

**Course Syllabus**

**SPCH 1315**

**Public Speaking**

**Communication Department**

**Division of Arts and Sciences**

**Texas Tech University  
EDU 300**

**South Plains College: Tech Transfer Acceleration Program**

**Fall 2019**

**Seth McLean**

**[smclean@southplainscollege.edu](mailto:smclean@southplainscollege.edu)**

**Office: RC316L**

**Reese Campus Office Hours:  
Mon 9:00am-9:30am, 12:15pm-2:00pm  
Tues 9:15am-11:00pm  
Wed 9:00am-9:30am, 12:15pm-2:00pm  
Thurs 9:15am-11:00am  
Fri By Appointment  
Office Phone: 806-716-4025**

## Syllabus SPCH 1315 Public Speaking

**Department:** Communication Department

**Discipline:** Speech Communication

**Credit:** 3 hours lecture. This course satisfies a core curriculum requirement in Speech Communication.

**Prerequisites:** There are no prerequisites for this course.

**Available Formats:** Conventional Face-to-Face

**Campus:** Texas Tech Campus TTAP Program

**Textbook:** Professor McLean **DOES NOT** use a textbook for Public Speaking.

**Supplies:**

1. At least a 1 GB flash drive
2. Choice of sensory aid materials for oral presentations
3. Access to Blackboard with the capabilities of utilizing Windows Media Player/Real Player.
4. Two (2) DataLink 1200 26660 scantrons

**Course Description:** Research, composition, organization, and delivery of speeches for various purposes and occasions with emphasis on listener analysis and informative and persuasive techniques. (Performance based.)

**Course Purpose:** The Public Speaking course explores and applies the basic principles of effective communication and offers the student practical instruction on how to speak and listen effectively in public across different cultures and audiences.

**Course Requirements:**

1. You will be tested on class lecture/discussion materials on scheduled exams.
2. To take thorough notes (no pictures of notes) and study all lecture material, informational handouts, and assigned readings.
3. To actively participate in class discussions and group activities.
4. To show maturity and professionalism in preparation of assignments and in classroom behavior.
5. **To show courteousness to fellow classmates/speakers (i.e. no electronic devices during speeches).**
6. To initiate consultations with the instructor whenever assistance is needed regarding class assignments.
7. To appropriately cite information obtained from other sources. Cases of plagiarism will be treated, as will any case of academic dishonesty, with at least a failing grade for the assignment or examination.
8. Adhere to TTAP guidelines for attendance.
9. **A student may not pass the course if s/he misses two major grades.**
10. Speeches and written work must be presented in a language understood by the instructor and the class.
11. Laptops/tablets are not permitted for the purpose of note taking.

### **ADA Statement**

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability. For more information, call or visit the Disability Services Office at, Reese Center Building 8, 806-716-4675.

**Diversity Statement-**In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

**Pregnancy Accommodations Statement:** If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Crystal Gilster, Director of Health and Wellness at 806-716-2362 or email [cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) for assistance.

**Contacting your Instructor-** Please feel free to contact your instructor if you have questions or concerns about your progress in this class. Please try to let your instructor know in advance if you will have to miss class. You may contact your instructor by phone or email. Contact information is on the front page of this syllabus.

**Evaluation: Grade determination:** Course grade will be assessed according to the completion of the following using percentages noted:

<b>Major/Final Grades</b> - Exams, Presentations, finals	80%
<b>Daily Grades</b> - Homework Assignments, Peer/Self Critiques, Outlines, Class Participation	20%
<b>Grade Distribution</b>	
Who Am I? Speech	5%
Exam 1	15%
Informative Speech	10%
Persuasive Speech	15%
Special Occasion (Tribute) Speech	10%
Group Impromptu Speech	10%
Final (Exam 2)	15%
Attendance	10%
Homework/In-class Activities	10%

### **Attendance Policy**

Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting.

Students who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy.

It is the student's responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

### **Specific Attendance Policy Restated**

1. All students enrolled for this course are expected to attend class regularly, be on time, and remain until dismissed.
2. Roll will be taken at each class meeting.
3. If a student is tardy, he/she should speak with the instructor after class to avoid having tardies count toward absences.
4. Two (2) tardies in a will constitute an absence.
5. If a student leaves class prior to dismissal of the class, he/she will be counted absent.
6. Whenever absences become excessive and minimum course objectives cannot be met, the student should initiate withdrawal from the course.
7. "Excessive absences" can be defined as more than FOUR (4) unexcused absences through the course of the semester
8. **The instructor may administratively drop a student due to excessive absences.**
9. Students are responsible for all classwork covered during absences from class even in cases in which they are able to satisfy the instructor that the absence was unavoidable.

### **Make-Up Policy:**

Make-up work is **NOT** guaranteed. All work has a deadline and deadlines must be met even if the student is absent. See the professor's locator information for emailing work if you are not in class. An absence on the day that you are scheduled for oral presentations or examinations will result in a grade of zero for the assignment unless you meet one of the following requirements. Students may only make up speeches in the event of sickness or the death of a family member and in both cases must provide proof. In the case of sickness, a doctor's note is required to make up a speech. If you don't go to the doctor, then you are not sick enough to miss class! In the event of a funeral, the funeral program or obituary is required. These are the only two cases accepted for any form of makeup speeches. Being unprepared OR not knowing the date of your speech is not an acceptable excuse! If, according to the instructor's discretion, the student is allowed to make up such a presentation or exam, the student will automatically receive a grade drop of 10 points for the assignment. Only **ONE** speech may be made up during the semester on the designated date for make ups.

### Campus Concealed Carry syllabus statement:

South Plains College permits the lawful carry of concealed handguns in accordance with Texas state law, and Texas Senate Bill 11. Individuals possessing a valid License to Carry permit, or the formerly issued Concealed Handgun License, may carry a concealed handgun in permitted locations. You must also be aware of Texas Tech University policies while on the Texas Tech University Campus.

### Texas Higher Education Coordinating Board Core Objectives addressed:

- **Communication Skills** – to include effective written, oral, aural and visual communication
- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Teamwork Skills** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** – to include the ability to connect choices, actions, and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Course Objectives:** Upon completion of this course, the student should be able to demonstrate proficiency in the following areas:

- Communication Process
- Verbal/Vocal Codes
- Nonverbal Codes
- Listening/Evaluation
- Informative and Persuasive Speaking
- Special Occasion Speaking
- Small Group Presentations

### Student Learning Outcomes/Competencies

#### 1. Communication Process:

The student on exams will be able to demonstrate mastery of the following competencies/activities:

- 1.1 Define communication and demonstrate an understanding of the foundational models of communication.
- 1.2 Recall and discuss the personal, professional and public benefits of studying public speaking.
- 1.3 Recognize and distinguish between the elements of the communication process.
- 1.4 Discuss differences between oral and written communication channels.
- 1.5 Define and distinguish between intrapersonal, interpersonal, group, public and mass communication.
- 1.6 Identify how frames of reference differences such as culture, ethnicity and gender influence communication.

#### 2. Verbal/Vocal

The student while giving speeches and writing evaluations will be able to demonstrate mastery of the following competencies/activities:

- 2.1 Identify and provide alternatives for excessively vague or jargon-filled language and evaluate when it is appropriate to use them.
- 2.1 Detect biased, sexist, and inflammatory language, and replace it with more neutral terms.
- 2.3 Utilize proper grammar and lessen filler statements.
- 2.4 Vocalize variety in pitch, rate, volume, rhythms and tones.

#### 3. Nonverbal

The student while giving speeches and writing evaluations will be able to demonstrate mastery of the following competencies/activities:

- 3.1 Explain the importance of nonverbal messages.
- 3.2 Define the different areas of nonverbal communication.
- 3.3 Identify personal nonverbal behaviors that help or hinder communication effectiveness and develop alternative behaviors as necessary.

#### 4. Listening

The student during exams, while giving speeches and writing evaluations will be able to demonstrate mastery of the following competencies/activities:

- 4.1 Discern the differences between hearing and listening.
- 4.2 Discuss the benefits of listening effectively.
- 4.3 List reasons for poor listening.
- 4.4 Plan methods as a speaker to decrease listening barriers for an audience member.
- 4.5 Describe how to become a more effective listener.
- 4.6 Practice effective listening skills.

5. Public Speaking (informative and persuasive speeches)

The student while giving speeches and writing evaluations will be able to demonstrate mastery of the following competencies/activities:

- 5.1 Conduct an analysis of the speaking situation for a specific presentation and describe how relevant situational factors should influence the approach of a presentation.
- 5.2 Define the general purposes for speaking.
- 5.3 Formulate specific thesis statements for presentations.
- 5.4 Conduct research for developing a speech topic.
- 5.5 Develop the body of a presentation, choosing the most appropriate organizational pattern whether informative or persuasive in nature.
- 5.6 Identify the purpose and placement of transitions, and will be able to select appropriate transitions to be used in presentations.
- 5.7 Name the content and functions of introductions and conclusions.
- 5.8 Construct appropriate introductions and conclusions to match the body of presentations.
- 5.9 Explain the functions of verbal and sensory support in presentations.
- 5.10 Develop and present the best support to add interest, to clarify, and prove a given point.
- 5.11 Demonstrate when and how to use sensory aids.
- 5.12 Select and demonstrate the most effective medium to present a given sensory aid in a presentation.
- 5.13 Develop and use a set of speaking notes that enhance delivery.
- 5.14 Deliver brief, impromptu remarks effectively.
- 5.15 Deliver extemporaneous presentations that follow the guidelines for nonverbal, verbal, and vocal behavior.
- 5.16 Respond effectively to questions arising from presentations.
- 5.17 Identify audience needs and the evidence necessary to form and support a persuasive claim.
- 5.18 Effectively evaluate peer and self-presentations according to critique guidelines.
- 5.19 Assess and manage communication apprehension.
- 5.20 Demonstrate effective usage of technology when researching and/or presenting speeches.

6. Special Occasion Speeches

The student while giving speeches and writing evaluations will be able to demonstrate mastery of the following competencies/activities:

- 6.1 Prepare and present a speech of introduction.
- 6.2 Present or accept an award.
- 6.3 Prepare a speech of tribute and a speech of welcome.

7. Small Groups

The student while taking exams, giving speeches and writing evaluations will be able to demonstrate mastery of the following competencies/activities:

- 7.1 Explain the characteristics of small groups, and express the advantages and disadvantages of group presentations.
- 7.2 Demonstrate the steps in preparing and delivering a team presentation.
- 7.3 Control a public forum after the team presentation.

**Course Schedule:**

\* Please note that this schedule is tentative and slight changes may be made as the semester progresses.

	<b>Tuesday</b>	<b>Thursday</b>	
Week 1 08/27-08/29	Course Introduction, Assign Intro Speech	Communication Model, History of Public Address	
Week 2 09/03-09/05	<b>Who Am I? Q&amp;A – Workshop</b>	<b>Who Am I? Speech</b> Informative Assignment	
Week 3 09/10-09/12	Listening/Ethics	Audience Analysis	
Week 4 09/17-09/19	Topical Development	Organizing the Body, Introductions and Conclusions	
Week 5 09/24-09/26	Citing Sources, Supporting Material, Sensory Aids/ PowerPoint	<b><u>Library day!!</u></b> <b><u>Typed Informative Topic Due</u></b>	
Week 6 10/01-10/03	Communication Apprehension (Anxiety)	How to Evaluate, Exam Review	
Week 7 10/08-10/10	Informative Speech Workshop <b><u>Final Typed Outline Due</u></b>	<b>EXAM 1</b>	
Week 8 10/15-10/17	<b>Informative Speech Day 1</b>	<b>Informative Speech Day 2</b> Persuasive Speech Assignment	
Week 9 10/22-10/24	Persuasion Lecture <b><u>Topic Due</u></b>	Persuasion Lecture	
Week 10 10/29-10/31	Persuasive Speech Workshop <b><u>Outlines Due</u></b>	<b>Persuasive Speech Day 1</b>	
Week 11 11/05-11/07	<b>Persuasive Speech Day 2</b>	<b>Persuasive Speech Day 3</b>	
Week 12 11/12-11/14	Verbal/Nonverbal Delivery	Methods of Delivery, Language	
Week 13 11/19-11/21	Special Occasion Speaking and Assignment	Working/Speaking in Teams <b><u>Typed Topic Due</u></b>	
Week 14 11/26-11/28	Special Occasion workshop <b><u>Outline Due</u></b>	<b>Thanksgiving Break</b> <b>No class – Be thankful!</b>	
Week 15 12/03-12/05	<b>Special Occasion Speech</b>	<b>Impromptu Group Speech</b> <b>Exam Review</b>	
Week 16 12/10-12/12	<b>Finals Week</b>	<b>Finals Week</b>	