

**COMM 1301 – Public Speaking
Fall 2015**

General Information

Contact Information

Instructor:

Office:

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Office Hours:

Supervising Professor: Dr. Carlos Tarin

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Office Hours: Tuesdays 4-6PM, and by appointment

Required Text(s)

-Lucas, S. (2011). *The art of public speaking*. McGraw-Hill Publishing.

-Other course readings available on Blackboard.

Course Overview

This course provides an introduction to the art of public speaking. From in-class presentations to presidential addresses, public speech affects the way individuals view society and the way society views individuals. This course will give students a better understanding of the significant role public speaking plays in their academic and professional lives. The activities and assignments are designed to help students learn the basic features of narrative, informative, and persuasive speech and to enhance their ability to design, deliver, and analyze public speech.

The major grading emphasis is on the conception, development, and logical communication of ideas. The course may be designed or modified as a result of diagnostic analysis utilized during the initial meetings. The planning of assignments reflects the adult status, wide-ranging interests, intelligence, and good mastery of language skills expected of college students. Students are anticipated to be mature and well prepared to take responsibility for preparation and completion of assignments. Students are expected to manage their time effectively and provide self-motivation in completing assigned readings and speeches, and to be ready to participate in text discussions each day. In addition to taking responsibility for completing readings and speech preparations, students will be encouraged to select real-world topics of substantive interest that call for challenging research and idea development. Both hard work and creativity will be rewarded. Detailed explanations of all assignments will be provided as the semester progresses. If clarifications are needed, students are encouraged to ask questions whenever they wish, either during class or during posted office hours. Email consultation is also welcome.

Course Goals

- Learn to transform nervousness into an effective presentation
- Conceptualize, focus and develop a topic into a meaningful, purposeful communication
- Understand the organizational components of a speech
- Organize logically and develop ideas fully, utilizing examples and analysis
- Develop research skills utilizing the library and the internet
- Speak in a natural, extemporaneous manner without reading from a text

Course Requirements

Prerequisites include ENGL 0311, or ESOL1309, or placement into ESOL 1311.

Students enrolled in the course are expected to:

- Attend each scheduled meeting
- Arrive on time and prepared for class
- Complete the assigned readings
- Submit assignments on time and in proper format (typed!)
- Participate in in-class discussions and activities
- Extend proper courtesy to all speakers

Students should take notes for each class meeting. In addition to lecture notes, students may be required to critique the speeches of their classmates. All hand-outs and other reference materials should be kept organized and readily accessible. Exams and quizzes may include information not found in the textbook (e. g., from announced supplemental materials and lectures).

Honors Students: Communication 1301 may be taken for Honors credit with the permission of the University Honors program, in consultation with section GTA and Dr. Tarin. Please be in contact as soon as possible if you wish to take this class for Honors credit.

Course Assignments and Evaluation

Assignments

- (1) Text Discussions – 25 points
- (2) Descriptive/Narrative Speech – 75 points
- (3) Informative Speech – 175 points
- (4) Persuasive Speech, Value or Fact – 225 points
- (5) Persuasive/Motivational Speech, Policy Focus – 300 points
- (6) Exam 1 – 25 points
- (7) Exam 2 – 75 points
- (8) Exam 3 (Comprehensive Final) – 100 points

Possible Points Total: 1000

Detailed descriptions of each assignment and requirements will be provided by your instructor throughout the semester.

Grading

1000-900 points – A
 899-800 points – B
 799-700 points – C
 699-600 points – D
 599 and below – F

Assignment Grading Scale & Meaning

A = 90 –100%	An “A” grade is designated for assignments that go beyond the requirements of the assignment; exceptional and outstanding work, well-structured and presented.
B = 80 – 89.5%	A “B” grade is designated for assignments that go beyond some of the requirements of the assignment; better than average work, for the most part, well structured and presented, but with a few errors in execution or delivery.

C = 70 – 79.5%	A “C” grade is designated for assignments that meet requirements of the assignment, but is average work; average argumentation, thesis lacks clarity, reasoning is insufficient, or errors in delivery.
D = 60 – 69.5%	A “D” grade is designated for assignments that do not meet all requirements of the assignment; generally less than average work, no thesis, reasoning is faulty, or substantial errors in structure and delivery.
F = 0 – 59.5%	An “F” grade fails to meet most of the requirements of the assignment; far below average work, faulty reasoning, massive errors in preparation and presentation.

****Please note: A C-grade is average and does not indicate a failing grade. Students aspiring to achieve a high grade will have to demonstrate excellence by going above and beyond basic assignment requirements. A-grades should be the exception, not the norm.****

Course Policies

Late/Incomplete Work

Students are expected to submit assignments on or before assigned due dates. Students will lose points equivalent to one letter grade (dependent on each assignment point total) for each 24-hour period that work is late. If you think you might have trouble meeting a deadline, *please contact your instructor in advance*. Incompletes will not be given unless there are extreme extenuating circumstances and the student is able to provide verifiable proof.

Academic Misconduct

The University of Texas El Paso prides itself on its standards of academic excellence and students are expected to uphold the highest standards of academic integrity. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, submitting work for credit that is attributable in whole or in part to another person, taking an examination for another person, and any act that gives or attempts to give unfair advantage.

Academic honesty is required of all students. Students found guilty of academic dishonesty can receive an “F” for the assignment or the course, and other disciplinary action may be taken. I take a strong stance on plagiarism. Plagiarism includes (but is not limited to) intentional submission of someone else’s work without credit, in part or as a whole; misuse of citations to conceal a source; use of other course work in this class; and other similar behaviors. Please contact the instructor immediately if you are unclear as to what constitutes plagiarism or academic misconduct.

CASS

As per Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Office of Disabled Student Services located at UTEP needs to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services. You may call 915-747-5148 for general information about the Americans with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability.

Individuals with disabilities have the right to equal access and opportunity. It is the student’s responsibility to contact the instructor and The Center for Accommodations and Support Services Office (CASS) at The University of Texas at El Paso.

Drop/Withdrawal

Census day for Spring 2016 is February 3, 2016. The last day you can drop this course is April 1, 2016. Incompletes after this deadline will only be given in the case of extreme, extenuating circumstances.

Classroom Behavior

This classroom is a safe haven for all ideas. Respect not only your professor, but guest speakers and your peers as equals. We are all unique individuals entitled to our own opinions and beliefs. Therefore, any comments, jokes, or remarks that denigrate the worth of an individual's physical or mental ability, physical appearance, religion, race, creed, ethnic background, sexual preference, or gender are inappropriate and detract from your effectiveness as a speaker and from your credibility as a person. If you instructor feels that you are contributing to a hostile learning environment, they are free to ask you to leave class for the day and you will be counted absent.

Attendance

Attendance and participation is mandatory. Missing 3 or more scheduled meetings will affect your grade. If an emergency situation arises, the student should contact the instructor via telephone or email as soon as possible, preferably before the scheduled class, or at least prior to the next scheduled meeting. Students will be held responsible for any lecture materials, exams, quizzes or assignments given or due during their absence.

- Why attend class? Besides the obvious educational advantages, an audience is necessary to allow each speaker to experience a genuine public speaking situation.
- **Three (3) unexcused absences** before the drop date will result in an automatic drop. Five or more totaled unexcused absences after the drop deadline will result in a lowered grade. *Accumulation of absences excused/unexcused will lower your grade.*
- **Unexcused absence** is defined as any absence without any supporting and valid documentation to justify the absence. Reasons for absences should be substantial.
- **Excused absence** is defined as any absence motivated by a reasonable cause (documented medical issue, sanctioned school activity, religious observance, jury duty, etc.) which is accepted by the instructor, at the instructor's discretion. Documentation may be required.
- Attendance will be taken at the beginning of each class. After attendance has been taken, those who arrive late will be considered absent unless they have previously received permission from the instructor.
- Students leaving before the end of the class without the approval of the instructor will be considered absent.

Assignment Policies & Classroom Expectations

- **Students must read assigned materials/pages prior to class.**
- Major class presentations will be scheduled in advance. Students must commit to their scheduled presentation dates; penalties may be imposed for late work.
- Students arriving late to class during a presentation should wait outside the door until the presentation is over. Listen for the applause; then quietly open the door and enter.
- No chatting during lectures or presentations. Be courteous to classmates by paying attention to presentations and by being open-minded in regard to the opinions and ideas of others.
- Please make sure that all cell phones and other electronic devices are turned OFF before entering the classroom.
- Your instructor may choose to use Blackboard as an instructional tool. If that is the case, please check your Blackboard website on a regular basis. Missed announcement or information distributed via Blackboard are *not* a sufficient excuse for failing to meet assignment requirements, deadlines, etc.

General Speech Policies and Requirements

Preparation and Documentation of Speeches:

Except for Speeches #1 and #2, each graded speech assignment includes formal documentation and must include:

- A typed title page
- **Two** typed outlines: a formal Preparation Outline for grading, and a Speaking Outline
- Also, for the **Informative, Persuasive, and Persuasive/ Motivational** speeches, include **documentation of research.**
- Never write out the entire text of the speech and read aloud from that text; speak extemporaneously from your Speaking Outline.

In Speech #3, #4, and #5, each speech assignment includes formal documentation as part of the grading criteria. Include a typed title page and outline (utilizing good grammar, carefully proofread). Also, very important for the Informative, Persuasive, and Persuasive/Motivational speeches, is the requirement to include **careful documentation of research, which includes photocopies and/or printouts of research used, a Works Cited page, and color highlighting and marginal notations on the outlines and on the research copies to indicate where verbatim quotations and paraphrases were used.** See further guidelines in the assignment instructions.

Due dates for your formal Preparation Outline packets are at the beginning of class on the first day speeches are due for each assignment. The instructor will call on students in random order to perform speeches after all students have handed in the outline packets to demonstrate their preparedness. Lateness may result in a lowered grade, with extenuating circumstances being considered on a case-to-case basis. (Note: Lucas calls formal outlines presented to the Instructor for grading “Preparation Outlines.” See Lucas, Chapter 11.)

Extemporaneous Speaking

It is essential that students do not speak from a fully written text when they give their speeches. The type of public speaking taught in this class emphasizes extemporaneous speaking from prepared and researched notes and outlines, in which students are asked to learn to “think on their feet” and speak directly to the audience instead of reading aloud from a written text—which is not public speaking at all, in its purest sense. See Lucas, Chapter 4.

Fall 2015 Daily Course Schedule

<i>WEEK/DAY / DATE</i>		<i>ACTIVITY</i>
1	1 Jan 20, W	Introduction to Syllabus and Course Expectations
1	2 Jan 22, F	Focus on the Importance of Public Speaking; Lucas, Chs.1-3 assigned, discussion of group work in Speech #1; class icebreakers
2	3 Jan 25, M	Lucas, Ch. 1, <i>Speaking in Public</i> ; Ch. 3, <i>Listening</i> ; Speech #1, Text Discussions (25 pts) begin and continue throughout semester. Students should be current on text readings and be prepared to participate in #1, Text Discussions, each day that class meets.#1, Text Discussions, continue. Focus: Lucas, Ch. 2, <i>Ethics and Public Speaking</i>
2	4 Jan 27, W	Lucas, Ch. 4, <i>Giving Your First Speech</i> ; #1, Text Discussions, continue.
2	5 Jan 29, F	Topic for Speech 2 due; Lucas, Ch., 5, covered
3	6 Feb 1, M	#2, Descriptive/Narrative Speech (75 pts) Due; All students must be prepared, submit outlines, etc., at beginning of class.
3	7 Feb 3, W	#2, Descriptive/Narrative Speech, assignment continues
3	8 Feb 5, F	#2 Descriptive/Narrative Speech, assignment continues, if needed
NOTE: CENSUS DAY (LAST DAY TO DROP WITHOUT A 'W') IS FEB. 3.		
4	9 Feb 8, M	#1, Text Discussions, continue. Lucas, Chs. 6, 7
4	10 Feb 10, W	#1, Text Discussions, continue. Lucas, Chs. 8, 9, 10
4	11 Feb 12, F	#1, Text Discussions, continue. Lucas, Chs. 10, 11.
5	12 Feb 15, M	#1, Text Discussions, continue. Lucas, Chs. 12,13.
5	13 Feb 17, W	EXAM I, Objective Examination over Lucas, Chs. 1-13.
5	14 Feb 19, F	Topic for #3, Informative Speech, due.
6	15 Feb 22, M	#1, Text Discussions, continue. Lucas, Chs. 14, 15
6	16 Feb 24, W	Workshop on topics, organizational concerns, delivery.
6	17 Feb 26, F	#3, Informative Speech (150 pts), due All must be prepared, submit outline packets including research documents
7	18 Feb 29, M	#3, Informative Speech, assignment continues
7	19 Mar 2, W	#3, Informative Speech, assignment continues
7	20 Mar 4, F	#3, Informative Speech, assignment continues if needed
8	Mar 7-11,	SPRING BREAK – NO CLASSES
9	21 Mar 14, M	#1, Text Discussions, continue. Ch. 16, <i>Speaking to Persuade</i> , Ch. 17, <i>Methods of Persuasion</i> , Discuss Persuasive topic selection, focus on Questions of Fact or Value

9	22	Mar 16, W	EXAM II, Objective Examination over Lucas, Chs. 14-17
9	23	Mar 18, F	Topic for #4, Persuasive Speech, due; All remaining Appendix readings due; Workshop speeches
10	24	Mar 21, M	Outline for #4, Persuasive Speech, due; workshop on Persuasive Speaking
10	25	Mar 23, W	Continue workshop on #4 Persuasive Speaking
10	26	Mar 25, F	Cesar Chavez Day – NO CLASS
11	27	Mar 28, M	# 4, Persuasive Speech (225 pts), All must be prepared, submit outline & research packets
11	28	Mar 30, W	#4, Persuasive Speech, continues
11	29	Apr 1, F	#4, Persuasive Speech, continues
NOTE: COURSE DROP DEADLINE (LAST DAY TO DROP) IS APRIL 1			
12	30	Apr 4, M	#4 Persuasive Speech, continues
12	31	Apr 6, W	#4 Persuasive Speech, continues
12	32	Apr 8, F	#4 Persuasive Speech, continues if needed, Focus on Persuasion— Questions of Policy (cf. #5) Discussion of topics for #5 Persuasive/Motivational
13	33	Apr 11, M	#1, Text Discussions, continue; Appendix readings on persuasion; focus on motivational elements, Topic for #5 Due
13	34	Apr 13, W	Outline for #5, Persuasive/Motivational Speeches, due; Workshop on #5 outlines
13	35	Apr 15, F	Continue Workshop on #5
14	36	Apr 18, M	Continue Workshop on #5
14	37	Apr 20, W	Continue Workshop on #5, Practice Speeches
14	38	Apr 22, F	#5, Persuasive/Motivational Speech (300 pts), due All must be prepared, submit outline packets including (optional) research documents.
15	39	Apr 25, M	# 5, Persuasive/Motivational Speech, continues
15	40	Apr 27, W	# 5, Persuasive/Motivational speeches, continues
15	41	Apr 29, F	#5, Persuasive/Motivational Speech, continues
16	42	May 2, M	#5, Persuasive/Motivational Speech, continues if needed
16	43	May 4, W	Final Exam Review Day
16	44	May 6, F	Dead Day – NO CLASS
17	45	May 5-9	FINALS WEEK; Comprehensive Objective Examination over ALL assigned readings. Consult Final Examination schedule for dates and times of your section's final exam.

Note: This proposed semester syllabus/calendar is subject to change in order to adapt to instructional needs at the discretion of the Instructor. Changes will be clearly announced and posted.