



## Division of Liberal Arts

**SPCH1315 – Public Speaking 3 Credit Hours**

**Semester: Fall 2024\*102 Monday, Wednesday, Friday 11am-11:50am**

**Instructor: Bethany Thompson, M.A.**

**Office location: Instructional Building 111**

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Office Hours:
Monday: 8:00am-8:50am / 12:00pm-2:00pm
Tuesday: 8:00am-9:20am / 12:30-2:00pm
Wednesday: 8:00am-8:50am / 12:00pm-2:00pm
Thursday: 8:00am-9:20am / 12:30-2:00pm
Friday: 8:00am-8:50am / 12:00pm-2:00pm
*Appointments for other time are available, just discuss it with me.

**Course Description:**

Application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students' speaking abilities, as well as ability to effectively evaluate oral presentations.

This class is face to face.

It is the policy of the Liberal Arts Division at Clarendon College that any student enrolled in a face-to-face Liberal Arts course must remain in the scheduled face-to-face course through the end of the semester unless the student chooses to drop the course. No student may choose to transition from face-to-face to remote or online. Extenuating circumstances that warrant a transition to online learning can override this policy if determined by the Vice President of Academic Affairs in consultation with the Division Chair and the course instructor. This transition will be communicated in writing to all parties: student, instructor, Division Chair, and Vice President of Academic Affairs.

**Statement of Purpose**

Public Speaking partially satisfies the requirements for the Associate Degree at Clarendon College and is designed for transfer to a senior college or university.

### **Required Instructional Materials:**

**Textbook:** This course will be using *Stand up, Speak out: The Practice and Ethics of Public Speaking* as the textbook. This textbook comes at no charge to the students, and the instructor will provide the textbook as an electronic PDF file in the course Open LMS site.

### **COURSE OBJECTIVES:**

The chart provided below indicates the course objective, the foundational component required of Core objectives by the Texas Higher Education Coordinating Board, and how the course objective will be assessed.

<b>Objective</b>	<b>THECB Skill</b>	<b>Assessment</b>
Recognize and identify the interactive model of communication	Critical Thinking	Essay question on exam
Develop and improve listening skills	Communication (oral)	Assessed through 4 public speeches
Analyze audience characteristics and adapt a topic appropriately for a particular audience.	Critical Thinking	Assessed through 4 public speeches
Identify how culture, ethnicity, and gender influence communication	Team Work	Assessed through a group project
Improve both verbal and nonverbal delivery skills.	Communication (Oral and Visual)	Assessed through all 4 public speeches, but particularly through informative speech requiring a digital presentation
Develop research and library skills necessary for acquiring supporting materials for speeches	Personal Responsibility	Assessed through 4 public speeches
Locate and analyze supporting material from Internet sources as to their usefulness and credibility.	Critical Thinking	Assessed through speech outlines and reference lists for 4 public speeches
Organize speech materials in outline form	Communication (written)	Assessed through written outlines submitted for 4 public speeches
Demonstrate the process of oral footnoting and how to avoid plagiarizing material.	Communication (oral) and Personal Responsibility	Assessed through 4 public speeches
Gain skill in evaluating a public speech or performance by writing a 2-page critique analyzing speaker delivery	Communication (Written)/Critical Thinking	Assessed through 2 page essay
Gain skill in using a digital presentations as part of a public presentation.	Communication (visual)	Assessed through the digital presentation prepared by students for the informative speech

### **Learning Outcomes**

Upon successful completion of this course, students will:

1. Demonstrate an understanding of the foundational models of communication (CT, PR).
2. Apply elements of audience analysis (CT, COM)
3. Demonstrate ethical speaking and listening skills by analyzing presentations for evidence and logic (CT, COM, TW, PR).
4. Research, develop and deliver extemporaneous speeches with effective verbal and nonverbal

techniques (CT, COM, PR).

5. Demonstrate effective usage of technology when researching and/or presenting speeches (COM, PR).
6. Identify how culture, ethnicity and gender influence communication (CT, COM, TW).
7. Develop proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative or persuasive), (COM, TW).

### **Methods of Instruction**

Methods of instruction in this course will include assigned readings, lectures, videos, demonstrations, and class discussions.

### **Student Requirements**

Most assignments for this course will be submitted through Open LMS, so you will need computer access to submit most of your assignments. Also, be sure to check your Clarendon College email regularly.

### **Methods of Assessment**

#### **GRADING POLICIES**

Your final grade will be calculated as follows:

Percentage	Assignment
50%	All Speeches (introduction, group, informative, persuasive)
20%	Midterm Exam and Final Exam
15%	Participation/Daily Work
25%	Assignments
Total Percentage: 100%	

Letter grades will be assigned on the following basis:

<b>Grade</b>	<b>Percentage</b>
A	90 — 100%
B	80 — 89%
C	70 — 79%
D	60 — 69%
F	0 — 59%

### **Guideline for Major Speeches:**

**Introduction Speech (Brown Bag Speech)** – a 3 minute speech of introduction with no required sources.

**Impromptu Speech (Um Olympics)** – a “popcorn” style classroom activity to practice avoiding verbal fillers.

**Group Presentation (Historical Newscast)** – a 10-15 minute group speech (informative or persuasive) with sources.

**Informative Speech (Career you’re interested in)** – a 3-5 minute informative speech with at least 5 sources required.

**Persuasion Speech (Common CORE)** — a 4-6 minute persuasive speech with at least 5 sources required. Slide presentation is required.

**Impromptu Speech (Storytelling)** – a 3-5 minute impromptu speech to work on delivery.

**Special Occasion Speech (Eulogy)** – a 2-3 minute speech to appeal to an audience emotions and make them feel a certain way in response to the situation or occasion. The occasion is a Eulogy for a character.

### **Guidelines for Analysis of Speaker Delivery:**

You will choose a speech and write a two-page essay analyzing it. Rubric and further explanation will be provided closer to time.

## CLASS POLICIES:

Please carefully read the following class policies:

1. **Attendance Policy:** Since this is a performance course, regular attendance is essential.
2. **Speaking Schedule:** Speeches are to be delivered on *the assigned day*. Speakers who are absent on the assigned speaking day will receive a zero unless prior arrangements are made with the instructor. Speaking order will be assigned randomly unless decided otherwise.
3. **Make Up Policy:** If make-up speeches are allowed, they must be scheduled within a week of your original speech date.
4. **Late Policy:** As students, you learn about life. Part of life is learning that things unfortunately occur outside of your control and I understand and respect that, which is why I try to allow time for you to complete your assignments within reason. If something happens and you are unable to complete and turn in your assignments on time, my late policy is as follows:
  - Up to 48 hours late – no penalty
  - 2 days to a week late – starts at 10 point penalty
  - A week or more late – 20 point penalty
5. **Cell Phone Policy:** Please turn your cell phones off during class. Inform your instructor if circumstances are such that require you to have access to your phone during class. **No texting** is allowed in class (wait until you walk out the door after class to send your messages.)
6. **Respect:** In this class, we will discuss speeches and communication techniques from people you may not agree with. Sensitive, divisive topics may come up. As adults, you are expected to treat your fellow classmates, instructor, and guests of the classroom with respect no matter if you agree with their opinions or stances on a topic. Being disrespectful to anyone will result in you being asked to leave and not receiving credit for class that day.
7. **Academic Resilience:** College throws curveballs at us, as life is known to do. I understand that things happen and you may have to miss class because of family emergencies, prolonged illnesses, things that are wholly unplanned and I respect that. I ask that you make the decision to jump back in and try to catch up the best you can. Your resilience relies on your willpower. I will do my best to ensure you succeed – but you have to meet me there.

## **College Policies**

### **Academic Integrity Policy**

Clarendon College is committed to a philosophy of honesty and academic integrity. It is the responsibility of all members of the Clarendon College community to maintain academic integrity at Clarendon College by refusing to participate in or tolerate academic dishonesty. Any act of academic dishonesty will be regarded by the faculty and administration as a serious offense.

Academic dishonesty violations include, but are not limited to: (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion; (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given; (3) observing the work of another during an examination or providing answers to another during the course of an examination; (4) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment ; (5) entering an office, classroom, laboratory, or building to obtain unfair advantage; (6) taking an examination for another person; (7) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (8) altering grade records; (9) using any unauthorized form of an electronic communication device during an examination, classroom activity, or laboratory exercise; and/or, (10) plagiarism. (Plagiarism is defined as the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person's work without proper credit. This includes, but is not limited to, turning in a paper purchased or acquired from any source, written by someone other than the student claiming credit, or stolen from another student.)

Students are responsible for reporting known acts of academic dishonesty to a faculty member, the program coordinator, the associate dean, and/or dean. Any student with knowledge of a violation who fails to report it shall him/herself be in violation and shall be considered to have committed an act of academic dishonesty. Additionally, any student who reports him/herself in violation of this code before it is likely that another might consider this possibility will be understood as repentant and acting in good faith. Though the confession will not excuse the student for the violation, the confession will be considered and the violation should not result in suspension from school except in the most extreme cases.

While academic integrity and honesty are the responsibility of the individual student, each individual faculty member, teaching assistant, and/or laboratory instructor is responsible for classroom management and for maintaining ethical behavior within the classroom and/or laboratory. Faculty who discover or suspect a violation should discuss the matter with the suspected violator(s) and attempt to resolve the case at that point. In cases of convincing evidence, the faculty member should take appropriate action.

The faculty member and student should complete a Counseling Sheet regarding the violation. (The Counseling Sheet should contain at a minimum the date and time of the violation, the course, the instructor's name, the student's name, an explanation of the infraction or facts of the case, and the resolution to the incident.) This form should be signed by the student, faculty member, program coordinator, and the Dean of Students. The Dean of Students will maintain a file on all violations. If a faculty member prefers to report the case directly to the Dean of Students, it remains his/her prerogative to do so. Additionally, if the faculty member and the accused student cannot reach a resolution or if the faculty member believes that suspension from school is the only fair sanction, the case should immediately be reported by the faculty member, in writing, to the Dean of Students. If the Dean of Students observes any trends in student behavior which involve more than one violation or act of academic dishonesty, the

Dean is responsible for notifying all faculty members involved, for contacting the student(s) involved, and after consultation with the faculty member(s) involved for taking the appropriate action. The Dean of Students is responsible for the timely notification (normally within two weeks) to all parties of an action taken.

Students wishing to appeal a disciplinary decision involving academic integrity or acts of academic dishonesty may do so through the Student Appeals and Grievance Procedure.

### **Withdrawing from (Dropping) the Course**

If you decide that you are unable to complete this course or that it will be impossible to complete the course with a passing grade, you may drop the course and receive a "W" on your transcript instead. (The last day to drop a course is available on the Academic Calendar, located at the Student link on the Clarendon College website.) Withdrawal from a course is a formal procedure that you must initiate. If you do not go through the formal withdrawal procedure, you will receive whatever grade you have earned.

Whether to drop a class or not requires a lot of thought. According to Texas state law a student is only allowed to drop the same class twice before he/she will be charged triple the tuition amount for taking the class a third time or more. Furthermore, beginning with the Fall 2007 semester, students in Texas may only drop a total of 6 courses throughout their entire undergraduate career. After the 6<sup>th</sup> dropped class, he/she will no longer be able to withdraw from any classes.

### **Grievance/Appeals**

If you have a dispute concerning your grade or policies in this class, it is the student's responsibility to contact the instructor to discuss the matter. Should things remain unresolved, please follow the procedures described in the Clarendon College Student Handbook or College Policy Manual.

### **Accommodation Statement**

#### **REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT:**

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, any student who feels that he or she may need any special assistance or accommodation because of an impairment or disabling condition should contact the Associate Dean of Enrollment Services at 806-874-4837 / [janean.reish@clarendoncollege.edu](mailto:janean.reish@clarendoncollege.edu) or visit the Clarendon campus at Clarendon College. It is the policy of Clarendon College to provide reasonable accommodation as required to afford equal educational opportunity. It is the student's responsibility to contact the Associate Dean of Enrollment Services.

### **Nondiscrimination Policy**

Clarendon College, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status.

It is the policy of Clarendon College not to discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation. Harassment of a student in class, i.e., a pattern of behavior directed against a particular student with the intent of humiliating or intimidating that student will not be tolerated. The mere expression of one's ideas is not harassment and is fully protected by academic freedom, but personal harassment of individual students is not permitted.

### **Student Rights and Responsibilities**

Student Rights and Responsibilities are listed on the College website at:

<http://www.clarendoncollege.edu/Resources/Student%20Services/StudentRightsResponsibilities.pdf>

**Note – Depending on the needs of Clarendon College, our class, and/or unforeseen circumstances, this syllabus and course schedule are subject to change.**

**Course Schedule**

Weekday	Date	Content	Assignment/Reading due that day
<b>Week 1</b>			
Monday	8/26	Introduction	Look over OpenLMS
Wednesday	8/28	Lecture and introduce first assignment	Read Chapter 1
Friday	8/30	Lecture and activity	Read Chapter 3
<b>Week 2</b>			
Monday	9/2	Lecture and activity	Read Chapter 4
Wednesday	9/4	Activity	Important Conversation Due
Friday	9/6	Introduce Brown Bag Speech Activity	
<b>Week 3</b>			
Monday	9/9	Listen to speech and activity	
Wednesday	9/11	Brown Bag Speeches	Turn in your list of items on OpenLMS. Be prepared to give your speech.
Friday	9/13	Make up speeches if applicable Lecture	Read Chapter 5
<b>Week 4</b>			
Monday	9/16	Introduce Simple Audience Analysis Assignment Activity	No reading required
Wednesday	9/18	Activity	Audience Analysis due
Friday	9/20	Listen to movie speech activity	No reading required
<b>Week 5</b>			
Monday	9/23	Lecture	Read Chapter 2
Wednesday	9/25	Lecture	Read Chapter 6
Friday	9/27	Lecture	Read Chapter 7 and 8
<b>Week 6</b>			
Monday	9/30	Lecture	Read Chapter 9
Wednesday	10/2	Impromptu Speeches Introduce Informative Speech	Come ready to speak!
Friday	10/4	Outline expectations Listen to informative speeches	Come with topic for speech

### Week 7

Monday	10/7	Informative research day (come to class)	
Wednesday	10/9	Informative research day (come to class)	
Friday	10/11	Exam Review	

### Week 8

Monday	10/14	Indigenous Person's Day No class	
Wednesday	10/16	<b>MIDTERM EXAM</b>	
Friday	10/18	Informative Speeches	

### Week 9

Monday	10/21	Informative Speeches	
Wednesday	10/23	Informative Speeches	
Friday	10/25	Lecture Outline Practice Introduce Group Project Assign Groups	Read Chapter 12

### Week 10

Monday	10/28	Meet with your groups in class	
Wednesday	10/30	Meet with your groups in class	
Friday	11/1	Group Presentations	Turn in Group Peer Assessments

### Week 11

Monday	11/4	Group Presentations	Turn in Group Peer Assessments
Wednesday	11/6	Lecture	Read Chapter 10
Friday	11/8	Lecture Introduce Speaker Analysis Paper	Read Chapter 11

### Week 12

Monday	11/11	Lecture	Read Chapter 13 and 14
Wednesday	11/13	Lecture	Read Chapter 15
Friday	11/15	Lecture	Read Chapter 16

### Week 13

Monday	11/18	Lecture Introduce Persuasive Speech	Read Chapter 17
Wednesday	11/20	Research day (come to class)	Have a topic planned by end of class day
Friday	11/22	Research day (come to class)	

### Week 14

Monday	11/25	Persuasive Speeches	Turn in outline
Wednesday	11/27	Persuasive Speeches	Turn in outline
Friday	11/29	No classes – Thanksgiving Break	

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**Week 15**

Monday	12/2	Persuasive Speeches	Turn in outline
Wednesday	12/4	Final Exam Review	Study for your final exam
Friday	12/6	Jeopardy	Study for your final exam

**Week 16 (Final Exams Week)**

		Actual date has not been set	Online exam (2 hours during exam time)
Thursday	12/12	Course Closes	Course closes – Final grades submitted