

SPCH 1315- PUBLIC SPEAKING

SPRING 2018

Instructor: J Miles Kirk
 Office:
 Phone:
 Email: j.kirk@ttu.edu

Course Description and Purpose

This course equips students with the skills necessary for successful public speaking. Students will learn to prepare and deliver effective presentations, adapt to various audiences, and adjust to different speaking contexts. COMS 2300 emphasizes the application of public speaking theory.

Student Learning Outcomes and Assessment Methods

STUDENT LEARNING OBJECTIVES	ASSESSMENT METHODS
1. Demonstrate the ability to specify audience and purpose and to make appropriate communication choices.	<ul style="list-style-type: none"> • Instructor evaluation of four unique oral presentations. Relevant rubric subcategories: content and organization, nonverbal delivery, audience adaptation • Instructor evaluation of in-class activities and discussions. • Student completion of two course exams. • 80% of students will perform better on the final, summative speaking assignment than on the introductory speaking assignment.
2. Demonstrate the ability to apply appropriate form and content in written, visual, and oral communication.	<ul style="list-style-type: none"> • Written communication: instructor evaluation of three written presentation outlines, four peer evaluation reports, four self evaluation reports, and various in-class writing activities and assignments. • Oral communication: Instructor evaluation of four unique oral presentations. Relevant rubric subcategories: content and organization, nonverbal delivery, audience adaptation. Instructor evaluation of impromptu speech activities. • Visual communication: instructor evaluation of visual aids and presentation software.
3. Demonstrate the ability to apply basic principles of critical thinking, problem solving and technical proficiency in the development and documentation of exposition and argument.	<ul style="list-style-type: none"> • Instructor evaluation of four unique oral presentations. Relevant rubric subcategories: sound/ethical reasoning, content and organization, nonverbal delivery, audience adaptation. • Student completion of two course exams. • Instructor evaluation of in-class activities and discussions.
COLLEGE LEVEL COMPETENCY OBJECTIVE	ASSESSMENT METHODS
Students graduating from should be able to: demonstrate the ability to specify audience and purpose and to make appropriate communication choices.	<ul style="list-style-type: none"> • Instructor evaluation of four unique oral presentations. Relevant rubric subcategories: content and organization, nonverbal delivery, audience adaptation • Instructor evaluation of in-class activities and discussions. • Student completion of two course exams. • 80% of students will perform better on the final, summative speaking assignment than on the introductory speaking assignment.
COORDINATING BOARD OBJECTIVES	ASSESSMENT METHODS
1. Critical Thinking Skills: to include creative thinking,	<ul style="list-style-type: none"> • Instructor evaluation of four unique oral presentations.

innovation, inquiry, and analysis, evaluation and synthesis of information	<p>Relevant rubric subcategories: content and organization, nonverbal delivery, audience adaptation</p> <ul style="list-style-type: none"> • Instructor evaluation of in-class activities and discussions. • Student completion of two course exams. • Student completion of four peer evaluation reports • Student completion of four self evaluation reports
2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication	<ul style="list-style-type: none"> • Written communication: instructor evaluation of three written presentation outlines, four peer evaluation reports, four self evaluation reports, and various in-class writing activities and assignments. • Oral communication: Instructor evaluation of four unique oral presentations. Relevant rubric subcategories: content and organization, nonverbal delivery, audience adaptation. Instructor evaluation of impromptu speech activities. • Visual communication: instructor evaluation of visual aids and presentation software. • 80% of students will perform better on the final, summative speaking assignment than on the introductory speaking assignment.
3. Personal Responsibility: to include the ability to connect choices, actions, and consequences to ethical decision making.	<ul style="list-style-type: none"> • Instructor evaluation of four unique oral presentations. Relevant rubric subcategories: sources cited, reasoning ethical. • Student completion of four peer evaluation reports.
4. Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	<ul style="list-style-type: none"> • Instructor evaluation of in-class group discussions, debates, and activities. • Student completion of group brainstorming exercises designed to aid in topic selection and audience analysis. • Student completion of four peer evaluation reports.

Required Course Materials

- O’Hair, D., Stewart, R., & Rubenstein, H. (2015). *A Speaker’s Guidebook* (6th ed.). Boston: Bedford/St. Martins.
- Functional OneDrive Account

Learning Assessments

Final grades in this course will be based on the following assignments and grading scale:

<u>Assignment</u>	<u>Weight</u>	<u>Grade Calculator</u>	<u>Final Grade Summary</u>
Introductory Speech.....	5%	_____ X .05=_____	A = 90-100%
Informative Speech.....	15%	_____ X .15=_____	B = 80-89%
Persuasive Speech.....	20%	_____ X .20=_____	C = 70-79%
Special Occasion Speech.....	10%	_____ X .05=_____	D = 60-69%
Exam #1.....	15%	_____ X .15=_____	F = 59-0%
Exam # 2.....	20%	_____ X .20=_____	
Activity Percentage.....	15%	_____ X .15=_____	

Presentations: You will present four speeches: an Introductory speech, an Informative Speech, a Persuasive Speech, and a Special Occasion (Tribute) speech.

*Presentation Outlines – You will submit a detailed, full-sentence, typed outline for 3 of your main presentations (Informative, Persuasive, Special Occasion), complete with a bibliography using MLA or APA format.

Exams: There will be two multiple-choice exams: All exams will cover material from the textbook chapters, activities, and discussions. The final exam will **NOT** be comprehensive.

Activity Percentage: During the semester, you will be asked to complete various learning activities.

A number of activities will be assigned to demonstrate or apply content from the text and discussion boards. Points earned will be derived as the number of activities you have completed and turned in as assigned. You cannot get credit for activities that are done during lessons you miss due to excused absences. Late activities will not be accepted.

Course Procedures and Expectations

Submission of Course Speeches and Assignments:

- **Assignments**-Assignments must be completed on time, which means by the lesson deadline posted on the syllabus. Late assignments will not be accepted. Technical issues are not an excuse for late assignments. Activities, and any other assignment can't be turned in via email. Academic integrity is expected on all course assignments and activities.
- **Grades- You are expected to keep up with your own grades. You should know your standing in the course at any time during the semester.**
- **Make-Up Assignments, Exams, & Presentations** – Assignments, Exams, and Presentations are due at the start of class on the due date. You have several days to complete each assignment and knowledge of each assignment from day 1; therefore late work will not be accepted due to excused or unexcused absences. The only exception that will be made will be for extended illnesses or a death in the family. In such instances you must submit verifiable and official documentation to your instructor (e.g., a doctor's note for the specific days missed). Technological issues are not an excuse for late work! Do your assignments, exams and presentations early to ensure you have time for any issues that might arise.
- Academic integrity is expected on all course assignments and activities. A zero-tolerance policy is in effect for plagiarism or other cheating on any coursework or exams. The consequence of any such activity may range from a zero on the assignment to a grade of F for the course. Additionally, this course requires your original work, created during the course of the semester. Do not attempt to adapt work from other courses or from other students.
- Please note that all exams and assignments are property of the Communications Department.

Special Considerations:

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from Student Disability Services during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from Student Disability Services has been provided.

Observance of a Religious Holy Day:

Excused absences may be granted to students for the observance of a religious holy day. The student shall also be excused for time necessary to travel. No prior notification of the instructor is required, but notification is helpful in planning for the student's make-up work.

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 at all campus locations except for the following.

- Natatorium

For a complete list of campus carry exclusions zones by event, please visit <http://www.southplainscollege.edu/campuscarry.php>

Syllabus is subject to change as needs arise.

WEEK	DATE	Weekly Reading	Monday	Wednesday
Week 1	Jan 15 th -19 th	Chapters 1, 3, 4, 5	Lecture	Activity
Week 2	Jan 22 nd -26 th	Chapters 6-8	Lecture	INTRO SPEECH
Week 3	Jan 29 th - Feb 2 nd	Chapters 9-10	Lecture	Activity
Week 4	Feb 5 th - 9 th	Chapters 11-13 14-15	Lecture	LIBRARY ASSIGNMENT
Week 5	Feb 12 th - 16 th	Chapters 14-15 & 23	Lecture	Activity
Week 6	Feb 19 th - 23 rd		INFORMATIVE SPEECH	INFORMATIVE SPEECH
Week 7	Feb 26 th - Mar 2 nd		<u>Review for exam</u>	<u>EXAM I</u> Self-Eval Due
Week 8	Mar 5 th - 9 th	Chapter 19-20	Lecture	Activity
Week 9	Mar 12 th - 16 th	<i>SPRING BREAK</i>	<i>SPRING BREAK</i>	<i>SPRING BREAK</i>
Week 10	Mar 19 th - 23 rd	Chapter 21-22, 24-25	Lecture	Activity
Week 11	Mar 26 th -30 th		PERSUASIVE SPEECH	PERSUASIVE SPEECH
Week 12	Apr 2 nd - 6 th	Chapter 18	<i>EASTER</i>	Self-Eval Due
Week 13	Apr 9 th - 13 th		In class activity	In class activity
Week 14	Apr 16 th - 20 th	Chapter 27	SPECIAL OCCASION SPEECH	SPECIAL OCCASION SPEECH
Week 15	Apr 23 rd - 27 th	Chapter 28	Lecture	Self-Eval Due
Week 16	Apr 30 th - May 4 th		Grade work returns and Averages	Review for exam II
Week 17	MAY 7TH		<u>EXAM II</u> <u>1-3PM</u>	