

Principles of Speech
Speech 1113
Course Syllabus
Spring 2019

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Semester Hours: 3

Course Description:

To improve your public speaking skills, you will be involved in a variety of activities during the course of the class: watching and evaluating video recordings of student and professional speakers, studying speech theory and techniques from your textbook, and most importantly, preparing and delivering speeches in front of your classmates. In fact, you will give eight prepared speeches of various types during the semester, and you may also deliver some impromptu speeches as time permits. Catalog description: “Principles of effective speaking; emphasis on speaking techniques and listening.”

Mission Statement:

South Arkansas Community College Ark Community College promotes excellence in service, teaching, and learning; prepares the current and future workforce; and provides lifelong educational opportunities.

College Wide Student Learner Outcomes

Critical Thinking Responsibility Communication

CLO #	Course Learner Outcomes (CLO)	Unit Outcomes/Competencies	ACTS Outcomes	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
CLO 1								
CLO 2								
CLO 3								
CLO 4								
CLO 5								
CLO 6								

Learner Outcomes - Liberal Arts and Business Division:

- Synthesize information, formulate ideas, and define perspectives clearly and logically in both written and oral form.
- Define and use appropriate and relevant terms, rules, formulas, concepts, symbols, and technology.
- Gather and evaluate resource materials, shape them into cogent presentations, and document them correctly.
- Demonstrate literal, interpretive, and applied levels of comprehension of written and oral language.
- Acquire and apply oral, aural, physical, laboratory, and written skills appropriate to each field of study.

Course Goals:

Upon completion of this course, students should be able to:

1. Prepare and present a variety of speech types.
2. Analyze and adapt to a variety of audiences.
3. Evaluate their own speeches and those of others for self-improvement.
4. Discuss the basic concepts of speech act theory.

Textbook:

DeVito, Joseph A. The Essential Elements of Public Speaking 6th ed. Boston: Pearson, 2018.

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PART I FUNDAMENTALS OF PUBLIC SPEAKING

Unit/Chapter Objectives:

Unit 1 - Introducing Public Speaking: After completing this unit, students should be able to:

- Identify what public speaking is and the benefits to be gained from its mastery.
- Explain how fear of public speaking works and apply techniques to manage it.
- Describe and follow the 10 steps for preparing and presenting a public speech.

Assessment Tools: Class discussions, written tests, critiques of videotaped speeches, and speech presentations will be used to evaluate progress toward these objectives.

Unit 2 - Listening and Criticism: After completing this unit, students should be able to:

- Describe the five steps of listening.
- Explain the influences of culture and gender on listening.
- Follow the guidelines for listening more effectively.

Assessment Tools: Class discussions, written tests, critiques of videotaped speeches, and speech presentations will be used to evaluate progress toward these objectives.

PART II – PREPARING AND PRESENTING PUBLIC SPEECHES

Unit 3 - Selecting Your Topic, Purpose, and Thesis: At the end of this unit, students should be able to:

- Select an appropriate topic and limit it to fit the allotted time.
- Select a general and specific speech purpose for their speech.
- Develop the thesis for their speech.

Assessment Tools: Class discussions, written tests, critiques of videotaped speeches, and speech presentations will be used to evaluate progress toward these objectives.

Unit 4 - Analyzing and Adapting to Your Audience: After completing this unit, students should be able to:

- Analyze their audience's attitudes, beliefs, and values.
- Analyze sociology or demographics and adapt their speech on the basis of this analysis.
- Analyze audience psychology—their willingness to hear the speaker based on the degree to which they are favorable to the speaker's position and level of knowledge—and adapt the speech accordingly.
- Adapt to their audience during the actual speech.

Assessment Tools: Class discussions, written tests, critiques of videotaped speeches, and speech presentations will be used to evaluate progress toward these objectives.

Unit 5 - Collect Supporting Materials: At the end of this unit, students should be able to:

- Use examples to add liveliness to their speeches.
- Develop narratives to amplify the messages of their speeches.
- Use testimony of authorities or eyewitnesses to support their ideas.
- Employ statistics to make trends and numbers meaningful to their audiences.
- Use a variety of presentation aids to add clarity and persuasive force to their speeches.

Assessment Tools: Class discussions, written tests, critiques of videotaped speeches, and speech presentations will be used to evaluate progress toward these objectives.

Unit 6 - Using Presentation Aids: After completing this unit, students should be able to:

- Identify some of the reasons why presentation aids are useful in public speaking.
- Identify the major types of presentation aids.

- Explain the nature of computer-assisted presentation aids.
- Identify the guidelines for creating and using presentation aids.

Unit 7 - Organizing Your Speech: After completing this unit, students should be able to:

- Explain how major propositions are selected and worded.
- Identify the major organizational patterns (temporal, spatial, topical, problem-solution, cause-effect, and motivated sequence) and suitable topics for each.
- Explain the methods for gaining audience attention and establishing a connection among speaker, audience, and topic.
- Summarize material, motivate an audience, and avoid common faults in introductions and conclusions.

Assessment Tools: Class discussions, written tests, critiques of videotaped speeches, and speech presentations will be used to evaluate progress toward these objectives.

Unit 8 - Wording, Rehearse and Present Your Speech: After completing this unit, students should be able to:

- Define and explain directness, objectivity, orality, and accuracy as they apply to style in public speaking.
- Define and identify the suggestions for achieving clarity, vividness, and appropriateness.
- Identify the specific suggestions for constructing effective sentences.

Assessment Tools: Class discussions, written tests, critiques of videotaped speeches, and speech presentations will be used to evaluate progress toward these objectives.

PART III TYPES OF SPEECHES

Unit 9 - Informing Your Audience: After completing this unit, students should be able to:

- Explain the principles of informative speaking.
- Identify the strategies for developing the speech of description.
- Identify the strategies for developing the speech of definition.
- Identify the strategies for developing the speech of demonstration.

Assessment Tools: Class discussions, written tests, critiques of videotaped speeches, and speech presentations will be used to evaluate progress toward these objectives.

Unit 10 - Persuading Your Audience: After completing this unit, students should be able to:

- Explain the guidelines for persuasive speaking: selective exposure, audience participation, magnitude of change, identification, logical appeals, emotional appeals, and credibility appeals.
- Define and distinguish among questions of fact, value, and policy.
- Apply the strategies for developing the speech to strengthen or change.
- Apply the strategies for developing the speech to stimulate action.

Assessment Tools: Class discussions, written tests, critiques of videotaped speeches, and speech presentations will be used to evaluate progress toward these objectives.

Unit 11 – Speaking on Special Occasions: After completing this unit, students should be able to:

- Explain the speech of introduction, the principles to follow and the pitfalls to avoid.
- Explain the speech of presentation or acceptance, the principles to follow and the pitfalls to avoid.
- Explain the speech to secure goodwill, the principles to follow and the pitfalls to avoid.
- Explain the speech of tribute, the principles to follow and the pitfalls to avoid.
- Explain the ways in which different cultures might view special occasion speeches differently.

Assessment Tools: Class discussions, written tests, critiques of videotaped speeches, and speech presentations will be used to evaluate progress toward these objectives.

Unit 12 - Speaking in Groups. After completing this unit, students should be able to:

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- Define the small group and explain the group as a culture.
- Describe problem solving in groups.
- Explain small group tasks of members and leaders.
- Explain the panel, symposium and team presentations, symposium forum, and oral and written reports as ways of presenting a group's thinking.

Assessment Tools: Class discussions, written tests, critiques of videotaped speeches, and speech presentations will be used to evaluate progress toward these objectives.

Class Attendance Policy:

Regular attendance is required, therefore, students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. In a speech course attendance is particularly important because you cannot really practice your public speaking skills without an audience. Also, hearing and evaluating your classmates' speeches is a valuable way of learning what to do and what to avoid in delivering speeches. Therefore, excessive absences will adversely affect your performance and grades. Excessive absence, as defined in the college catalog, may lead to your being dropped from the class roll. An instructor may drop students with a grade of "WE" if students have been absent for an excessive number of days. No make-up work for missed classes will be allowed without the approval of the instructor. Being tardy and/or leaving class early on 2 occasions will amount to an absence. In addition, late speeches will not receive full credit (10% subtracted). Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. Warning notices will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

Regular Semester

- Courses which meet once a week 2 absences
- Courses that meet twice per week 3 absences
- Courses that meet four times per week 5 absences

Summer Session

- Courses that meet four times per week in a five week session 3 absences
- Courses which meet two evenings per week in a 10 week session 3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Grading System:

Each chapter discussed will be accompanied by a vocabulary test. Corresponding vocabulary are listed at the end of each chapter. Homework assignments, which include discussions, will be given. A total of 5 speeches will be delivered. Speeches will be graded using the rubric listed on the evaluation form. A mid-term test and final test will be given. The final course grade will consist of 1) vocabulary quiz average, 2) speech average, 3) discussion & homework average, 4) the midterm test and 5) the final test grade.

Speech Preparation and Presentation:

Each of the regular speaking assignments will be explained at some length in class. You should read the assigned chapter in the text (if a chapter is assigned) and follow the instructions on the assignment sheet to develop each of your speeches correctly. You should also take mental or written notes of any model speeches shown on video. These will usually give you a better idea of how to prepare and deliver the various types of speeches that we study during the semester.

While other students are speaking, the rest of the class functions as a supportive, attentive audience, trying to learn from the strengths and weaknesses of classmates.

For each assigned speech you should prepare a typed sentence outline and turn it in at the beginning of the class period in which you are scheduled to speak. You may also take a note card with you to the lectern, containing a list of key words and phrases from the outline to trigger your memory. All speeches must be presented extemporaneously (not written out or memorized), unless otherwise assigned.

Feel free to use outside sources in preparing your speeches; however, you must acknowledge these sources on the back of your outline. You will also need to acknowledge your sources in the speech itself with an introductory tag, such as, "According to the U.S. Surgeon General..." Don't be guilty of plagiarism. See the college's academic integrity policy in the student handbook for details.

Self-evaluations:

You can learn a great deal about your speaking abilities by watching videos of classroom speeches and evaluating your performance in terms of the criteria discussed in class. During the semester the speeches, with the exception of the final exam, will be recorded to permit this kind of self-evaluation. Students will be expected to view and evaluate several of the speeches delivered. After viewing a recorded speech, the student should write an evaluation of several hundred words in length, identifying the strengths and weaknesses of the speech and suggesting some ways to improve. These written evaluations must be turned in before you receive the instructor's evaluation of your speeches. Your self-evaluations may be handwritten on loose-leaf notebook paper in black or blue ink, but should be written in Standard English with all the care of any college-level paper.

Cell Phones:

The use of cellular phones is STRICTLY prohibited in the classroom. The instructor must approve any exceptions to this prohibition in advance.

Student Support Services/Disabilities:

Students who have disabilities that require special accommodations should contact the Vice President for Academic/Student Affairs. The college will work with any student to provide reasonable accommodations in accordance with the Americans with Disabilities Act.

Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

Academic Integrity Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty.

Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- *Cheating* is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- *Plagiarism* is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a Student Academic Misconduct Form, written report of the incident, to the appropriate dean.
- The dean will submit form to Vice President for Academic Affairs to determine disciplinary action.
- The Vice President for Academic Affairs will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's academic appeals procedure.

Equal Opportunity-Affirmative Action Statement

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

Library Services

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

Procedures to Accommodate Students with Disabilities:

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. VPSS Contact: 870.875.7262

The Early Alert System

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC). Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

Behavioral Review Team

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262 BRT@southark.edu

Disclaimer:

This syllabus is subject to modification by the instructor.

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