Speech 1315 – Public Speaking Course Syllabus
Richland College
World Languages, Cultures, and Communication Division
12800 Abrams Road, Dallas, TX 75243-2199
Location: Lavaca 208, Telephone: (972) 238-6943
Instructor Information
Professor: Loretta B Reid
Office: Alamito Hall 110
Office Hours: by appointment
Phone: 972-238-6140 (ACCESS Center) Email: LorettaReid @dcccd.edu
*Instructor information may be subject to change.

This course syllabus is intended as a set of guidelines for SPCH 1311. Both Richland College and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

Course Information
Course number: SPCH 1315
Section number: 85001
Course title: Public Speaking
Credit hours: 3
Meeting dates & times: MTWRF 9:40-11:40AM
Meeting place: WH211
Course Certification/Census Date: June 10
Last day to Withdraw with a W: June 25

Course Description: An introductory course to develop the student’s skills, knowledge, and understanding of the public speaking process. Topics include the principles of reasoning, audience analysis, collection of materials, outlining, and delivery. Emphasis is on the oral presentation of well-prepared speeches, using computer technology when appropriate. (3 Lec.)
**Prerequisite Required: College level ready in Reading and Writing.**

**Required Course Materials**


**Valuing diversity:**

“The diversity students bring to this class is a valuable resource because varied backgrounds and opinions enhance discussion. Research suggests that learning is improved by exposure to diversity in the classroom. It is my intent to present materials and activities that utilize and are respectful of diversity of all kinds. This class is a place where everyone is free to learn, to express doubt, and to assert convictions. However, with freedom of speech comes responsibility and accountability for that speech. To that end, you are asked to pay attention to both the effect and the intentions of your words, and to avoid deliberately using language that is demeaning to others. When listening to other students, assess both the intent and the effect of those words before assuming an offensive motive. Use language that corresponds to how people name themselves and their identities. If students are concerned with the tenor of discussion in class, they are more than welcome to meet with me privately to discuss their concerns. I welcome and appreciate students’ suggestions about how to improve the value of diversity in this course.”
Course Objectives

As a course included in the DCCCD Core Curriculum, SPCH 1315 provides students with the opportunity to develop the following skills:

1. Critical Thinking-to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication-to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.
3. Teamwork-to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
4. Personal Responsibility-to include the ability to connect choices, actions, and consequences to ethical decision-making.

Learning Outcomes

Upon successful completion of this course, students will:

1. Apply the principles of human communication including: perception, verbal communication, nonverbal communication, listening, and audience analysis.
2. Demonstrate how to establish and maintain relationships through the use of interpersonal communication.
3. Apply small group communication skills including: problem solving, group roles, leadership styles, and cohesiveness.
4. Develop research, organize, and deliver formal public speeches.
5. Recognize how to communicate within diverse environments.
**Course Grading:**

Your final grade will be a compilation of completed graded assignments, speeches, and exams. IMPORTANT NOTE: You must complete at least 2 verbal speeches both in front of a physically present audience visually seen by the instructor to pass the course. Failure to do so or abide by these guidelines will result in F for the course, regardless of the points accumulated /percentage of passable work.

**Grading Scale**

The grade for this course will be calculated as follows: Extra credit will not change the following scale:

- **A** = 900-1000 of total points and all graded assignments
- **B** = 800-899 of total points
- **C** = 700-799 of total points
- **D** = 600-699 of total points
- **F** = 599 or less of total points

**Major Assignments & Graded Activities:**

- Speech 1: 50 points or 5%
- Speech 2: 150 points or 15%
- Speech 3: 200 points or 20%
- Oral Exam 1: 50 Points or 5%
- Oral Exam 2: 50 Points or 5%
- Oral Final Exam: 50 Points or 5%
- Journal 1: 100 points or 10 %
- Journal 2: 100 points or 10 %
- Journal 3: 100 points or 10 %
- Class Participation 150 points or 15%
- Extra credit Activity 100 Points*

*Extra credit Activity 100 Points cannot change the grading scale.
*Extra credit will not change the following grading scale it is an opportunity to improve your grade.

*Please remember that at least 2 speeches are required to pass this course. Even if you earn the necessary points, students who do not complete 2 speeches will not receive a passing grade.

Policies:

On-Time Attendance

You are expected to arrive on time to every class period. However, it is understood that circumstances may occasionally cause one to be late. As long as you arrive within five minutes following the start of class, you will not be marked tardy. Arrivals after that time-frame will be logged by the professor. At the end of the semester, the total number of late arrivals will be determined for each student. For every tardy, 2 points will be deducted from your cumulative daily participation grade (i.e., if your total daily participation grade at the end of the semester is 90 points, and you have six tardies, your total daily participation grade will be lowered to 78 points, for five tardies, your total participation grade would be lowered to 80).

Absences:

A student is allowed three absences and may make up any work missed during those three class sessions. The professor reserves the right to allow or not allow make-up assignments on a case by case basis for absences over the permitted number.

In the Classroom Expectations and Student Responsibilities:

Cell Phone Usage:

When you enter the classroom, there will be a basket for you to place your phone. If you do NOT want to place your phone in the basket, then you may keep it, but if you use it during the classroom for any other reason than for teacher instructed use, you will automatically get five points (for each infraction) subtracted from your final grade at the end of the semester. Students are expected to devote their full attention to listening to, and participating in class lectures and discussions. Use of cellular telephones is distracting to the student using the phone as well as to others in the classroom and will not be tolerated. If you need to make or accept a call that just cannot wait, please step quietly out of the room and return when finished.
Computer Use:
Students are permitted to use their laptops to take notes on class lectures and discussions. As college students, members of the class are expected to display professional behavior when using their computers, and avoid engaging in non-class related activities, such as online shopping and Facebook. Students found to be violating this policy will lose the privilege of using their laptops during class.

Reading Assignments:
It is expected that you will read assigned chapters prior to each class session. When you read, you are able to contribute to the day’s discussion. Also, should there be a “pop” quiz on the reading or in-class discussion, you will be prepared.

Institutional Policy:
Policies relating to this course can be accessed from the following link:

www.richlandcollege.edu/syllabipolicies

Weekly Calendar for Public Speaking 1315
Summer- I 2019
Loretta B. Reid, Instructor

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>TASK</th>
<th>HOME TASK</th>
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<tbody>
<tr>
<td>I</td>
<td>June 6-7</td>
<td>Getting Acquainted, Review of Syllabus, Importance of Cooperative Learning, Writing in Journal, Audience Analysis</td>
<td>Introductions, Preparing Name Card, Forming Groups, Syllabus Quiz, Speech-Personal Experience, Outline and Notes</td>
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MTWRF
| II  
| June 10-14 | Managing Speech Anxiety  
| Deliver Speech 1  
| Citing Your Sources Activity  
| Speech 2 (outline)  
| Peer Feedback for Speech 2  
| Persuasive Speaking Activity  
| Developing Audience Questionnaire  
| Discuss: Reasons for Speech Anxiety and What to do?  
| Search and Cite  
| Video of Persuasive Speech  
| Identifying elements  
| Creating an outline  
| Chapters 7,8,9&22  
| Review 11,12,13  
| Choosing Topic for Informative Speech  
| III  
| June 17-21 | Deliver speech 2 Dyad  
| Persuasive Speaking Activity  
| Research Review  
| Speech 3 (outline, etc.)  
| Peer feedback Speech 3  
| Topics of Persuasion (Matching) Nonverbal Activity Research Five different sources Creating an annotated Bibliography  
| Chapters 23&24  
| 11,12, 13 Review  
| IV-V  
| June 24-28  
| July 1-3 | Speech 3 Delivery Group Journal 2 and Self-Analysis  
| Oral Self-Analysis Written Awards Awards Ceremony  
| Group analysis Peer Feedback Refreshments- Last fifteen minutes.  
| Have a safe and enjoyable remainder of the summer.  
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