SYLLABUS **3-0-3**

## COMMUNICATION 1110-01H – FUNDAMENTALS OF SPEECH (80417)

**Department of Communication/School of Liberal Arts/Dalton State College**

**Monday, 3:05-4:20, Lorberbaum Liberal Arts Building 237**

**Fall 2016, A session**

Instructor: Dr. Barbara G. Tucker

Office: Lorberbaum Liberal Arts 107B

Phone: 706.272.4411; 706.272.4403 (Department of Humanities)

Email: btucker@daltonstate.edu

Webpage: http://www.daltonstate.edu/faculty/btucker/

Office Hours: 8:30-10:30 Monday – Thursday; 4:30-5:00 Mondays; other times by appointment

COURSE DESCRIPTION

A course in basic principles of effective oral communication. The course emphasizes planning, researching, organizing, and presenting types of speeches used in business, educational, and political activities. Special attention is given to informative and persuasive extemporaneous speeches.

## REQUIRED MATERIALS

Tucker, B. G. & Barton, K. M. (2016). *Exploring Public Speaking*. This is an open educational resources textbook. You can access it as a pdf for free at

<http://libguides.daltonstate.edu/c.php?g=491933>

or through a link in D2L.

You can buy a copy of the book at Auxiliary Services at these prices:

Black and white, three whole punched copy, $13.50

Black and white, 3-hole punched, in a notebook, $15.00

Color, 3-hole punched, in a notebook, $40.00

Color, 3-hole punched copy, $38.50

## ASSESSMENT. Updated Fall 2012.

**Outcome 1:** *Students will exhibit expertise necessary to research, organize, and present an oral report or speech. (General Education Learning Outcomes)*

**Measure:** Students will research, prepare, and present an informative speech with an introduction, thesis, body with 2-5 main ideas, and conclusion/summary which will be measured by a grading rubric that focuses on the research, organization, and presentation components of the assignment.

**Target:** Seventy percent of students will earn 80% or better on the research,
organization, and presentation components of the assignment.

**Outcome 2:** *Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments. (Critical Thinking)*

**Measure:** Students’ competence will be measured by the research, analysis, and evaluation scores of a rubric evaluating a persuasive speech providing clear and convincing reasons in support of a proposition.

**Target:** Seventy percent of the students will earn 70% or better on a persuasive or argumentative speech.

**Outcome 3:** *Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly. (Critical Thinking)*

**Measure:** Students’ competence will be measured by the research and documentation scores on a rubric evaluating a persuasive or informative speech that includes references to researched sources of information (both orally and in a bibliography) adhering to citation guidelines and requirements.

**Target:** Seventy percent of the students will earn a grade of 70% or better on research and documentation rubric component scores on an informative or persuasive speech requiring use of electronic and published source material.

**Outcome 4:** *Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation. (Critical Thinking)*

**Measure:** Students’ competence will be measured by the evaluation component score on a rubric that will evaluate observations, inferences, or relationships in a critique of a classmate’s presentation, one provided by the textbook, or a famous speech.

**Target:** Seventy percent of the students earn 70% on a written or oral critique of an oral presentation.

## EVALUATION

1. To receive a passing grade (D—60%--or better) the student must accumulate at least 600 (out of a total of 1000) points from the various assignments during the course. The student must also present the informative and persuasive speeches.
2. Grades will be based on the level of proficiency in speaking and the demonstration of the knowledge or principles of public communication as shown in written work. Rubrics will be available online.
3. Grading Scale

A= 901-1000; B=760-854; C=665-759; D=570-664; F=569 and below.

1. Grades will also be posted on GeorgiaView.

## ATTENDANCE POLICY

Students should consider the decision to miss class very carefully.

1. The instructor will take attendance every class period.
2. Students may miss four class periods without penalty during the semester, BUT doing so is not encouraged.
3. **Missing any portion of the class longer than 30 minutes** is considered a total absence.
4. After two absences, students will lose two points from their final grade for each absence.
5. The instructor will confront students about attendance, and chronic lateness will be addressed as well.

## LATE WORK AND MAKE UP POLICY

The instructor expects that the student will contact her by email or phone or inf private consultation if a class will be/has been missed and if the student desires to complete the assignment. A viable reason for the absence should be offered. Otherwise, the instructor will assume the student chose not to complete the assignment and to take the penalty. **It is the student’s responsibility to approach the instructor about making up work.** If a test or speech is missed, the student should expect to take the test or give the speech immediately upon returning to class.

Warning:

On speech delivery days, class may go over time five to ten minutes to finish speeches. Please do not leave unless absolutely necessary.

DISCLAIMER

The instructor reserves the right to delete assignments if time does not permit and subsequently to adjust the distribution of point values of remaining assignments. Because I allow for extra points to be earned, I DO NOT round up grades. (89.5 is a B). Please do not ask.

## ASSIGNMENTS

1. Oral and oral-related assignments **(70%)**
	1. Personal Experience Speech. 1:00-2:00 minutes. Purpose: to introduce oneself to the class members by telling an important narrative from one’s life. 30 points.
	2. Tribute speech. 4-5 minutes. Purpose: to cause audience to appreciate and understand your admiration for a particular person, group of people, or institution. Speech will use one PowerPoint slide of the subject. 100 points. The outline (10 points) **must** be submitted to Assignments in GeorgiaView prior to delivery of speech, as noted on schedule. Student will not be permitted to speak without submission of outline. Tribute self-evaluation reflection, 10 points.
	3. Informative speech, given as part of symposium with four to six other class members. 5-6 minutes. Purpose: to create understanding about an object, event, process, or concept. PowerPoint presentation required. 150 points. Unit also includes the Library Research Assignment (25 points), the outline (20 points), and a group participation grade (20 points). The outline must be submitted to Assignments in GeorgiaView prior to delivery of speech, as noted on schedule. Student will not be permitted to speak without submission of outline. **Students must give the Informative speech to pass the class.**
	4. Persuasive speech. 6-8 minutes. Purpose: To influence the beliefs and/or behavior of audience through evidence, ethical appeals, and motivational techniques. 200 points. Unit includes a survey (20 points) and an outline and works cited page (25 points). Outline must be submitted to Assignments prior to delivery of the speech. Student will not be permitted to speak without submission of outline. **Students must give the Persuasive speech to pass the class.**
	5. Impromptu speech activities, 3@10 points each.
	6. Recording Reflection – a 100- to 150-word paragraph on your recording of either the tribute or informative speech prior to giving it in class; recording in library presentation lab. 30 points
	7. There will be (extra credit) incentives to attend *campus* events involving public speaking or other subjects relevant to class conduct. A list will be provided early in the course. Musical, club programs, and movies do not count.
	8. Peer Evaluation Essay – a 250- to 300-word essay evaluating a classmate’s informative speech. 30 points.

Testing **(300%)**

* + 1. Midterm Exam over Chapters 1-2, 4-8 and some lecture. 75 points. This test is over basic public speaking information found in these chapters and beginning lectures.
		2. Final Exam over Chapters 3, 9-14, 100 points.
		3. Lectures guides for online lectures completed. 25 points.
		4. Chapter responses/reflections. At least ten at ten points each (100 total).
		5. Opportunity for extra credit if more are completed. Submit in Quizzes section of the D2L before the midterm and final exams for the appropriate chapters. Three questions are:

What three things in this chapter were learning experiences for you, that is, you had not known them specifically beforehand?

What is still unclear (muddiest point) after reading the chapter? What questions do you have? What did you feel the chapter needed to explain more or in more depth?

What information will be most helpful to you for your next speech assignment?

Specific Assignment Criteria are provided online and discussed in class and posted in D2L.

# CLASS VALUES AND CONDUCT

**This and any public speaking class is based on these core values:**

1. Respect for the dignity, beliefs, values, time, feelings, efforts, and opinions of others, including classmates, the instructors, those who will be in the class later, and the custodial staff.
2. Courtesy and full attention toward classmates as they speak, either formally or informally
3. Taking all speech experiences and audiences seriously
4. The priority of attendance and punctuality
5. Recognition that the process of preparing to speak takes time, and that time invested guarantees a well supported, organized, and clear speech that meets the time limits and class stipulations.

**Therefore, the following conduct is expected.**

* 1. Turn off and put away electronic devices when the instructor starts class.
	2. Do not enter or leave the classroom during a speech.
	3. University System Policy stipulates no children should be brought to class, nor weapons or illegal substances.
	4. Dress appropriately for **public speaking** on days you are delivering a speech. This means
	+ Clean, preferably collared, shirts; slacks and jeans are preferable to shorts.
	+ Remove hats while speaking.
	+ Clothing that is in good repair and that does not detract from the message.
	+ Rubrics may have a category for dress and appearance.
	1. Speech topics should concern legal and ethical behavior; profanity is not appropriate.
	2. Show appreciation and support of your classmates’ speeches and learning by applauding and by not packing up early to leave.
	3. Clean up after yourself if you eat in class.

# HOW TO SUCCEED IN THIS CLASS

1. Attend every session. Since it is a hybrid, each class session is very important and packed with activities. Class attendance is a leading factor in college success, and it is important to support one another as audience members in this class. You will also get to know your classmates better, which will help your actual presentations.
2. Check GEORGIAVIEW/D2L at least every other day. All handouts will be posted on GEORGIAVIEW/D2L for you to review or print, as needed. Furthermore, all grades will be posted on GEORGIAVIEW/D2L within a day or so of when an assignment is completed. I will use GEORGIAVIEW/D2l for all email starting the first day of class.
3. Spend at least two hours outside of class for every hour in class.
4. Practice your speeches 5-10 times before delivering them in class, and if possible, do so in a large area like the classroom and/or with a small audience.
5. Bring text, syllabus, and relevant handouts to class every day.
6. In the first week, each student will be assigned a manila folder that will be used for communication and assignment submission between student and teacher. Please do not leave the room with the folder or look into anyone else’s folder.
7. Do not discard any papers, handouts, or assignment work until the course is over and you are content that your final grade reflects your output. This is good practice for any college class.
8. I will use the originality checker embedded in D2L.
9. **Follow Time limits**. Generally, I deduct 5 points for a minute overtime and ten points for two or more minutes overtime. Point deductions for undertime are much stricter: usually five points per thirty-seconds short. Both result from lack of practice. Short speeches are also due to speaking too fast and forgetting sections.
10. **HOLD ONTO YOUR LECTURE GUIDES** **AND BRING THEM TO CLASS**.

# MY COMMITMENTS TO YOU, THE STUDENT

1. I will have class instructional materials ready in a timely manner and use class time efficiently.

2. I will assess your assignments in a timely manner (at least within 48 hours). Your grades will be posted on GEORGIAVIEW and you should keep track of them.

3. I will try to answer your email with a 24-hour period (except for weekends). You would be wiser to email me than to call because I have to be logged into email to get my phone messages anyway. Also, when emailing, use correct, professional English and address me as “Dr. Tucker” or “Mrs. Tucker” not “Hey,” and be sure to identify yourself, since otherwise I do not know whom I am addressing. An email that looks like a text message is not appropriate for communicating with instructors.

4. I will take roll and be aware of your status in the class at all times.

# Recording Assignment

From my years (over 35) of teaching public speaking, I have learned that one of the best activities for improving one’s speaking is to record oneself speaking and watch it reflectively and critically.

The Presentation Lab is an asset and you should take advantage of it. Students have an option as to whether to record the tribute speech or the informative speech. Waiting until the persuasive speech does not let you learn anything.

Here are the specifications for the assignment, which is worth 30 points and IS NOT optional (that is, is not extra credit).

1. Make a reservation with the Library at <http://www.daltonstate.edu/library/practice-studio.html> It is VERY IMPORTANT that you do this because it will provide proof that you did the assignment. The speech MUST BE recorded in the Presentation Lab, not your home.
2. Record the speech at least once and watch it. You will need to save the recording to a flash drive if you want to watch it outside of the Presentation Lab, which is acceptable. Because I am requiring this assignment, there will be more traffic in the Presentation Lab and your time may be limited to 15 or 20 minutes, which is sufficient to record one of your speeches.
3. After watching the recording, write a 120-150 word reflection on (1) Strengths and weaknesses, (2) how you will seek to improve before giving the speech in class. Focus not just on delivery but issues such as citing sources, structure, transitions, and introductions and conclusions.
4. I MUST receive this, either electronically or in paper form, as a keyboarded document (in Word, not as email text) by the time you give either the tribute or informative speech in class.

# SCHOOL ADMINISTRATIVE MATTERS

DROP/WITHDRAWAL POLICY: Revised June 25, 2007

 Students wishing to withdraw from the course may do so without penalty until the mid-point of the semester, and a grade of **W** will be assigned. After that point, withdrawal without penalty is permitted only in cases of extreme hardship as determined by the Vice President for Academic Affairs; otherwise a grade of **WF** will be issued. (Please note: At Dalton State College, the Hardship Withdrawal process requires students to withdraw from all classes at the college.) The proper form for dropping a course is the **Schedule Adjustment Form**, which can be obtained at the Enrollment Services Office in Westcott Hall. The Schedule Adjustment Form must be submitted to the Enrollment Services Office. Students who disappear, completing neither the official withdrawal procedure nor the course work, will receive the grade of **F**. **This instructor will not withdraw students from the class. Withdrawal from any Dalton State College classes is a student responsibility**. The last day to drop classes without penalty is **October 25.**

COMPLETE COURSE WITHDRAWAL:Revised June 25, 2007

 The proper form for withdrawing from all classes at the college after the official drop/add period but before the published withdrawal date is the **Schedule Adjustment Form.** Students who are assigned to the Academic Advising Center for advisement must meet with an advisor or staff member at the Academic Advising Center (107 Liberal Arts Building) to initiate the withdrawal process. *All other students* must meet with a staff member or advisor at the Office of Academic Resources in the Pope Student Center to initiate the withdrawal process. After meeting with the staff member or advisor, all students will then finalize the withdrawal process in the Financial Aid Office.

## Emergency Instructional Plan: May 3, 2011

In case of inclement weather or other emergency conditions (such as power outages) that require the College to close for up to a week, the student should do the following:

1. If power and Internet access are available, log in to GEORGIAVIEW (the discussion board and/or email) and DSConnect for directions from Dr. Tucker. I may load a PowerPoint of lecture material, a handout, or some other alternate assignment.
2. If power and Internet access are not available, consult your syllabus and continue reading and/or writing assignments listed there. This would be a good time to work and read ahead, especially on the study guides. If possible, the student should try to find a location where Internet is available.
3. It is possible, of course, that the instructor will be without power as well, so if you do not hear from her, follow the directions in 2.
4. The students should NOT assume that deadlines and test dates will change because of the power outage or emergency closing. The students should assume that the syllabus will be followed as originally given unless they receive other directions from Dr. Tucker.
5. Compensatory make-up days may be required if the total number of days lost exceeds the equivalent of one week of class time.

## ETHICAL CONDUCT

**Academic Dishonesty:** Cheating and plagiarism are a part of the Dalton State Code of Student Conduct, which can be found in its most updated form at [http://daltoncampuslife.com/student-conduct/](https://dscexchange.daltonstate.edu/owa/redir.aspx?C=VDvMmTLiuUWur-fgVn90FmNYTVQia9BIRPJZdFT2kNEVYIB0slFD11oAE0_driJABxClX4YrpN4.&URL=http%3a%2f%2fdaltoncampuslife.com%2fstudent-conduct%2f" \t "_blank). ANY  assistance provided or given in any way toward work in a class constitutes cheating, unless such behavior is authorized by your instructor. Additionally, any use of the ideas or words of others should be noted, or this will constitute plagiarism. For more details on what Dalton State considers to be Academic Dishonesty, please review the Code of Student Conduct. Instructors will assign grades based on classroom performance. Additional sanctions may be provided as a learning experience from the Student Conduct process. Borrowing another students’ work or collaborating on an assignment not designated as collaborative is unacceptable.Furthermore, presenting work that was completed for another class, while not plagiarism technically, is not the same as presenting original work, and is therefore unacceptable.

**Classroom Behavior:** Dalton State is committed to respect via the Roadrunner Respect pledge. To learn more, please visit [http://daltoncampuslife.com/roadrunner-respect/](https://dscexchange.daltonstate.edu/owa/redir.aspx?C=VDvMmTLiuUWur-fgVn90FmNYTVQia9BIRPJZdFT2kNEVYIB0slFD11oAE0_driJABxClX4YrpN4.&URL=http%3a%2f%2fdaltoncampuslife.com%2froadrunner-respect%2f" \t "_blank). “I pledge to show my fellow Roadrunner students, faculty, staff, and administration respect by treating others the way they want to be treated and by thinking about others first before making decisions that might affect them.

## Officially Approved DSC Groups and Activities: (Effective Fall 2013)

When students are engaged in officially approved Dalton State groups or activities that require them to participate in events off campus during school days, they shall be treated similarly to any faculty or staff member acting in that same capacity. Thus, just as faculty and staff have excused absences from their regular work schedules, students shall be excused from class without penalty if they are off campus representing Dalton State College in an approved, official capacity during their regular class time. Examples include presenting a paper or otherwise participating in a conference, attending a University System student affairs event, participating in intercollegiate competition (athletic or academic), participating in an approved field trip, etc. Just as faculty and staff members are required to submit Request to Travel forms for approval, in order to be excused, the student needs to provide the following information to the instructor prior to the date when he/she will be absent from class:

* notification of the event (in the case of athletics, students should provide each instructor a schedule of away events at the beginning of the semester or as soon as possible after the schedule is available);
* estimated time of departure from and return to campus (for example, if a student has an away game in the evening and will not be leaving campus until 3:00, he/she will not be excused from classes prior to that time on that day; similarly if the event is in the morning and the student will be returning to campus during the day, he/she is expected to attend any class scheduled after the return trip); and
* contact information for the person or organization sponsoring/authorizing the student’s participation in the event.
* The student shall be allowed to make up any work missed during the time he/she is off campus representing DSC in an official capacity. He/she shall discuss what will be missed with the instructor and make arrangements to make up any assignments, tests, presentations, etc. that were scheduled on that date.

Disability Support Services: (revised July 30, 2014)

Students with disabilities or special needs are encouraged to contact Disability Support Services.  In order to make an appointment or to obtain information on the process for qualifying for accommodations, the **student** should visit the Disability Support Services Library Guide at http://www.libguides.daltonstate.edu/Disability or contact the Coordinator of Disability Support Services. Contact information: Andrea Roberson, Coordinator

Pope Student Center, lower level

706/272-2524

aroberson@daltonstate.edu

## Title IX Information:

Sex Discrimination, Harassment, & Assault

Sexual harassment is unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive that it has the effect of interfering with, denying or limiting someone’s ability to participate in or benefit from the college’s educational program and/or activities, and is based on power differential (quid pro quo), the creation of a hostile environment, or retaliation.

Sexual misconduct is a form of sexual harassment prohibited by Title IX. Sexual misconduct refers to “physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.” Sexual misconduct includes dating violence, domestic violence, rape, sexual assault, sexual battery, stalking, and sexual coercion.

Reporting Options

***Call 911 if you are in an emergency situation***
**Dalton State Public Safety (this report is not confidential)**
Tech Building- Upper Level - 706-272-4461
Online Sexual Assault Report - <https://dynamicforms.ngwebsolutions.com/ShowForm.aspx?RequestedDynamicFormTemplate=3fe5724c-a8bd-4a31-9c25-1a3d35110a51>

**If you would like to report to Dalton State Administration: (this report is not confidential)**

Report Title IX complaint online - <http://daltonstate.edu/campus_life/student-conduct-about.cms>

Report Student-on-Student Title IX complaint in person:

Brittnie Lee, Office of Student Life
Coordinator for Student Responsibility & Service/ Deputy Title IX Coordinator
Pope 113, balee@daltonstate.edu, 706-272-2999

Report Title IX complaint involving Faculty or Staff in person:

Lori McCarty, Director of Human Resource/ Title IX Coordinator
Memorial 122, 706-272-2034, lmccarty@daltonstate.edu

**If you would like to talk with someone confidentially:**
Dalton State Counseling & Career Services, Academic Resources
Roberts Library, 2nd floor, 706-272-4430
counseling@daltonstate.edu
<http://libguides.daltonstate.edu/Counseling>

# COURSE SCHEDULE and DUE DATES

ALL DEADLINES ARE MIDNIGHT OF DAY NOTED, unless otherwise specified. Midnight is defined as 11:30 p.m. for clarity.

| Period | Class Activity | Reading | Assignment | Other Reminders |
| --- | --- | --- | --- | --- |
| Week 1August 15 | Introduction to class and technologyLecture Guide 1 | Syllabus, Explore D2L, Chapters 1-2, 11  | Watch Online Lectures 2-3, delivery ones | All class materials are posted in D2L. You can access them there.  |
| Week 2August 22 | Personal Experience Speeches DeliveredTribute Speech Assigned and Explained | Chapters 4, 6, and 15 | Watch Online lectures 4-5 |  |
| Week 3August 29 | Lecture: How to write a speech (Lecture Guides 6-7)Explanation of Processes for Informative speeches | Read Chapters 5 and 7 | Watch online lectures  |  |
| Week 4September 5 | Labor Day, No Class | Read chapter 8  | Tribute Outlines Due to Assignments September 5 by midnight. Expect feedback by Wednesday. | It would make more sense to go ahead and do your taping requirement assignment now rather than waiting. |
| Week 5September 12 | Tribute speeches delivered in class | Read chapters 9 and 12 |  |  |
| Week 6September 19 | Tribute speeches delivered in classInformative Speech Groups Meet |  | Submit self-evaluation to Assignments by September 26 Watch online lectures 10-14 |  |
| Week 8September 26 | Lecture: Research (Lecture Guide 8 and 9) |  | Submit Library Research Assignment to Assignments by September 30 midnight |  |
| Week 9October 3 | Midterm Examination in classLecture: How To PowerPoint (Guide 15 and 16) |  | Chapter reflections for midterm chapters due October 2 midnight |  |
| Week 10October 10 | No class: Fall Break |  | Submit Informative Outlines to Assignments by October 12 midnightComplete PowerPoints and be in communication with your group | Complete taping requirement now if you did not do it for the tribute speech. Submit to Assignments by midnight the day before your speech is given in class |
| Week 11October 17 | Group 1 Informative Speeches |  |  |  |
| Week 12October 24 | Group 2 Informative Speeches |  | Watch online lectures 17-19 | The last day to drop the class and receive a “W” is October 25. However, be proactive and don’t wait until the last minute. I would rather you not withdraw, though. |
| Week 13 October 31 | Group 3 Informative Speeches | Read Specifications on Persuasive Speeches and related assignmentsRead Chapters 3, 10, 13-14 | Submit the Peer Evaluation Essay by November 7 to Assignments |  |
| Week 14 November 7 | Preparation for Persuasive Speeches |  | Watch Online lectures 20-23Submit persuasive survey to Assignments by November 10 and look for feedback by Friday evening |  |
| Week 15 November 14 | Survey Exchange |  |  |  |
| Week 16 November 21 | Persuasive Speaking |  |  |  |
| Week 17 November 28 | Introduction Exercise |  | Submit Persuasive Outline to Assignments November 30 by midnight | Look for feedback to your outlines within 24 hours |
| Week 18 December 5 | Persuasive Speeches Delivered |  | Take online final examination, TBD |  |
| Final ExamDecember 12 | Persuasive Speeches Delivered |  |  |  |