

SPCM 1100: INTRODUCTION TO PUBLIC SPEAKING SYLLABUS – SUMMER 2009

Instructor: Blake Abbott

Office Address: Phi Kappa Hall (North Campus next to Terrell Hall)

Office Phone: (706) 542-3238

Office Hours: Tuesday 1:00 – 2:30pm and Wednesday 10:00 – 11:00am or by appointment

E-Mail Address: abbott@uga.edu

Required Textbook:

Lucas, S. E. (2007). *The art of public speaking* (10th ed.). Boston: McGraw Hill

Required Readings:

Textbook chapters as scheduled. Any additional readings will be made available on-line through 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.

Expectations:

I have very strong expectations of all of my students. I expect that you will respect your fellow classmates by showing up on time, being attentive to the speeches and lectures, fully participating in classroom exercises, and contributing to an overall environment that is conducive to learning.

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. Harris (127 Terrell Hall).
2. **Attendance and Participation:** Attendance will be taken at every class no more than 3 minutes after class has begun. Absences due to university activities (e. g., debate, sports, etc.) must be discussed with the instructor **no less than one week before** the relevant class period(s). Written documentation for a university sanctioned absence must be provided. Arrangements concerning absences are at the instructor's discretion. If you are unable to come to class for a medical reason then you must supply the instructor with the appropriate written documentation. If you are unable to come to class for personal emergencies (ex. A death in the family) then you must supply the instructor with the appropriate written documentation from the Office of Student Affairs within 48 hours of the missed class.

Your regular attendance is necessary as examinations not only cover material from the book, but also material that is covered only in lectures. You have **THREE (3)** excused or unexcused absences for the semester. For each absence exceeding this amount, you will be penalized 10 points off your final point total at the end of the

semester. Please note that if you should miss class, it is your responsibility to obtain missed materials from a classmate, not the instructor. If you are absent on a speaking day then you will lose 5 points off your speech grade. For example, if your Imitation Speech grade was an 82 out of 100 (B-) and you missed one speaking day for someone else's Imitation Speech then your final Imitation Speech grade would end up a 77 out of 100 (C).

Tardiness is not appropriate and will not be tolerated. Ensure that you allow yourself enough time to be in class before it begins. If you arrive in class more than three (3) minutes after the scheduled start time (11:48), you will be considered tardy. **Being tardy three (3) times will be considered equal to one absence.** Additionally, leaving class early is strongly discouraged.

Class participation will be based on your thoughtful comments and questions. I expect you to be well-read coming into discussion. I will assign your participation grade for each class period according to the following scale. (Please note: I may assign fractions of points.)

- Ø Absent
- 0-1 Catatonic; I could confuse your state with brain death
- 2-3 Shows some sign of life (twitching eyelids, obvious heart beat, etc.) but is unengaged with the material
- 4-5 Present, but uninformed
- 6-7 Participates, but does not consistently contribute in meaningful ways
- 8 Participates in meaningful ways
- 9-10 Participation advances class discussion: we are better off because of your comments

Part of attendance includes making sure you do not distract yourself or others while in class. To ensure that class discussions are as effective as possible, cell phones, personal stereos (ipods, mp3 players, portable cd players, etc.) and any noisy electronic equipment must be **turned off** while in class. I understand that people may forget one time, but if your cell phone rings more than once in class, it will negatively affect your participation grade. Do not read a newspaper during class discussion. Also, do not bring your laptop computer to class unless I personally indicate that you may do so. Laptops are often used for non-class related purposes, and hence, they become a significant distraction. Additionally, **use of cell phones either to place or receive a call or to send or receive a text message is strictly prohibited.** Because talking, sleeping, attending to cell phones, and reading in class distract and demoralize the instructor (except consultation of the material at hand), such rudeness may earn offenders a public scolding or negatively impact your participation grade. Premature packings-up also disrupt the speaker's/teacher's conclusion without hastening the end of class.

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 as soon as possible 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 only 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. **Receiving a Final Grade**: Students must complete all exams, and speeches to receive a grade.

9. **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.

10. 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 below:

****The final exam will be held on Thursday, July 30 12:00 – 3:00 pm****

11. 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 at least 24 hours after but 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.

12. Communicating with the Instructor: Email should be the primary means of communicating with me. I will try my hardest to reply to you within 48 hours. Sometimes students will email me between 10:00 P.M. and 6:00 A.M. on the night before a test or a speech expecting an immediate response, which I cannot and will not promise. I will respond to emails when I have the opportunity and therefore it is your responsibility to allot over 48 hours for important questions regarding your assignments. On days before a speech, I will respond to emails until 5pm. After that, I make no promises.

Course Assignments and Evaluation:

Assignments:

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

Introduction Speech	Ungraded
Imitation Speech	100
Informative Speech	150
Policy Persuasive Speech	200
Ceremonial Speech	150
Class Assignments/Pop Quizzes/Participation	100
Midterm Exam	150
Final Exam	150

Grading:

A	930 - 1000
A-	900 - 929
B+	880 - 899
B	830 - 879
B-	800 - 829
C+	780 - 799
C	730 - 779
C-	700 - 729
D	600 - 699
F	599 and below

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

Exams:

Two examinations will be given throughout the semester. Each examination will consist of a combination of true-false, multiple choice, short answer, and some essay format items. Each test covers approximately one-half of the course material. The final exam is not cumulative. Exams cover material from lectures and the textbook.

****The final exam will be held on Thursday, July 30 12:00 – 3:00 pm****

Speeches:

You will give five speeches in this class. They are as follows:

- 1. Introduction Speech (ungraded):** In this 1-2 minute speech you introduce yourself to the class (name, where you are from, year, major or expected major, etc.). Bring to class an item that represents something of personal interest or concern and explain what it represents and why it is important to you. In this advanced version of show and tell, try to put emphasis on the personal significance of the object and less on the object itself.
- 2. Imitation Speech (100 points):** This is a 4-6 minute speech that someone else has written. You will deliver this speech (or an appropriate selection) verbatim in manuscript style delivery. You will need to present the instructor with a copy of the speech on the day that you speak. Failure to provide a copy of your speech will result in a one-letter grade deduction (10%) on your speech grade. **EMAIL IS NOT ACCEPTABLE!** The specific assignment guidelines will be posted on WebCT and discussed in class. You will be graded on primarily on your delivery. Refer to Specifically:
 - 1) Vocal Delivery: the student should be intelligible (i.e., Pitch, Rate, Pauses, Vocal Variety, Pronunciation, and Articulation). Refer to pages 299-305 in Lucas for a discussion of Vocal Delivery.
 - 2) Manuscript Style: the student should present the speech accurately as if they wrote it themselves instead of sounding overly scripted or memorized. Refer to pages 295-296 in Lucas for a discussion of the manuscript style.
 - 3) Nonverbal Body Language: the student should appear confident and poised (i.e. no distracting cues such as overabundant hand motions); the student should have good eye contact (look at listeners 95% of the time, span the room, and look people in the eye). Refer to pages 306-310 in Lucas for a discussion of Body Movement.
 - 4) Time: Points will be deducted for going over and under the time limit. You lose 5% of your speech grade for every 30 seconds that you are under 4 minutes or over 6 minutes. You should arrange for someone to give you time signals or bring a stopwatch with you.
- 3. Informative Speech (150 points):** This is a 4-6 minute speech in which you provide information about the many sides of your umbrella topic while striving to avoid betraying personal bias. You will research this topic well over the course of the semester, and for this speech you will be required to orally cite at least three (3) reputable sources. The specific assignment guidelines will be posted on WebCT and discussed in class. Grading criteria for this speech include:
 - 1) Content: Your audience should come away from this speech with a clear view of the controversy surrounding your topic but, so far as it is possible to ever hide bias, they should not find it obvious what you personally believe. Your goal is to provide the best possible information for all sides of the controversy.
 - 2) 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.
 - 3) Delivery: In terms of vocal delivery, you 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, scan 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 4x6 notecards (one side only).

- 4. Policy Persuasive Speech (200 points):** This is a 5-6 minute speech in which you appeal for a policy change that you would like to see the Federal Government enact. This change must be related to your umbrella topic. Your speech must cite at least four (4) reputable sources. You must incorporate concepts that we have covered in the book and in class. The specific assignment will be posted on WebCT and discussed in class at least two weeks before the assignment is due. Grading criteria for this speech include:
- 1) **Content:** You must make a compelling argument in favor of your chosen policy change. No “solveny” problems should be evident. You must support your claims with credible evidence and use warrants to tie the evidence to the claim. The more you support your argument with examples or facts, the better you will do with regard to the content of the speech. Use persuasive language throughout the speech.
 - 2) **Structure:** The case for change should integrate smoothly with the proposed solutions. A clear introduction and conclusion should be evident utilizing all components as described in the textbook. Verbal transitions should tie the main points together. You will prepare and turn in a typed formal outline prior to the speech, which will worth 15 of the 150 points available for this speech.
 - 3) **Delivery:** In terms of vocal delivery, you 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. Emotional conviction should be clear. Points will be deducted for going over or under the time limit. You may use no more than five 4x6 notecards (one side only).
- 5. Speech of Ceremony (150 points):** This is a 5-6 minute ceremonial or epideictic speech, such as a toast, acceptance, tribute, eulogy, or welcome. You are asked to praise a person, group, or object that holds considerable meaning for you. You need to specify the kind of occasion and the audience to be addressed. You need to provide the instructor with your topic and a brief one-paragraph explanation of why the person, group, or object is worthy of praise. This written assignment is due one week prior to the first speaking day. Failure to provide the topic and explanation will result in a one-letter grade deduction on your speech grade. Supporting points and data should be drawn from the life experiences the students has had with the person, group, or object. The specific assignment guidelines will be posted on WebCT. Grading criteria for this speech include:
- 1) **Content:** The speech should be descriptive as well as ceremonial. Listeners should come away knowing why the object, person, or group is worthy of praise. What values or ideals are important here? Specific personal experiences should be used to support each main point.
 - 2) **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.
 - 3) **Delivery:** All of the criteria used in grading the Imitation Speech will apply here as well.
 - 4) **Time:** Points will be deducted for going over and under the time limit. You lose 5% of your speech grade for every 30 seconds that you are under 5 minutes or over 6 minutes. You should arrange for someone to give you time signals or bring a stopwatch with you.

Out-of-Class/In-Class Assignments:

Formal Speech Outlines: Two of the major speeches (Informative and Persuasive) will require a typed formal outline due one class period before speeches begin. Problems with computers (“it ate my outline”) are not acceptable excuses for failure to turn in an outline. For each of the speeches that require an outline, the outline is worth 10% of the total available points for the speech.

In-class assignments: 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. In other words, if you are absent on a day that a quiz is given, you will not be able to make up that quiz. Such activities will go toward your final course grade, and cannot be made up regardless of the reason for the absence.

Grading Policy

This scale applies to all work being evaluated, including class participation, exams, essays, and speeches.

A- = 90% - 92%; A = 93% - 100% → Superior (correct, insightful, creative, coherent)

1. Clearly and effectively states a significant thesis.
2. Fully develops each component of the thesis, with solid (and appropriate) supporting evidence. Shows insightful interpretation of supporting data. Includes exceptionally relevant sources.
3. Follows an appropriate and appealing method of organization and progresses logically.
4. Displays unity and coherence.
5. Expresses thoughts clearly, precisely, and concisely.
6. Employs a useful variety of sentence structures, matched to rhetorical strategies.
7. Employs active verbs and active voice, and disdains wordiness or verbal crutches.
8. Reflects consistently correct grammar, style, and syntax and proper documentation.
9. Conclusion demonstrates a mature understanding of the subject's significance.
10. Shows superior originality of thought and perception.

B- = 80% - 82%; B = 83% - 87%; B+ = 88% - 89% → Above Average (correct and authoritative, but conventional or somewhat limited in originality or fresh perspective)

1. Correctly states a thesis (not especially significant or insightful).
2. Fully develops each component of the thesis with solid supporting evidence, and competently includes appropriate sources.
3. Displays points #3-9 from A work.
4. Lacks complete originality of concept or superior depth of thought, but is nonetheless authoritative and thoughtful.

C- = 70% - 72%; C = 73% - 77%; C+ = 78% - 79% → Average (adequate, but flawed by errors, irrelevance, or limited scope)

1. States a central idea (but may not be structured effectively as a strong thesis statement)
2. Shows some awareness of effective organization.
3. Offers adequate supporting detail for the central idea, but may fail to develop each component fully. Shows correct interpretation of supporting data.
4. May contain grammatical and mechanical errors, but is free from habitual deviations from standard English usage.
5. Focuses upon a conspicuous or obvious - but correct - central point.
6. May lack mastery of sentence form and power, but will be free of virulent sentence structure errors.
7. Conclusion merely restates introduction.

D = 60-69 → Below Average (errors overshadow positive qualities)

1. Fails to state or stick to a central idea.
2. Drifts significantly from a logical pattern of organization.
3. Neglects adequate development of all major points.
4. Contains distracting grammatical, mechanical, or sentence structure errors.
5. Contains trite or wordy expressions.
6. Focuses upon a flawed concept, showing serious error in the comprehension of the subject or serious errors in the use or interpretation of supporting data.
7. Offers no conclusion.

F = 59 and below → Unacceptable

1. Serious errors in any area
2. Fails to follow instructions.
3. Topic or contents are completely inadequate.
4. Shows academic dishonesty (including, but not limited to, plagiarism or failure to cite sources.)

IC = Incomplete

The grade of "IC" will be given only in special circumstances, such as serious illness.

Tentative Schedule

This schedule is tentative and may change due to the needs of the class. Students should be prepared to discuss assigned readings in class (or take a pop quiz on assigned readings) on the assigned day. In other words, you should have the chapter(s) read by class time on the day listed in the schedule.

<u>Week</u>	Date	Topic	Readings
<u>Week 1</u>	6/5	Overview of the course	
<u>Week 2</u>	6/8	Foundations of Public Speaking	Chapter 1
	6/9	Introduction Speeches	
	6/10	Analyzing the Audience/Assign imitation speech	Chapter 5
	6/11	Delivery	Chapter 12
	6/12	Video Analysis: Analyzing Speeches	
<u>Week 3</u>	6/15	Imitation Speeches	
	6/16	Imitation Speeches	
	6/17	Imitation Speeches	
	6/18	Listening	Chapter 3
	6/19	Choosing your topic/Assign informative speech	Chapter 4
<u>Week 4</u>	6/22	Beginning, Ending, & Structuring the speech	Chapter 8&9
	6/23	How to Research/Use Supporting Materials	Chapter 6&7
	6/24	Guest Lecture: Amber Prentiss about Library Resources	
	6/25	Informative Speeches	
	6/26	Informative Speeches	
<u>Week 5</u>	6/29	Informative Speeches	
	6/30	Review for the Midterm Exam	
	7/1	Midterm Exam	
	7/2	Speaking to Persuade/Assign persuasive speech	Chapter 15
	7/3	No Class – Independence Day Holiday!	
<u>Week 6</u>	7/6	Methods of Persuasion	Chapter 16
	7/7	Ethics and Public Speaking	Chapter 2
	7/8	Persuasive Speeches	
	7/9	Persuasive Speeches	
	7/10	Persuasive Speeches	
<u>Week 7</u>	7/13	Speaking on Special Occasions/Assign ceremonial speech	Chapter 17
	7/14	Using Language	Chapter 11
	7/15	Ceremonial Speeches	
	7/16	Ceremonial Speeches	
	7/17	Ceremonial Speeches	
<u>Week 8</u>	7/20	Review for the Final Exam	
	7/21	Self Speech Critiques	
	7/22	Self Speech Critiques	
	7/23	Self Speech Critiques	
	7/24	Classmate Speech Critiques	
<u>Week 9</u>	7/27	Classmate Speech Critiques	
	7/28	Classmate Speech Critiques	
	7/29	Optional Extra Final Exam Review	

****The final exam will be held on Thursday, July 30 12:00 – 3:00 pm****