to be in contact with you. *Therefore, please provide your employer, family and friends with your class schedule.*

* You may not use alcohol, drugs, drug paraphernalia, weapons, or live animals as a visual aid in a speech. All visual aid objects/items must meet Instructor approval.

* Please staple or paper clip all multiple-page documents. Also, please make sure that your name & number are on the front page.
Ex: Don Larsen 15

* DO NOT enter the classroom while a speaker is giving his/her presentation. Wait until you hear applause to enter the room.

* Please do not wear hats of any sort while speaking - unless it is part of a prop, uniform or costume. If this is the case, it needs to be worn so that the audience can still see your eyes and facial expressions. This is perceived as a sign of respect, as well as allowing your audience to see your facial expressions.

* Please look around your desk when you leave. Throw away all drink bottles, paper scraps & wrappers.

* Please use your best judgment when it comes to snacks. Take care of yourself but be considerate of others. (No Whataburgers) If you are so inclined, bring a snack for the whole class. Always, pick up after yourself.

* Please do not wear dark glasses/sunglasses during class. If you have special circumstances, please see me.

* You may be asked to complete an evaluation used to measure course or faculty effectiveness

**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.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. *Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form.* Just
stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

**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.

**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.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

*Required by SACS or HB2504

Bring Text & supplemental material with you every class meeting. Bring your binder to class everyday.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>In class activity / Due</th>
<th>Complete for next class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introduction to Course</td>
<td>*Syllabus Quiz Worksheet</td>
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<tr>
<td></td>
<td></td>
<td>Daily Schedule</td>
<td>*Get binder /text</td>
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<td></td>
<td></td>
<td>Syllabus / Evaluation Criteria</td>
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<tr>
<td></td>
<td></td>
<td>Speech One: Partner Intro</td>
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<tr>
<td></td>
<td></td>
<td>Syllabus Quiz Worksheet</td>
<td></td>
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<td></td>
<td></td>
<td>Turn in Student Info. Sheet</td>
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<td></td>
<td></td>
<td>Syllabus ?/comments/clarification</td>
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<td></td>
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<td>Understanding Public Speaking</td>
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<td></td>
<td></td>
<td>*Study for Quiz</td>
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<td>2</td>
<td></td>
<td>Syllabus Quiz</td>
<td></td>
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<td></td>
<td></td>
<td>Self Items Intro-mine</td>
<td></td>
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<td></td>
<td></td>
<td>Draw for Speaking : Day 1/Day 2</td>
<td></td>
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</tbody>
</table>
| 3 | Introduction Speeches  
Hand out Listening Skills Quiz | Prepare Self Items Introduction |
|---|---|---|
| 4 | Discuss Listening Behaviors  
Class Demographics  
Credibility | Complete - Listening Skills |
|   |   |   |
| 5 | Delivery: Using Language and  
Expression “You Said It”  
Audience Analysis Group Activity | |
| 6 | Presentation aids  
Critiquing  
Introductions & Conclusions  
Ethics & Plagiarism  
Finding credible sources  
Oral Footnotes-activity | |
| 7 | Speaking to Persuade  
Persuasion Theories  
Persuasive Speaking Strategies  
Egg Genie  
Monroe’s Motivated Sequence  
Evaluation criteria  
Creating a survey  
*Meet with me / commit to topic | Consider options:  
non profit group / issue  
Partner / no Partner  
Midterm Exam-take home |
| 8 | View persuasive presentation  
Outline example  
Construct a survey | Interview-make appointment  
Type up questions & answers  
Turn in survey  
Topic Dec. & Aud. Analysis-  
complete in class together  
Fallacies in Reasoning |
| 9 | Take Surveys  
Tally results  
Mid terms Exams due  
Power Point - guidelines  
*view power point examples  
*Power Point Dos & Don’ts | Decide what visual aid you are using  
Prepare notecards  
Correct Outline |
| 10 | Persuasive Presentations  
Due the day you speak:  
1-Modified Outlines  
2-Works cited  
3-Topic Declaration | |
| 11 | Persuasive Presentations | Right after you speak, complete top portion A.  
After viewing, complete bottom portion B. |
| 12 | Debrief-Persuasive Presentations  
Speaking to Inform  
Organizational Patterns  
Informative Outlines  
Commit to topics  
Fill out together  
Topic Declaration |
| 13 | Informative Presentations  
Due the day you speak:  
1-Modified Outlines  
2-Works cited  
3-Topic Declaration Final Exam- take home  
Final Exam given out |
| 13 | Self Viewing Feedback  
**Right after** you speak, complete top portion A.  
**After viewing**, complete bottom portion B. |
| 14 | Informative Presentations |
| 15 | Informative Presentations |
| **FINAL** |  |