

SPCM 1100: INTRODUCTION TO PUBLIC SPEAKING
SYLLABUS

Instructor: Chip Miller

Office Address: 222 Terrell Hall*

Office Phone: N/A

Office Hours: Tues 10:30-11:30, Wed 10:30-11:30, and by appointment*

E-Mail Address: All correspondence shall be sent via WebCT email.

Required Textbook:

Lucas, S. E. (2007). *The art of public speaking* (9th ed.). Boston: McGraw Hill

Required Readings:

TBA: Additional readings will be posted on WebCT.

Course Goal:

The goal of this course is to help students become better communicators. We intend to teach students how to speak effectively in public. We intend to help students understand why some people are more effective and others less effective as public speakers. In short, we seek to help students become better speakers and critics of public communication.

Course Objectives:

1. Students will understand the need for effective public speaking skills in contemporary society.
2. Students will develop research, organizational, and delivery skills for the preparation and presentation of speeches.
3. Students will enlarge their ability to listen critically and analyze public speeches.
4. Students will be able to articulate and practice an ethical approach to public speaking.
5. Students will be able to analyze and articulate differing rhetorical situations and create speeches that are appropriate to the situation.

Course Policies:

1. Registration: Only students who are officially enrolled in the class may attend. If you are not officially enrolled and wish to add the class, please see Dr. Barge (127 Terrell Hall).

Attendance: Attendance will be taken at every class. Absences due to university activities (e. g., debate, sports, etc.) must be discussed with the instructor no later than *one week* before the relevant class period(s). Written documentation for a university sanctioned absence must be provided. Arrangements concerning absences are entirely at the instructor's discretion.

Your regular attendance is necessary as examinations not only cover material from the book, but also material that is covered *only* in lectures. Additionally participation points will be awarded during the semester. Participation points will be earned through your involvement in class activities and pop quizzes. During the semester you will be given at least 10 opportunities to earn participation points by completing class activities and pop quizzes. Such activities will go toward your final course grade, and cannot be made up irregardless of the reason for the absence. Please note that if you should miss class, it is your responsibility to obtain missed materials from a *classmate*, not the instructor.

Tardiness is not appropriate and will not be tolerated. Ensure that you allow yourself enough time to be in class before it begins. Additionally, leaving class early is strongly discouraged.

3. Learning Accommodations: Any students who need special accommodations for learning or who have particular needs are invited to share these concerns or requests with me as soon as possible. The Disability Resource Center (542-8719, Clark Howell Hall) provides written documentation that specifies the needed modifications (i.e., note taker, extra time for tests) to the instructor. If you have not contacted The Disability Resource Center to request a letter be sent to your instructor, please do so.
4. Emergencies: If an emergency arises and you know that you will not be able to get to class on an exam or speech day, please let me know ahead of time by sending me an email or leaving a message with the department secretary.
5. Exams: Two exams are scheduled on the syllabus. Students are expected to take the exams on the dates assigned. (See also the *Final Exam Policy*).
 - (a) **Make up exams are allowed** for full credit for excused absences with proper documentation. Students may make up their exam when they are absent due to a university sanctioned activity where prior notice has been provided, an emergency which has been documented through their advisor or Student Affairs, or an illness which has been verified in writing from your private physician or the Student Health Center. In the case of illness, you must get a note from either your private physician or from the Student Health Center signed by a clinician (Not a Health Center Nurse) that says something to the effect: "In my opinion, this student should be in classes today and/or tomorrow (specify the particular date[s] involved)." Typically, a private physician or clinician will write a note for an illness

for one or two days. However, if your illness lingers, you will need to recheck with the private physician or clinician and request an additional note to document your absence. The note does not have to indicate the specifics of your illness, but that the physician or clinician does not think you are well enough to attend class.

- (b) **Make up exams are not allowed** without proper documentation. Make-up exams are not allowed for any type of unexcused absences, including missing class to study for a test, oversleeping, not being ready to take the exam, or having to work at an outside job. You will receive a **ZERO** for that exam.

- 6. **Speeches:** Public speech presentations are clearly scheduled on the syllabus, and you will be assigned specific times and dates to present your speech(es). Students must speak on their assigned day.

The following policies apply to students who do **NOT** speak on their assigned day:

- (a) **If a speech is not given on the assigned day due to an excused absence, then the speech may be made up and full credit will be available.** Students may present their speech during the next class period, if time permits, when they are absent due to a university sanctioned activity where prior notice has been provided, an emergency has been documented through their advisor or Student Affairs, or an illness has been verified in writing from your private physician or the Student Health Center. Please see the above policy for a description of the required written verification to be provided by your private physician or the Student Health Center.
- (b) **If a speech is not given on the assigned day and the student provides a compelling reason, the speech may be made up with a one letter grade reduction.** Students who provide a compelling excuse (based on instructor's discretion) may present their speech with a letter grade deduction during the next class period if time permits or at the instructor's discretion (e.g., time and location). If a "compelling" excuse is not provided, the instructor is under no obligation to allow the student to earn points to make up the speech. *Reminder: To receive a grade for this class, you have to complete all the speeches (whether or not you earn a grade for the speeches).*
- (c) **If a speech is not given on the assigned day due to an unexcused absence, the speech must be made up, but no credit will be given.** Unexcused absences include: missing class to study for a test, oversleeping, not being ready to speak, and having to work at an outside job. Students who do not provide an acceptable reason for not giving their speech will make up the assignment at the instructor's discretion for zero

points. *Reminder: To receive a grade for this class, you have to complete all the speeches (whether or not you earn a grade for the speeches).*

7. Assignments: If you are sick the day an assignment is due, please have a friend or roommate drop the assignment off in my mailbox at the Speech Communication Main Office (110 Terrell Hall). Each day an assignment is over due, 10% of the grade is deducted. Overdue starts at the end of the class period the assignment is due. If you do not come to class on the due date, please make sure the secretary in the Speech Communication Main Office puts the time and date the assignment was received on your assignment before she puts it in my mailbox.
8. Research Requirement: As part of your participation in this class, you must satisfy a departmental research requirement. This requirement may be satisfied in one of three ways: (a) participation in a research project conducted by the Department of Speech Communication, (b) a summary and analysis of a communication research article, or (c) attendance at and a written analysis of a colloquium presentation at the Department of Speech Communication. For information about all three options, see the attached document titled: *The UGA Speech Communication Research Participation: Information for Students*. Failure to fulfill the research requirement will result in a grade of Incomplete (I) for this class. Note: You will need to complete a separate research project or paper for each Speech Communication class that requires or offers research participation.
9. Receiving a Final Grade: Students must complete all exams, speeches, and the research requirement to receive a grade.
10. Academic Honesty: “Academic honesty is – defined broadly and simply – the performance of all academic work without cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed” (From the Preamble to “A Culture of Honesty”). The University, the Department of Speech Communication, and I personally take academic honesty very seriously. Every student at the University of Georgia should be familiar with the booklet, “A Culture of Honesty: Policies and Procedures on Academic Dishonesty.” If you are not, please obtain one of these booklets and read it carefully. This document has a thorough presentation of four types of academic dishonesty including plagiarism, unauthorized assistance, lying/tampering, and theft, as well as the procedures that are in place to adjudicate alleged incidents of academic dishonesty. The policies and procedures described in “A Culture of Honesty” will be strictly followed.
11. Final Exam Policy: The final exam will be given at the assigned time per the official University schedule. The final exam will NOT be given early or at a different time unless changed by the University. There are no exceptions to this policy. Please mark your calendars and make your travel plans based on the final exam times noted on the last page of the syllabus:

12. Grievance Procedure: Occasionally, students are unsatisfied with some dimension of the course. If you have a concern at any time during the course, please come speak with me directly either during office hours, by appointment, or via email.

If you want to appeal a grade, the department policy is that you *must* make the grade appeal in writing to me. Prepare and submit a typed argument indicating what your specific appeal is and what grade you believe you deserved. Turn in the appeal before or after class, during office hours, or at a scheduled appointment within one week of the grade being returned. If you have employed these measures and are still dissatisfied, or feel that an appropriate resolution may not be reached by working with me, then I encourage you to contact the Basic Course Director Dr. Harris at tmharris@uga.edu. She will also need a written grade appeal in order to help you.

Course Assignments and Evaluation:

Assignments:

Each student will complete the following assignments for a total of 1000 possible points:

Midterm Exam	125
Final Exam	150
Presentation/Critique of Current Event	50
Informative/Deliberative Speech	100
Epideictic Speech	100
Debate/ Persuasive Speech	125
Protest Speech	150
Speech Outlines	75
Pop Quizzes	50
Attendance/Participation	75
Research Requirement	Required to Pass the Class

Exams:

The two examinations given during the semester will consist of a combination of true-false, multiple choice, and some short answer items. Each test covers approximately one-half of the course material, although the final exam is technically cumulative, in that up to 25% of the questions will be drawn from material covered on the midterm. Exams cover material from lectures and the textbook. **STUDY BOTH!**

Speeches:

1. **Informative/ Deliberative Speech (125):** This is a 4-6 minute informative speech which utilizes at least two visual aids, or one which is used in three different ways (i.e. Power Point). A typed formal outline must be turned in to the instructor prior to presenting the speech. Also, you must cite four (4) outside sources within your speech and document the sources in your outline. Note: No more than two 2 of these sources may come from the internet. Grading criteria (in addition to those from the first speech) include:
 - (a) Content: Listener relevance should be addressed for each main point, at least four "verbal footnotes" should be cited during the presentation, and listeners should come away knowing more about the topic than they did before the speech.
 - (b) Structure: Inclusive "we" language should be attempted in structural comments. Microstructural elements (i.e. connectives, transitions, etc.) should be used to foster creativity, clarity, and fluency in style.
 - (c) Delivery: Vocal variety and enthusiasm are expected. Non-verbally, additional expectations include the use of appropriate facial expressions and gestures to enhance the verbal message as well as to integrate the visual aid with the oral message. You may use no more than five 3x5 notecards (one side only). Points will be deducted for going over or under the time limit.

2. **Speech of Ceremony/ Epideictic Speech (100):** This is a 2-4 minute ceremonial or epideictic speech, such as a toast, acceptance, tribute, eulogy, or welcome. You are asked to praise a person, group, idea, or object which holds considerable meaning for you. You need to specify the kind of occasion and the audience to be addressed. A typed formal outline must be turned in to the instructor prior to presenting the speech. Supporting points and data should be drawn from the life experiences the student has had with the object, person, or group. Grading criteria for this speech include:
 - (a) Content: The speech should be descriptive as well as ceremonial. Listeners should come away knowing why the object, person, group, etc. is worthy of praise. What values or ideals are important here? Specific personal experiences should be used to support each main point.

- (b) Structure: A clear introduction and conclusion should be evident utilizing all components as described in the textbook. Verbal transitions should tie the main points together.
- (c) Delivery: In terms of vocal delivery, the student should be intelligible (i.e., appropriate rate, volume, enunciation, and pronunciation) and conversational (i.e., extemporaneous, as opposed to manuscript, impromptu, or memorized, style). In terms of nonverbal style, poise (i.e., no distracting cues), eye contact (look at listeners 95% of the time, span the room, and look people in the eye), and appropriate dress (i.e., a bit more formal than the audience) are expected. Points will be deducted for going over or under the time limit. You may use no more than five 3x5 notecards (one side only).

3. Deliberative-Persuasive/ Debate (125): For this assignment, you and a partner will debate a resolution using the strategies discussed during lecture. Your objective is to persuade the class to either uphold or reject the resolution, depending on your designation as either affirmative team or negative team (respectively). This assignment consists of two speeches. The first will be a 4 minute constructive speech, in which you make a case for your side of the debate and support your argument. A typed formal must be turned in to the instructor prior to presenting the constructive speech. The second speech will be a 2 minute impromptu rebuttal of the opposition's argument and wrap-up of your own position. Grading criteria for this assignment will be discussed at a later date.

4. Actuation-Persuasive/ Protest Speech (150): This is a 3-5 minute persuasive speech must attempt to motivate listeners to initiate or change behaviors. A typed formal outline must be turned in prior to the speech. Grading criteria for this speech beyond previous speeches include:

- (a) Content: Specific courses of action should be offered. Vivid, clear and exciting language should be used. A variety of persuasive appeals must be evident. Verbal footnotes must again be cited orally.
- (b) Structure: The case for change should integrate smoothly with the proposed solutions. No "solvency" problems should be evident. Persuasive language should be evident throughout. Integration of the various segments should be smooth.

(c) Delivery: Emotional conviction should be clear. Points will be deducted for going over or under the time limit or for exceeding the 2 3x5 notecard limit.

*****Speech Topics with Restrictions (see me if you want to speak on one of these topics):*****

Obesity	Abortion	“How to” speeches
Seat-Belts	Drinking Age	Death Penalty
Fair Tax	History of UGA	Drug Legalization

Out-of-Class/In-Class Assignments:

Formal Speech Outlines/ Pop Quizzes: Each of the three major speeches will require a typed (and stapled!) formal outline due on the day of the speech. Problems with computers ("it ate my outline") are not acceptable excuses for failure to turn in an outline. In addition, students will be required to complete a variety of in-class assignments including pop quizzes. You must attend and complete these assignments to receive these points. Such activities will go toward your final course grade, and cannot be made up—regardless of the reason for the absence.

Presentation of Current Event: Each student is required to present a current event to the class and lead discussion on the topic during the first 2-5 minutes of a given class. An effective public speaker is well-informed about topics they could encounter during the course of a presentation, and as such, students should be “up to speed” on the news of the day. Thus, several classes will begin with a student presentation about a “current event,” in which s/he (1) provides a brief overview of the issue at hand, (2) legitimately discusses two opposing perspectives on the issue, and (3) fields questions and comments from the class. Although a number of sources may be referenced for the presentation, students are required to submit a published article (preferably from a newspaper) about the topic to the instructor *prior* to their presentation. All class members are encouraged to watch broadcast news and read newspapers, as an informed audience will enhance the presenter’s ability to lead discussion.

Critiques: Effective public speakers are willing to accept criticism from others and are able to honestly assess their performance. Thus, after each speech, students are required to write a brief paragraph about the strengths and weaknesses of their speech. Also, during the final block of speech days, students are assigned a partner and the two will critique each other’s speech. Important: The point of this assignment is for students to learn

how to provide and receive criticism, so comments should be **constructive** and “professional.” Personal attacks will not be tolerated.

Research Requirement:

As part of your participation in this class, you must satisfy a departmental research requirement. For information about the three options for completing the research requirement, see the document entitled: *The UGA Speech Communication Research Participation: Information for Students* that is attached*.

Please read and be aware of the choice you make. Failure to fulfill the research requirement will result in a grade of Incomplete (I) for this class. Note: You will need to complete a separate research project or paper for each Speech Communication class that requires or offers research participation.

Grading:

93-100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
70-76%	C
60-69%	D
0-59%	F

The Basic Course Director’s Policy in Speech Communication is that no extra credit is allowed. Therefore, I cannot give extra credit to anyone.

Tentative Schedule

This schedule is tentative and may change due to the needs of the class. Students should be prepared to discuss and/ or take a quiz on the assigned readings for each day of class. Dates with asterisks indicate current event presentations.

Week 1

1/8	Go over syllabus/ Ice-breaker/ Begin Ch. 1	
1/10	Speaking in Public/ Listening	Chapters 1, 3

Week 2

1/15**	Topic Selection/ Audience Analysis/ Activity	Chapters 4, 5
1/17**	Beginning and Ending the Speech/ Activity	Chapter 9

Week 3

1/22	Speech of Introduction	
1/24**	Speaking to Inform/ Speech #1 Explained	Chapter 14

Week 4

1/29**	Structuring the Speech/ Outlines	Chapters 8, 10
1/31**	Using Visual Aides	Chapter 13

Week 5

2/5**	Delivery/ Presentation Skills	Chapter 12
2/7**	Delivery/ Presentation Skills/ Video Analysis/ Workshop Speeches	Chapter 12

Week 6

2/12	SPEECH #1	
2/14	SPEECH #1	

Week 7

2/19**	Epideictic Speaking/ Speech #2 Explained/ Textual Analysis	Chapter 17
2/21**	Ethos, Pathos, Logos/ Review	

Week 8

2/26	MIDTERM	
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2/28** Language/ Workshop Speeches Chapter 11

Week 9

3/4 SPEECH #2
3/6 SPEECH #2/ Speaking to Persuade/
SPEECH #3 Explained Chapter 15

Week 10

3/10-3/14 NO CLASS—SPRING BREAK

Week 11

3/18** Speaking to Persuade/ Methods of Persuasion Chapter 16
3/20** Debate Pragmatics/ Establishing Credibility Chapters 6, 7

Week 12

3/25 Developing Research Skills: Library Day
3/27** Workshop Speeches

Week 13

4/1 SPEECH #3
4/3 SPEECH #3

Week 14

4/8 SPEECH #3/ Intro to Protest Speaking TBA
4/10 Video: “This is What Democracy Looks Like”

Week 15

4/15** Workshop Speeches
4/17 SPEECH #4

Week 16

4/22 SPEECH #4
4/24 Course Wrap-Up/ Course Evaluations/ Review