Q: Why study face-to-face communication in a world driven by electronic communication?

A: Study after study has proven that while a great grade point average, a stack of letters of reference, and a splendid academic major are great assets; it is your face to face communication skills that benefit you the most in first impressions, job interviews, reaching your goals and achieving success.
ASSIGNMENTS     TOTAL POINTS AVAILABLE
Two Ungraded Speeches:  
Introduction Speech-1  50
Speech of Praise-II  50
Informative Speech  Speech-III  200
Persuasive Speech  Speech-IV  200
Shark Tank  Team Presentation  150
Speech Reflections  2 @ 50 pts each  100
Weekly Quizzes  5 @ 10 pts each  50
Current Events  2 @ 25 pts each  50
Final Exam  150
Total pts.  1000

A = 900-1000,  B = 800-899,  C = 700 - 799,  D = 600 - 699,  Below 600 pts. = failure

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment Due Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 14</td>
<td>Course Overview/Syllabus/Facing fear of public speaking</td>
<td>Class discussions/activities</td>
</tr>
<tr>
<td>Jan. 21</td>
<td>MLK HOLIDAY</td>
<td>Class does not meet</td>
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<tr>
<td>Jan. 28</td>
<td>Introduction Speech-1 Listening/Audience analysis</td>
<td>Chapter 1-2 / Quiz over syllabus (serves as weekly quiz #1) Chap. 3 (not included in quiz)</td>
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<tr>
<td>Feb. 4</td>
<td>Speech Preparation Research and Planning</td>
<td>Chapters 4-5 – Quiz #2</td>
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<tr>
<td>Feb. 11</td>
<td>Speech of Praise-2 Organizing your speech/Intro. to Informative speaking</td>
<td>Chapter 5 continued along with Chapter 9 (no quiz)</td>
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<tr>
<td>Feb. 18</td>
<td>Speech Preparation Outlines/Speeches to Inform</td>
<td>Chapters 6 &amp; 10 – Quiz 3</td>
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<tr>
<td>Feb. 25</td>
<td>INFORMATIVE SPEECH WEEK</td>
<td>Peer Review/Self Reflection</td>
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<tr>
<td>Mar. 4</td>
<td>INFORMATIVE SPEECH WEEK</td>
<td>Peer Review/Self Reflection</td>
</tr>
<tr>
<td>Mar. 11</td>
<td>SPRING BREAK</td>
<td>Class does not meet</td>
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<tr>
<td>Mar. 18</td>
<td>Language Habits/Delivery Techniques</td>
<td>Chapters 7 &amp; 8 – Quiz #4</td>
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<tr>
<td>Mar. 25</td>
<td>Introduction to Persuasive Speaking</td>
<td>Chapter 11 – Quiz #5</td>
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<tr>
<td>Apr. 1</td>
<td>Using logic, winning arguments</td>
<td>Chapter 12 (no quiz)</td>
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<tr>
<td>Apr. 8</td>
<td>PERSUASIVE SPEECH WEEK</td>
<td>Persuasive Speeches/Peer evaluations</td>
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<tr>
<td>Apr. 15</td>
<td>PERSUASIVE SPEECH WEEK</td>
<td>Persuasive Speeches/Peer evaluations</td>
</tr>
<tr>
<td>Apr. 22</td>
<td>SHARK TANK PREPARATION</td>
<td>In-class activity</td>
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<tr>
<td>Apr. 29</td>
<td>SHARK TANK PRESENTATIONS</td>
<td>Peer review/discussion</td>
</tr>
<tr>
<td>May 6</td>
<td>Final Exam</td>
<td>Comprehensive exam –all papers returned</td>
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OVERVIEW OF ASSIGNMENTS

Speech 1, Introduction Speech: Length – 2 minutes. This is an icebreaker speech – a warm up. Prepare a speech to introduce yourself to this class. Your Speech 1 First Outline assignment will serve as both your notes and your outline. You will submit your outline to me after all the speeches are concluded. Consider what you would like this audience to know about you. Think of something that is interesting about you – a unique experience or something humorous. Tell us something about your name. Tell us your greatest fear about public speaking. This speech allows all of us to get to know each other and should help you feel more comfortable speaking in front of your classmates.

Speech 2, Speech of Praise: Length – 2-3 minutes. In this speech you are introducing a person you choose as praiseworthy. You will describe the person to us, tell us how they came into your life, and how they have influenced you. This speech should continue to help you feel more comfortable speaking in front of your classmates and give you an opportunity to focus on speech structure. You will receive instructions regarding notes/outline.

Speech 3, Informative Speech: Length 5-7 minutes. This is a speech designed to inform your audience about something of current interest. You will be required to create and submit a speech preparation outline. You will be given specific guidelines and information regarding this speech.

Speech 4, Persuasive Speech: Length 6-8 minutes. This speech requires you to craft effective arguments and to define as well as refute counterarguments. You will be required to submit a speech preparation outline prior to giving this speech. More information about this speech assignment will follow.

Weekly Quizzes: A 10-point quiz over each chapter covered weekly will be given at the beginning of class. The format will be multiple choice, true/false, and short answer. Be punctual – quizzes cannot be made up or given at a later date. There are no quizzes given during any “Speech” week.

Speech Performance and Peer Reviews: You will be required to critique other student speeches in this class and complete a self-reflection assessment of your own presentations. These reviews will be in written form. More information to follow.

Shark Tank Exercise: This is an in-class activity that will challenge your persuasive skills and your creative ability. Students will team up and present an idea or innovation to a panel of “sharks” in an effort to persuade the sharks to fund their project. The winning team will receive 10 extra credit points.

Final Exam: The final exam for this course will be given on May 6. This exam will be comprehensive. The format will include multiple choice, matching, and short answer. You will be given a review sheet and class time review.

Should we have to make any changes in our course schedule or any of the assignments listed here, you will be notified in advance.
COURSE POLICIES

Class Attendance: BE HERE! This course is not a strictly lecture course. You will be speaking to the class and you will be serving as a member of the audience for your colleagues’ speeches. You are expected to attend class and to arrive on time. Attendance will be taken. You are allowed two free absences with the exception of any speech week. For each absence beyond two, your final grade will be reduced 2% (20 points). Being persistently tardy or leaving early will equal one absence.

About being punctual:
There are important reasons why you need to be in class on time.
1) Chapter quizzes are given at the beginning of class and cannot be made up if you are late.
2) Showing up late or leaving early can be very distracting to the professor and your fellow students.
3) Announcements regarding class assignments are made at the beginning of class or at the end of class, being late/leaving early may prevent you from getting important information.

Excused Absences: An excused absence is an absence that is the result of an occurrence beyond the student’s control (illness requiring medical assistance, a family death, for example.) Students absent for an excused reason must make up the work by the following procedure:
1) Request for make-up must be made the day of your return, and be accompanied by verifiable documentation that your absence was uncontrollable on your part.
2) You will have one week to submit work you may have missed due to your absence.

Late work/speeches/papers: I will not accept late papers, homework, team projects, or any group assignments. Speakers are assigned a specific date to give their speech. You are expected to follow the schedule. Missed speeches cannot be made up.

Withdrawal: This instructor will NOT withdraw students. Students who must withdraw from this class are responsible for completing the withdrawal forms through the Office of the Registrar.

Electronic Devices: Let’s face it, electronic devices are convenient yet distracting to your classmates and me. Cell phones also interfere with your ability to focus on class work. Cell phones, PDAs, MP3 players, laptops, etc. should be turned off and stowed out of view before class begins and for the duration of class. Do not check your phones or other electronic devices during class or exams. Violation of this policy can result in being asked to leave the room and/or receiving a zero on a quiz, classwork, or an exam.

Texting and responding to text messages during class and during speeches demonstrates poor communication skills, disrespect, and failure to practice common courtesy. Just don’t do it!

Common Courtesy: This classroom is a safe environment where you can feel welcome to explore issues important to you and to one another. Equally important on your part is that you be willing to listen and respect others’ opinions and ideas even though they may be different from your own. Avoid name-calling – rather, be willing to explain and discuss, listen and respond, learn and laugh together.
Regarding Academic Honesty: Brazosport College assumes that students eligible to perform on the college level are familiar with the ordinary rules governing proper conduct including academic honesty. The principle of academic honesty is that all work presented by you is yours alone. Academic dishonesty, including, but not limited to, cheating, plagiarism, and collusion shall be treated appropriately. Please refer to the Brazosport College Student Guide for more information. This is available online at http://www.brazosport.edu.

Academic dishonesty violates both the policies of this course and the Student Code of Conduct. In this class, any occurrence of academic dishonesty will be referred to the Dean of Student Services for prompt adjudication, and may, at a minimum, result in failure of this course. Sanctions may be imposed beyond your grade in this course by the Dean of Student Services.

Title IX Statement: Brazosport College faculty and staff are committed to supporting students and upholding the College District’s non-discrimination policy. Under Title IX and Brazosport College’s policy FFDA (Local), discrimination based on sex, gender, sexual orientation, gender identity, and gender expression is prohibited. If you experience an incident of discrimination, we encourage you to report it. While you may talk to a faculty or staff member at BC, please understand that they are “Responsible Employees” and must report what you tell them to college officials. You can also contact the Title IX Coordinators directly by using the contact information below. Additional information is found on the Sexual Misconduct webpage at www.brazosport.edu/sexualmiscounduct.

Kelli Forde Spiers, Director, Student Life and Title IX Coordinator
Office J-117D; 979-230-3355; kelli.fordespiers@brazosport.edu

Victoria Young, HR coordinator and Deputy Title IX Coordinator
Office C-114; 979-230-3303; victoria.young@brazosport.edu

Brazosport College is committed to providing equal education opportunities to every student. BC offers services for individuals with special needs and capabilities including counseling, tutoring, equipment, and software to assist students with special needs. Please contact Phil Robertson, Special Populations Counselor, 979-230-3236 for further information

FAQ:

Are speech topics assigned? No. When choosing a topic, follow the guidelines that will be provided to you and find topics of your chose that are appropriate for the purpose and your audience.

Is there a required speech attire? No. However your appearance makes an important nonverbal statement to your audience regarding your attitude, preparedness, and sincerity as a public speaker. Dress appropriately. What is inappropriate? -shorts, graphic t-shirts, tank tops, caps, hats, and also hair that gets in your way and hides your face.

Can we use notes or do we memorize our speeches? Yes, use notes. Do not memorize your speech. Notes must not be written in manuscript format. Practice your speech so that you are very familiar with your speech and can deliver your speech without reading your notes.
When are outlines due? Speech preparation outlines are due on the evening you are giving your speech at the BEGINNING of class.

How will you critique our speeches? I will create a written evaluation of your speech, your preparation outline, and your delivery and give it to you the following class meeting after your presentation. You will also receive peer reviews of your presentation.

What happens if our speech falls short of the time requirement or goes over the time limit? If your speech runs shorter than 30 seconds of the time requirement, you will lose points for your speech. If your speech goes beyond 30 seconds of the time requirement, you will be asked to sit down.

Is it possible for all of your students to get a good grade? Absolutely!

FYI:

Good websites for speech topic suggestions and suggestions for organizing your speeches:

www.buzzle.com/articles/informative-speech-ideas
www.hawaii.edu/mauispeech/html/infotopichelp
www.speech-topics-help.com/persuasive-speech-ideas
www.best-speech-topics.com/funny-speech-topics

If you foresee any problems in meeting the requirements of this course, see me immediately. Most problems can be resolved with advance notice.

Your success in this course will depend upon your willingness to devote time and best effort to complete class work. It is your responsibility to understand the requirements of each particular assignment and for the course as a whole. It is my responsibility to clarify. Always ask for clarification when you need it.

ADVICE FROM MY FORMER STUDENTS:

“Show up for class and participate in all of the activities.”
“Relax! It’s only a few speeches, but be prepared.”
“Stay on top of the course work and speech assignments. Falling behind just screws up your entire semester!”
“Be aware – this class requires time commitment.”
“I just want to say I’ve learned so much and I had a blast doing it.
“Do not fear this class nor be intimidated by it.”
“I enjoy coming to class. This class has helped cure the anxiety I get from public speaking.”
MY WORDS OF WISDOM:

Each semester is a new beginning for you and for me. I am always encouraged by that. Take to heart the advice of your college peers. The fear of public speaking is a common one. Yet, we are all public speakers every day. Perhaps not in the formal sense, but certainly in our day to day communication with one another. I believe that words are powerful and so is the human voice. What we say and how we say it will always matter. We will have to manage our time well, keep an open mind, and be willing to make an effort to overcome our fear, grow in self-confidence, and reap the benefits when we succeed. It’s important to learn together, laugh together, and to enjoy the wonderful experience of good communication. See you in class!

ABOUT GRADING

Each assignment includes detailed criteria, so you’ll know in advance how you will be evaluated. Simply completing an assignment will not earn you the maximum points for that assignment, just as you wouldn’t receive a bonus or a promotion at work just for showing up. Each time you are graded, points will be awarded based on this structure:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>The classwork was outstanding in quality.</td>
</tr>
<tr>
<td>B</td>
<td>The classwork was clearly above average.</td>
</tr>
<tr>
<td>C</td>
<td>The classwork met basic expectations.</td>
</tr>
<tr>
<td>D</td>
<td>The classwork fell below expectations.</td>
</tr>
<tr>
<td>F</td>
<td>The classwork was inferior in quality.</td>
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If you miss too many classes (as explained in the attendance policy in this syllabus), you will receive grade deductions.

I am always willing to answer any questions you have about a grade with these qualifications:

Grades will not be discussed during class time or via email. We can meet during office hours, before and/or after class meetings.

Do not request a meeting unless you have thoroughly read my comments/evaluations.

Requests must be made within one week of receiving the grade.

Keep copies of your work, evaluations, and points earned. That makes it easier to follow your progress in this course.

Manage your time wisely. Remember late assignments and late speeches are not accepted.
SPEECH 1315
MEASURING LEARNING OUTCOMES

1. Demonstrate the ability to effectively communicate orally from the podium in clear, coherent, and engaging language appropriate to the specific purpose, the central idea and the audience.

   Assessment: Deliver four or more (at the discretion of the instructor) major speeches (passing with at least 70%)

2. Demonstrate competency in listening at college level, analyzing and interpreting verbal and nonverbal communication, and responding appropriately.

   Assessment: Deliver four or more (at the discretion of the instructor) speaker evaluations (passing with at least 70%)

3. Demonstrate competency in the speech writing process by germinating, developing, researching, organizing, and properly documenting a speech and the sources used in speech preparation

   Assessment: Deliver four or more (at the discretion of the instructor) speech outlines or manuscripts (at the discretion of the instructor) (passing with at least 70%)

4. Demonstrate logical reasoning and critical thinking skills in problem solving and developing, evaluating and presenting oral arguments.

   Assessment: Deliver a persuasive speech (passing with at least 70%)