

## SPC 1301 - Introduction to Speech

### **Basic Information:**

<b>Instructor Name</b>	TBA
<b>E- Mail</b>	<b>TBA</b>
<b>Office</b>	TBA
<b>Office Hours</b>	TBA, and by appointment

### **Course Description:**

Speech 1301 is a beginning course in platform theory and practice designed to provide instruction in the essentials of effective public oral communication. This course meets a General Education Core requirement under cultural literacy.

### **Entrance Competencies:**

No prerequisite. Students are expected to have basic word processing skills, know how to use a web browser such as MS internet Explorer or Google Chrome and attach documents to email.

### **Further course description:**

This course provides an understanding of the principles of human communication. In this course, students develop skills in public speaking (research, outlining, and presentation), how to overcome fear and nervousness, how to analyze audiences, and how to prepare speeches using multiple media platforms. Also, students learn the principles of interpersonal communication in groups and communication mediated through technology. Students are encouraged to select topics about relevant social issues related to their majors. Students learn both speaking and listening skills (oral and aural) and effective methods for responding to audience questions as well as verbal and non-verbal communication basics. Students will create and use YouTube and Twitter accounts, plus learn to use iPods and projectors (provided in class).

### **Learning Objectives:**

1. Understands the basic principles of effective public speaking
2. Acquires skills to research, synthesize, organize, and document materials for presentation in both written and oral formats
3. Acquires the ability to analyze rhetorical components of speeches, including audience, purpose, and occasion (context) as well as the three rhetorical appeals: ethos, pathos, and logos
4. Acquires the ability to adapt to different audiences by tailoring presentations to match audience's interests and needs
5. Acquires the ability to use various outline strategies for speech presentation
6. Demonstrates mastery of key presentation and communication concepts on quizzes or exams
7. Acquires the ability to evaluate the performance of both his/her own speeches and that of others
8. Acquires the ability to develop and deliver speeches and messages utilizing presentation and research technologies: MS PowerPoint, Prezi, Pecha Kucha, or other web-supported applications, including social media

**Required Course Materials:**

Textbook	Edition	Author	Publisher	ISBN-13
The Public Speaking Playbook	2 <sup>nd</sup> Edition	Terri Kwal Gamble and Michael W. Gamble	SAGE, 2018	978-1506351643

Link to e-book purchase address:

[https://www.amazon.com/Public-Speaking-Playbook-Teri-Gamble/dp/1506351646/ref=sr\\_1\\_fkmr1\\_1?ie=UTF8&qid=1508308545&sr=8-1-fkmr1&keywords=The+Public+Speaking+Playbook++2nd](https://www.amazon.com/Public-Speaking-Playbook-Teri-Gamble/dp/1506351646/ref=sr_1_fkmr1_1?ie=UTF8&qid=1508308545&sr=8-1-fkmr1&keywords=The+Public+Speaking+Playbook++2nd)

**Recommended Materials:**

The instructor will provide access to supplementary materials as handouts posted on Blackboard from numerous internet and other resources.

*Presentation Zen: Simple Design Principles and Techniques to Enhance Your Presentations*, Garr Reynolds (2015)

**Numerous links to supporting materials can be found on Blackboard..**

**Course Hours:**

The course has 17 class sessions , a 5-hour field trip and four 80-minute after-class discussion. Each class session is 160 minutes in length. The course normally meets from Monday to Friday. This course has a total of 66 contact hours including a final exam. Final exams are scheduled on July 27, 2019.

**Tentative Course Schedule:**

Week	Session	Day	Topic (s)	
Week 1	July 4	Th	School Orientation	
	July 5	F	CLASSES BEGIN	Welcome & Intro Activities BRING 5 THINGS THAT DESCRIBE YOU Discussion of Syllabus and Assignments Introductions - Six Word Memoir & Discussion READ TEXTBOOK: Part 1, Section 1.2 & 1.3 WATCH: Amy Cuddy "Power Poses" TED Talk and "Game Changer" TIME videos See Blackboard (Bb) for details, essential questions, and vocabulary.
	July 5 18:40-20:00	F	After-class Discussion	
	July 6	Sat	Special Occasion Speeches, Speech of Introduction, and Video Resumes	How Confident Are You Self-Assessment Assignment: Lightening Talk, begin

				<p>READ TEXTBOOK: Part 1, Section 2.1, 2.2, 2.3 &amp; 2.4</p> <p>Watch: Creating a Speech Outline with Jordon Hamon. See Blackboard (Bb) for details, essential questions, and vocabulary.</p>
Week 2	July 8	M		<p>Assignment: Lightening Talk, continued</p> <p>Preparation for Twitter set-up and practice</p> <p>Bring a Draft Outline for your Lightening Talk (Upload to Blackboard by end of class)</p>
	July 9	T		<p>Speech Workshop</p> <p>Assignment: Lightening Talk, continued</p> <p>DUE: Lightening Talk presentation &amp; activities</p>
	July 10	W		<p>Assignment: Elevator Speech, Video Resume, begin</p> <p>Speed Networking activities and workshop</p> <p>READ: Part 8, Section 23.1 "How to Handle a Job Interview" pp 418-420</p>
	July 11	Th	Research and Informational Speeches on Current Issues	<p>Assignment: Elevator Speech, Video Resume, continued</p> <p>Speech workshop.</p> <p>DUE: Elevator Speech &amp; Video Resume Presentation</p>
	July 11 18:40-20:00	Th	After-class Discussion	
	July 12	F		<p>Assignment: Informational Speech</p> <p>READ: Part 6, Speak to Inform, 308-325</p>
July 15	M		<p>Topic selection &amp; research</p> <p>READ: Part 3, Section 6.1 – Topics 95-107</p> <p>READ: Part 3, Section 7 – Primary Research</p>	

				116-132  In-Class Research Workshop: Carving out the history of an issue. DUE at end-of-class: Five research articles related to issue's history and divergent points of view Think: "What does the internet have to offer you?" "How do you take good research notes?"
	July 16	T		Synthesizing Perspective  Assignment: Informational Speech, continued  READ: Part 5, Section 11.1 Get Your Audience's Attention  Bring DRAFT Outline & PowerPoint development  Group Practice and Peer Critique
	July 17	W	Research, Persuasion Models & Technology Integration, Performance	Assignment: Informational Speech, continued  DUE: Informational Speeches  Outline, Slides, Notecards, Peer Critique Form
	July 18	Th		MIDTERM EXAM
	July 18 18:40-20:00	Th	After-class Discussion	
	July 19	F	<b>Field Trip (5 hours)</b> National Museum of China  National Museum of China is the top palace of history and art in China displaying China's excellent traditional culture which has lasted for 5,000 years.	
Week 4	July 22	M		Assignment: Listening Critically  Listening behaviors, Analyze your listening skills, Adapting to an audience  Listening Workshop
	July 23	T		Assignment: Ignite Talks, begin  READ: Part 7, Section 20 Methods, Fallacies,

				Reasoning, Toulmin pp 338-340 READ: Part 5, Section 11.2 Build Your Credibility, Monroe's Motivated Sequence Maslow's Hierarchy of Needs Select topics & research Compassionate Listening
July 24	W			Assignment: Ignite Talks, continued DUE: Draft Outline and PowerPoint READ: Part 5, Section 11.3 Preview Big Ideas and 11.4 Avoid these common introductory Bloopers Speech Outline and 5 articles—printed out before class – Technological Support Presentation Zen Workshop
July 25	Th	Listening, Body Language, Performance, and Culminating Communication Experiences		Assignment: Ignite Talks, continued In-Class Workshops: Peer Edit Practice and Record – Self Critique Speech Revision and Practice Sessions Gesture, Vocalization, Articulation, Eye-Contact Review – Your Body Language and Audience Body Language
July 25 18:40-20:00	Th	After-class Discussion		
July 26	F			Assignment: Ignite Talks, continued DUE: Speech, Outline, PowerPoint, Peer Critique, Self Critique
July 27	Sat			Assignment: Pecha Kucha, begin Groups of 2-3 Topic, Outline, PowerPoint (Prezi, Other)

**POLICY ON LATE WORK (Speeches & Outlines):**

All Speeches should be submitted on the due date. **Late Speech projects will be penalized one letter grade for each class day beyond the due date.** Quizzes and collaborative assignments, and any other in-class daily work may NOT be made up. Late Speeches and Outlines will not be penalized if a) the student had an official university absence and b) the course instructor has agreed to late submission in advance of the due date.

**Standards:**

Rubrics will be used to grade each oral speech. Written comments will be provided on each graded outline assignment in order to help students understand the grade earned. However, general criteria for grading Speeches are summarized below.

Oral presentation grades are based on topic selection, energy, interest, enthusiasm, organization and content of materials, verbal and non-verbal skills, practice and preparation, and proficiency with the topic, as well as specific requirements on each assignment sheet. Students are expected to show growth and development with each successive speech.

Speeches will be graded on the following basic criteria with some exceptions based on the type of speech:

**General**

Did the speaker seem committed to the topic?

Did the speech fulfill the specifics of the assignment? Was the speech adapted to fit the audience?

Did the speech promote identification among topic, audience, and speaker? Was the purpose of the speech clear?

Was the topic handled with imagination and freshman? Did the speech meet high ethical standards?

**Substance**

Was the topic worthwhile?

Had the speaker done sufficient research?

Were the main ideas supported with reliable information? Was testimony used appropriately?

Were sources documented properly?

Were examples and narratives used effectively? Were appropriate proofs used?

Was the reasoning clear?

Did the reasoning follow an acceptable logical pattern?

**Structure**

Did the introduction arouse interest?

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Did the introduction adequately preview the message? Was the speech easy to follow?

Could you identify the main points of the speech? Were transitions used to tie the speech together? Did the conclusion help you remember the speech?

### **Presentation**

Was the language clear, simple, and direct? Was the language colorful?

Were grammar and pronunciations correct? Was the speech presented extemporaneously? Were notes used unobtrusively?

Was the speech presented enthusiastically? Did the speaker maintain good eye contact? Did the presentation sound "conversational"?

Did gestures and body language complement ideas? Was the speaker's voice expressive?

Were the rate and loudness appropriate to the material? Did the speaker use pauses appropriately?

Did presentation aids make the message clearer or more memorable? Were presentation aids skillfully integrated into the speech?

Was the presentation free from distracting mannerisms?

**NOTE: All speeches will require an accompanying outline as specified in the assignment and by the instructor. These formats will help you develop your ideas in a cohesive and thoughtful manner. Outline formats will be provided in class.**

NOTE: Work with your instructor and/or the Academic Success Center to avoid the following writing errors on your outline and resume: 1) comma splice, 2) fragment, 3) misspelling, 4) punctuation, 5) lack of subject-verb agreement, 6) lack of pronoun-antecedent agreement, 7) tense shifts or misusage, 8) Misplaced or dangling modifiers, 9) inadequate or illogical paragraphs, 10) pronoun reference errors, 11) careless proofreading and/or typing errors.

### **THE ACADEMIC SUCCESS CENTER**

Instructor strongly encourage students to seek additional personal instruction and tutoring at the Academic Success Center. The consultants can help you plan and revise a specific paper or with developing general writing skills. This academic support service is free to all enrolled students.

### **Evaluation & Grading**

Speeches and their accompanying outlines and other materials are equivalent to exams as evidence of learning in this course.

<b>Speech 1301-: Students' final averages will be based on the following points</b>	<b>1000 Points</b>
<b>Attendance and class participation &amp; preparation</b>	100
<b>Twitter reflections on daily reading and class discussion</b>	100
<b>Quizzes 4 @ 25 points each</b>	100
<b>1) Lightning Talk (Data Blitz) (3 minutes)</b>	100

<b>Workshop Participation</b>	
<b>2) Video Resume (Vesume) (30-60 seconds)</b>	100
<b>Workshop Participation</b>	
<b>3) Issue-related Informational Panel Talks (5 minutes):</b> (PowerPoint or Prezi—Using Presentation Zen)	100
<b>Workshop Participation</b>	
<b>4) Listening Critically</b> [Integrating Listening, Body Language, Intra/Inter Communication Skills, and Phone Etiquette)	100
<b>Workshop/Exam</b>	
<b>Ignite Talk: (20 x 15 = 5 minutes, Timed Mixed Media Slides)</b>	
<b>5) Empathizing with the audience and moving them towards your position using Rogerian Argument Model &amp; Monroe’s Motivated Sequence</b> [Focus on Modern Appeals: Need, Harmony, Gain, Commitment PLUS Maslow’s Hierarchy of Needs and Thompkins’ Motivators] (PowerPoint or Prezi—Presentation Zen)	150
<b>Workshop Participation</b>	
<b>Final – Pecha Kucha Creative, performative PowerPoint or Prezi—Presentation Zen</b>	
<b>6) (20 x 20 – 6:40 Timed Mixed-Media Slides)</b>	150
<b>Workshop Participation</b>	

**Grade Distribution:**

Percentage	Letter Grade	Grade Points
100-90	A	4.0
80-89	B	3.0
70-79	C	2.0
60-69	D	1.0
59 or below	F	0.0

**Absence Policy**

Regular and punctual attendance at all scheduled classes is expected of all students. University regulations authorize certain absences of students when representing the University (e.g. participation in intercollegiate athletic competitions, and student government, student development, or fine arts events). Absences that may be necessary to fulfill course requirements and are approved by the Provost are also considered to be authorized. Additional authorized absences may be granted on an individual basis when extreme circumstances warrant (e.g. representation of the university at regional or national level intercollegiate athletic, academic, or fine arts competition). Individual faculty may not enforce a more restrictive policy than what is set by the University. **Students are required to notify instructors prior to any missed class and will be held responsible for all class and laboratory assignments.**

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## Texas Wesleyan University Policies

- Students should read the current Texas Wesleyan University [Catalog](#) (2017-2019 Catalog, page 128) and [Student Handbook](#) to become familiar with University policies.
- Cheating, plagiarism (submitting another person's material as one's own), or completing assignments for another person who will receive academic credit are impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the course instructor. Course exams may not be printed out. Any person possessing a hardcopy of a course exam will be in breach of copyright and may be held liable.
- Texas Wesleyan University adheres to a disability policy which is in keeping with relevant federal law. The University will provide appropriate accommodation as determined by the Director of the Counseling Center, Dr. Michael Ellison. Students must notify instructors of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. For assistance, students should consult with Dr. Ellison at [mellison@txwes.edu](mailto:mellison@txwes.edu) or (817) 531-7565.
- ***Course syllabi are intended to provide students with basic information concerning the course. The syllabus can be viewed as a 'blueprint' for the course; changes in the syllabus can be made and students will be informed of any substantive changes concerning examinations, the grading or attendance policies and changes in project assignments.***
- Any course taken at Texas Wesleyan University and repeated for a grade must be repeated at Texas Wesleyan University. Any course taken at another university may be repeated at Texas Wesleyan, and the most recent grade on the course will be counted. When a course is repeated, the grade point average will be computed using the most recent grade achieved.
- As noted in the catalog under the Unified Discrimination and Harassment Policy, Texas Wesleyan University is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment. If you have experienced any such discrimination or harassment, including gender- or sex-based forms, know that help and support are available from the following resources:
  - Complete online incident report at <https://txwes.edu/student-life/report-a-concern/>
  - Contact Campus Conduct Hotline (24 hours a day): (866) 943-5787
  - Campus security (24 hours a day): (817) 531-4911
  - Dean of Students: [deanofstudents@txwes.edu](mailto:deanofstudents@txwes.edu) OR (817) 531-4872
  - Please be aware that all Texas Wesleyan University employees, other than designated confidential resources (i.e., Community Counseling Center) are required to report credible evidence of prohibited discrimination or harassment to the University's Title IX Coordinator, or to one of the Title IX Assistant Coordinators. If you wish to speak to someone confidentially, please contact the Community Counseling Center at (817) 531-4859 to schedule an appointment.