Course Information
College: Cedar Valley College/DCO
Course Title: Public Speaking
Semester/Year: Spring, 2017
Course number: SPCH 1315
Section number: 33410, 33411
Credit Hours: 3

Instructor Information
Instructor: Anne Morag Nocher
E-Mail Address: anocher@dcccd.edu
Telephone: 972-860-8123
Online Office Hours: MWSu 2-4PM
Campus Office Hours: T/R 11:00AM-12:00PM
Mobile talk and text: 817-235-3468

Course Prerequisites
One of the following must be met:
1. DREA 0093 and DWRI 0093
2. English as a Second Language (ESOL) 0044 and 0054
3. OR
4. Have met Texas Success Initiative (TSI) Reading and Writing standards AND the college Writing score prerequisite requirement.

Required materials
Title: Essentials of Public Speaking
Edition: Sixth
Authors: Cheryl Hamilton
Publisher: Cengage Learning
Copyright year: 2015
ISBN: 9781305176553
See the Getting Started section of our class website for more details of how you can obtain these materials.

Course Description
Application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students' speaking abilities, as well as ability to effectively evaluate oral presentations.

Participation Policy
Since this is an online class, no on-campus attendance is required. However, students are expected to log in multiple times per week and participate actively via eCampus.

Try to check emails daily and access the class at least 3 times a week. You must show participation in this class before 5PM, on the certification date.

Core Competencies
This class is designed to help you develop a selection of the following competencies (see items marked with X):

Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Communication Skills: To include effective development, interpretation and expression of ideas through written, oral and visual communication.

Empirical and Quantitative Skills: To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

Teamwork: To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Personal Responsibility: To include the ability to connect choices, actions and consequences to ethical decision-making.

Social Responsibility: To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
Upon successful completion of this course, students will:
1. Demonstrate an understanding of the foundational models of communication.
2. Apply elements of audience analysis.
3. Demonstrate ethical speaking and listening skills by analyzing presentations for evidence and logic.
4. Research, develop and deliver extemporaneous speeches with effective verbal and nonverbal techniques.
5. Demonstrate effective usage of technology when researching and/or presenting speeches.
6. Identify how culture, ethnicity and gender influence communication.
7. Develop proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative or persuasive).

Course Outline
Lesson 1: Foundations of Public Speaking
Lesson 2: Informative Speaking
Lesson 3: Persuasive Speaking
Lesson 4: Special Occasion Speaking

Evaluation Procedures

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points Each</th>
<th>Total Points</th>
<th>Approx. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Quiz</td>
<td>1 @ 15 points</td>
<td>15 points</td>
<td>.03%</td>
</tr>
<tr>
<td>Speech: Introduce Yourself</td>
<td>1 @ 25 points</td>
<td>25 points</td>
<td>.05%</td>
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<tr>
<td>Speech: Informative</td>
<td>1 @ 35 points</td>
<td>35 points</td>
<td>.07%</td>
</tr>
<tr>
<td>Speech: Persuasive</td>
<td>1 @ 55 points</td>
<td>55 points</td>
<td>.11%</td>
</tr>
<tr>
<td>Speech: Special Occasion</td>
<td>1 @ 20 points</td>
<td>20 points</td>
<td>.04%</td>
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<tr>
<td>Assignment: Teamwork</td>
<td>1 @ 80 points</td>
<td>80 points</td>
<td>.16%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>8 @ 20 points</td>
<td>160 points</td>
<td>.33%</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>4 @ 25 points</td>
<td>100 points</td>
<td>.20%</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>490 points</strong></td>
<td><strong>100%</strong></td>
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Extra Credit
No extra credit is offered. You and I do not have time!

Grading Scale

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<tr>
<th>Points Earned</th>
<th>Grade</th>
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<tbody>
<tr>
<td>441-490</td>
<td>A</td>
</tr>
<tr>
<td>392-440</td>
<td>B</td>
</tr>
<tr>
<td>343-391</td>
<td>C</td>
</tr>
<tr>
<td>294-342</td>
<td>D</td>
</tr>
<tr>
<td>0-293</td>
<td>F</td>
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Speeches
For our purposes, the following applies:
- *Speech of Introduction*: Please submit your video file and your brief outline.
- *Informative Speech*: Please submit an outline, full manuscript, your Works Cited page in MLA Style, the PowerPoint file, and the video of your presentation. You do not need an audience visible in the recording, but an audience is very much a concern in public speaking, so even if you just sit the kids down on the couch, having an audience is far preferable to you not having anyone in the room.
- *Persuasive Speech*: Please submit an outline, full manuscript, your Works Cited page in MLA Style, the PowerPoint file, and the video of your presentation. You do not need an audience visible in the recording.
- *Special Occasion Speech*: Please submit your video file and your brief outline.
You are given an electronic copy of the rubric for each speech, which lists the criteria on which you will be graded. This will closely match the outline format sheet you are also given. You will be graded on that for which you are prepared—I do not believe in surprising a student with a grade on something we have never covered in the readings or in class (online or in the classroom).

**Teamwork Assignment**
You will be randomly assigned by the computer to a team at the beginning of the term. Your team is to follow a teamwork process: choose a leader, choose a topic, choose the role(s) each team member will fulfill, create a paper and a PowerPoint on the topic, evaluate the process, and evaluate each other and oneself. The focus is on the process, not the product. So it is not necessarily what you do, but how you do it, that we are focusing on. Use only the apps provided in your Groups area in BlackBoard to communicate with your group. Please do not use any external apps as I cannot follow your communication and this could affect your grade.

**Quizzes**
Quizzes are generally given over the in-text and online readings. There is a time limit to the exams, typically one hour. *Once you begin an online exam you must finish it.* You may take the exam twice, and the computer will keep your highest score.

**ADA/Accommodations**
Please contact me immediately if you need to provide me with a letter of accommodation to extend the time allowed. I cannot alter the score of an exam after the exam has been taken, but will apply the accommodation to all subsequent exams—therefore, it is in your best academic interest to provide the letter of accommodation as early in the term as possible. If you require assistance obtaining a letter of accommodation, please contact the Office of Disabilities on any campus.

Once that office has provided the appropriate documentation, you will be given a letter to give to me (or an e-mail will be forwarded to me). I will acknowledge receipt of the paperwork.

See the addendum at the end of this syllabus for further information about Accommodations and Title IX information.

**Discussion Boards**
You will interact with your colleagues via the online discussion board located in the Discussions section. You are first expected to answer the discussion question with a substantive answer. You cannot see other posts until you create your own original answer. You are then also expected to respond to two other students’ posts. For some discussion boards, you will view and critique an example of a particular type of speech. The discussion board rubric lists the criteria on which you will be graded, which in turn should guide your responses.

**Late Work**
It is in each student's best interest to submit work in a timely fashion. Occasionally, however, life prevents one from keeping a deadline. The advanced pace of the course means that the prevailing preference is that you submit work on time; you will be expected to complete assignments for each unit no later than a given due date. If you are unable to complete and submit work by the deadline, you are responsible for communicating with the instructor in writing via email. In such cases, please note that points will be deducted for late work and your grade will be lowered at least 1 letter grade. This means that the highest grade received will be a “B” for assignments/exams submitted late. An assignment submitted more than one week late will receive a grade no higher than “C”. In any situation, err on the side of communication. If I do not hear from you for seven out of eight weeks and then you want to turn everything in late…that is not acceptable. You will fail and have to take the course over again at your own expense.
Technology
In any online course, technology cannot be an excuse for not submitting work on time. Because of the very nature of the course delivery system, and the student’s choice to participate in online instruction, technology issues can *never* be an excuse for modification of due dates. It is also the student’s responsibility to maintain internet access and a level of hardware and software sufficient for completion of the course. If the student cannot access technology at home, the student has chosen, by enrolling in this course, to access sufficient technology either on campus or by renting the technology (such as at an Internet Café). The DCCCD cannot be responsible for maintaining the millions of potential combinations of hardware and software that may exist outside of what is found in the campuses’ computer laboratories. The folks at the HelpDesk are invaluable, but do not possess magic wands, nor are they prescient.

Incompletes
An incomplete grade of "I" may be given when an *unforeseen emergency* prevents you from completing the work for this class. In any case, the student must have completed **at least 80%** of the assigned work before an "I" will be considered. Make contact with the instructor immediately if there is a situation preventing you finishing the course. In cases of the “I” grade, a contract for completion must be completed and submitted to the instructor, who will submit the paperwork to the Dean for approval.

- If the approval is granted, the student will receive a copy of the contract. It is the student’s responsibility to maintain contact with the instructor and submit work according to contractual obligations or the “I” will be converted to a grade of “F”.
- Should “I” grade approval not be forthcoming, the student will not be able to extend the work time, and the grade for the student will be calculated based on the grade of all work submitted by the end of the term.

**NOTE:** The instructor reserves the right to modify any class requirements and due dates as necessary to manage and conduct this class. The intent of the instructor is to promote the best education possible within prevailing conditions affecting this class. The student is responsible for contacting the instructor and seeking clarification of any requirement that is not understood.

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<thead>
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<tr>
<td><strong>Stop Before You Drop</strong></td>
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<tr>
<td>For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop.</td>
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<tr>
<td>You may drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions.</td>
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<td>Remember that once you have accumulated six non-exempt drops, you cannot drop any other courses with a “W.” Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: <a href="http://www.dcccd.edu/SixDrop">http://www.dcccd.edu/SixDrop</a></td>
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<tr>
<td><strong>Institutional Policies</strong></td>
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<td><strong>Withdrawal Policy</strong></td>
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<td><strong>Financial Aid Certification of Attendance</strong></td>
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<td><strong>Repeating this Course</strong></td>
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<td><strong>Religious Holidays</strong></td>
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<td><strong>Final Course Grades</strong></td>
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<td><strong>ADA Statement</strong></td>
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Addendum:

DCCCD OIE Faculty Syllabi Statement- FALL 2016

The Office of Institutional Equity, in coordination with DCCCD colleges, has the primary responsibility for reviewing, updating and implementing compliance policies and procedures. The Institutional Equity and Compliance Officer and the Office of Institutional Equity will ensure compliance with College District policies, federal and state laws related to sexual assault, Title IX, Title II (Americans with Disabilities Act) and the Military Veterans Full Employment Act to support diversity and inclusion.

Students with Disabilities:
If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you are eligible for accommodations, please provide or request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: dcccd.edu/DSOOffices or contact DCCCD Office of Institutional Equity at (214) 378-1633.

College Disability Services Offices
Brookhaven 972-860-4673
Cedar Valley 972-860-8119
Eastfield 972-860-8348
El Centro 214-860-2411
Mountain View 214-860-8677
North Lake 972-273-3165
Richland 972-238-6180

A Note on Harassment, Discrimination and Sexual Misconduct
We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety.

We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit www.dcccd.edu/titleIX.

College Title IX Coordinators
Brookhaven  Terri Edrich  TitleIX-BHC@dcccd.edu  972-860-4825
Cedar Valley  Grenna Rollings  TitleIX-CVC@dcccd.edu  972-860-8181
Eastfield  Rachel Wolf  TitleIX-EFC@dcccd.edu  972-860-7358
El Centro  Shaneé’ Moore  TitleIX-ECC@dcccd.edu  214-860-2138
Mountain View  Regina Garner  TitleIX-MVC@dcccd.edu  214-860-8561
North Lake  Rosemary Meredith  TitleIX-NLC@dcccd.edu  972-860-3992
Richland  Bill Dial  TitleIX-RLC@dcccd.edu  972-238-6386
Dallas Colleges Online  Le’Kendra Higgs  TitleIX-LEC@dcccd.edu  972-669-6672

District Title IX Coordinator
Office of Institutional Equity  LaShawn Grant  TitleIX-District@dcccd.edu  214-378-1633