

SPCM 1100: Introduction to Public Speaking (Section 70-156)
Spring Semester 2008 - The University of Georgia
MWF 1:25-2:15, Old College 100

Instructor: Dr. Kristi Schaller
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Office hours: Monday and Wednesday 11:10 -12:10 and by appointment. You may also ask questions via e-mail, if this is more convenient.

Speech Communication Department: 110 Terrell Hall

Website: www.uga.edu/spc

WebCT

Announcements and assignments will be posted on WebCT. Please check WebCT each day before coming to class.

I will occasionally send you e-mail messages regarding the course. I will use WebCT e-mail, but you may forward this to your UGA e-mail account (see Message Settings box under course mail on WebCT).

Course description

The fundamental principles and practices of public speaking, including systematic library research, creative analysis and synthesis of topics, organization, language, delivery, audience adaptation, reasoning, arguments, and supporting materials.

Course format

This will be a seminar style discussion class as well as a performance class. Come to class each day prepared to discuss what you have read, and to contribute meaningfully to class discussions. You will learn to provide constructive criticism of public presentations. Therefore, I expect that you will use the competent communication skills you learn in the course to state your views appropriately and effectively. I would like us to work together to build a supportive environment in which you may develop and practice your public communication skills.

Course Objectives

1. You will learn how to enact effective, appropriate, and ethical public communication skills.
2. You will learn how to manage your communication apprehension in order to be an effective public communicator.
3. You will learn how to analyze and adapt to audiences.
4. You will learn how to research your speeches effectively.
5. You will learn to develop logical, rational arguments and to support your arguments with compelling evidence.
6. You will learn how to organize effectively a public presentation.
7. You will learn how to provide constructive criticism of public presentations.
8. You will learn how to prepare and present various types of speeches, including informative, persuasive and special occasion speeches.

Textbook

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

Course assignments

Self-Introduction speech (2-3 minutes)	10 points
Demonstration speech (8-10 minutes) and outline	20 points
Informative speech and outline (4-5 minutes; 3 sources and audience analysis required)	60 points
Informative speech peer evaluations	10 points
Persuasive speech and outline (12-15 minutes; 10 sources and audience analysis required)	80 points
Persuasive speech peer evaluations	20 points
Commemorative speech and manuscript (3-4 minutes; 2 language devices required)	30 points
Commemorative speech peer evaluations	20 points
Exam one	60 points
Exam two	50 points
Exam three	40 points
Total points	400 points

Final grades

Grades are based on the total points earned and will be calculated as follows:

A 93-100%	370-400 points	C+ 78-79	311-318 points
A- 90-92	359-369 points	C 73-77	291-310 points
		C- 70-72	279-290 points
B+ 88-89	350-358 points	D 60-69	237-278 points
B 83-87	331-349 points		
B- 80-82	319-330 points	F < 59	236 or fewer points

Notes regarding final grades:

1. You must keep all assignments, exams, and speeches until the end of the term. Keep track of your points and your absences. I will not provide this information to you at the end of the term. You may send me an e-mail message with the information to verify that our information matches.
2. If you are within one or two points of the next highest grade at the end of the semester, I will consider "bumping up" the grade only if you have perfect attendance and only if you have volunteered to be a source-checker or a timekeeper for speeches.

Course Policies

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”). All academic work must meet the standards contained in ‘A Culture of Honesty.’ Students are responsible for informing themselves about those standards before performing any academic work.”

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. Follow this link to read “A Culture of Honesty:” <http://www.uga.edu/ovpi/honesty/acadhon.htm>

Notes regarding academic honesty:

All work for this class must be original and must be completed for this class. You may not use assignments completed for other courses or for extracurricular activities.

Violations of the Academic Honesty policy may result in a grade of F for the course. Additionally, you will be reported to the appropriate authorities at the University of Georgia.

Attendance: Attendance is required each day. Show up on time, be prepared to participate every day, and have a positive attitude. You may miss four days of class without penalty. You will be penalized five points for each absence thereafter. I do not distinguish between excused and unexcused absences for the four days allowed, so use these days wisely.

If you have an extended illness or any emergency situation that causes you to miss more than four days of class, the attendance policy will be altered so that your grade does not suffer. If this occurs, you must notify me (have a friend or family member contact call or send me an e-mail message) the first day that you are absent so I am aware of the situation.

Absences due to university activities (e.g., debate, sports, etc.) must be discussed with me before the relevant class period(s). Arrangements concerning absences are entirely at my discretion.

If you are absent from class, it is your responsibility to determine what was missed and to hand in any work or to do any readings that were announced during your absence. You must ask me; do not wait for me to approach you to tell you what you missed. Please note that if you should miss class, it is your responsibility to obtain missed materials from a classmate, not from the instructor.

Your regular attendance is necessary as examinations not only cover material from the book, but also material that is covered only in class discussions.

Tardiness or leaving early: I realize that “life happens” and thus you may, on occasion, arrive late or leave early. Once or twice is acceptable, but please do not make a habit of it.

Late Work

Outlines and other assignments are due on the assigned dates at the beginning of class. Anything turned in after the first 5 minutes of class time is considered late. You may turn in an outline or an assignment late or make up a missed speech or exam only if you meet all of these conditions:

1. You contact me prior to the absence, whether by phone or e-mail;
2. You bring documentation on your first day back to class to verify the absence; and
3. Your documentation is official, written on official stationery or letterhead, and signed by the appropriate authority (e.g., a physician). Informal notes from your mother, father, coach, roommate, etc. do not constitute appropriate documentation of your absence.

If you visit the University Health Center, your documentation must indicate that you saw a physician, and the physician must sign the document. A document that states that you simply visited the University Health Center is not acceptable.

If you do not have appropriate documentation and if you do not meet the above conditions, you will not be allowed to make up speeches, assignments, or exams, and you will receive a zero.

E-mail Correspondence: It is your responsibility to make sure I have received any correspondence and/or e-mail attachments from you; do not assume that work has been received. If you do not receive an acknowledgment from me, check to make sure I have received your message. Do not turn in assignments by e-mail unless you have received permission from me to do so.

Written Work: Type and double-space all of your written work. Proofread your work; errors in spelling and grammar are unacceptable and will adversely affect your grade. Run spell and grammar checks before submitting your written work.

Learning Accommodations: If you need special accommodations, please talk with me as soon as possible. Please also contact the Office of Disability Services in Clark Howell Hall (542-8719). The Office of Disability Services will contact me regarding any special accommodations (e.g., note taker, testing accommodations).

Research Requirement: As part of your participation in this class, you must satisfy a departmental research requirement. This requirement may be satisfied by participating in a research project conducted by the Department of Speech Communication.

For information about the research requirement, see the document titled: The UGA Speech Communication Research Participation: Information for Students at:

<http://www.uga.edu/~spc/Undergrad/syllabi/research.pdf>

Note: You will need to complete a separate research project or paper for each Speech Communication class that requires or offers research participation.

Grievance Procedure: If you have a question or concern regarding a grade that you have earned, please come and talk with me about it. Please proceed in this manner:

- Wait 24 hours before speaking with me about a grade unless there was an error in calculation of the grade. I ask that you wait so that you can look back over the assignment or exam, look back at your notes and the textbook, and think about the reasons why you earned the grade. I want you to act rather than react to the grade.
- Speak with me regarding a grade within one week of receiving the grade. Do not wait until the end of the semester to discuss a grade.
- Put the grade appeal in writing, as per the Speech Communication Department policy. Prepare and submit a typed argument indicating what your specific appeal is and what grade you believe you deserved.
- Turn in the appeal during my office hours, or at a scheduled appointment within one week of the grade being returned.

Course Rules *

1. Turn off your cell phones upon entering the classroom and do not turn them on again until after you leave the room. I do not want to see you talking on the phone before, during, or after class while you are in the classroom. I will do my best to make sure my phone is turned off during class each day, and I would like you to do the same. If you have an emergency situation wherein you need to leave your phone turned on, please let me know and I will make an exception for you that day.
2. Do not read the newspaper, do crosswords or Sudokus, or anything else during class that interferes with the learning process.
3. You may bring a laptop computer to class to take notes or to do research if the opportunity presents itself. You may not check e-mail or Facebook messages, play games, or do anything else that takes your attention away from the class.
4. Give each other your undivided attention while presenting speeches. Your support of each other is crucial in this class.
5. Be on time, come prepared for class by doing any reading or assignments, pay attention, and participate meaningfully.
6. You are earning a college degree, and you are expected to conduct yourself in a manner appropriate to the university setting. We will discuss this manner of decorum in class and we will establish some ground rules together.
7. You may not use dictionaries, encyclopedias or Wikipedia as sources for any assignment in this course.

* If you violate the course rules, you will be asked to leave the class, either for the day or for the semester.

Notes on Observing Religious Holidays:

The following is from a memorandum dated August 10, 2007, from Jere Morehead, Vice President for Instruction at the University of Georgia and Rodney Bennett, Vice President for Student Affairs and Dean of Students at the University of Georgia:

Students may “commemorate various events that are of importance to their particular religions. Our institutional practice is to make every reasonable effort to allow members of the University community to observe their religious holidays without academic penalty. Absence for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. **Students who miss classes, examinations, or other assignments as a consequence of their religious observance should be provided with a fair alternative opportunity to complete such academic responsibilities. Students must provide instructors with reasonable prior notice of the dates of religious holidays on which they plan to be absent.**”

Please inform me of any such absences one week prior to the date you will be absent. If you do not, you will not be allowed to turn in any assignments that were due during the dates you were absent.

Course Schedule

The course syllabus is a general plan for the course; changes may be necessary. Changes will be announced in class. Students are responsible for being aware of changes and making necessary adjustments in the schedule and/or due dates.

Date	Topic	Readings and due dates
January 7	Introduction to the course, the instructor, and course assignments and policies	
January 9	Introduction to public speaking and the speech communication process. * Drop/Add ends January 10th	Read Chapter 1 Read and print the syllabus and bring it to class today.
January 11	Self-Introduction speech assigned	Read Appendix: Giving Your First Speech (pp. 73-83).
January 14	Self-Introduction speeches (2-3 minutes)	
January 16	Self-Introduction speeches (2-3 minutes)	
January 18	Self-Introduction speeches (2-3 minutes)	
January 21	No class today - Martin Luther King, Jr. Day holiday	
January 23	Cultural diversity and public speaking; communication apprehension	Complete the Personal Report of Public Speaking Anxiety (see WebCT).
January 25	Ethics and public speaking; plagiarism	Read Chapter 2
January 28	Listening and critiquing speeches	Read Chapter 3 Complete the Listening Self-Evaluation on p. 63.
January 30	Choosing a topic; general and specific purposes of public speaking; formulating a central idea	Read Chapter 4
February 1	Demonstration speech assigned; form groups	Read Demonstration speech assignment on WebCT.
February 4	Work with your group on demonstration speech	
February 6	Demonstration speeches (8-10 minutes)	Demonstration speech outlines are due for all groups today.
February 8	Demonstration speeches (8-10 minutes)	
February 11	Informative speech assigned	Read Informative speech assignment on WebCT.
February 13	Audience analysis and adaptation; conducting an audience analysis	Read Chapter 5 Informative speech topic assignment due.
February 15	Researching your speeches	Read Chapter 6

February 18	Complete audience analysis surveys in class; work on informative speeches	Audience analysis surveys are due; bring copies for all students and Dr. Schaller
February 20	Supporting materials and critical thinking	Read Chapter 7
February 22	Practice speeches – PREP impromptu format	
February 25	Exam one - covers textbook Chapters 1 - 7+ Appendix and lecture material	Bring #2 pencils
February 27	Informative speaking	Read Chapter 14
February 29	Organizing your speeches	Read Chapter 8
March 3	Introductions and conclusions; outlining your speeches Bring Informative speech outline format to class (WebCT)	Read Chapters 9 & 10 * Midpoint withdrawal deadline is March 4th
March 5	Speech delivery	Read Chapter 12
March 7	Effective visual aid use	Read Chapter 13 and Appendix: Using PowerPoint
March 10 - 14	No class this week - Spring break	
March 17 □	Prepare for Informative speeches and exam two	
March 19	Exam two - covers Chapters 8-10, 12-14 + Appendix and lecture material	Bring #2 pencils
March 21	Persuasive speaking; form groups and begin working on persuasive speech.	Read Chapters 15 & 16. Read Persuasive speech assignment on WebCT.
March 24	Informative speeches (4-5 minutes)	Informative speech outlines are due for all students today.
March 26	Informative speeches (4-5 minutes)	
March 28	Informative speeches (4-5 minutes)	
March 31	Informative speeches (4-5 minutes)	
April 2	Credibility, evidence and reasoning; effective language use	Read Chapter 11
April 4	Outlining the persuasive speech; work with group on persuasive speech.	Bring persuasive speech outline format to class today.
April 7	Work on persuasive speeches in class today.	Bring audience analysis surveys for all students and Dr. Schaller
April 9	Special occasion speaking	Read Chapter 17
April 11	Persuasive speeches (12-15 minutes)	Persuasive speech outlines are due for all groups today.

April 14	Persuasive speeches (12-15 minutes)	
April 16	Persuasive speeches (12-15 minutes)	
April 18	Prepare for commemorative speeches	
April 21	Commemorative speeches (3-4 minutes)	Commemorative speech manuscripts are due for all students today.
April 23	Commemorative speeches (3-4 minutes)	
April 25	Commemorative speeches (3-4 minutes)	
April 28	Last day of class. Course evaluations; wrap-up and review.	
Wed. April 30th Final exam at 12:00 p.m.	Be on time – the exam starts at 12:00. You will not be allowed to take the exam if you are late and someone has already finished and left the room.	Bring #2 pencils. The exam covers Chapters 11, 15, 16, 17 + lecture material.