Fall 2020 Gradsky Syllabus PUBLIC SPEAKING

Public Speaking 11109 COMM 1301-007
Public Speaking 17005 COMM 1301-008

General Information

Contact Information

Instructor: Normajean Gradsky
Email: ngradsky@utep.edu

Office Hours: Virtual office hours by appointment via electronic communication at any reasonable hour or day (I do stay up late). You may text or email me with any questions. I will give my students my cell phone number when classes begin, because texting really is the easiest and fastest way to contact me.

Required Text


Publisher:
McGraw-Hill Higher Education

Print ISBN: 9780073523910, 0073523917

eText ISBN: 9780077797669, 0077797663

There is also an electronic version of the book, some with added resources. The UTEP book store has both text and e book versions. It is your choice.

You may also find deals on used copies or rentals etc.
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, public 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 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 the Blackboard discussion board (I will call it the DB from now on.) 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.

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:

• Complete the assigned readings
• Be familiar with how Blackboard works; if you need refreshing (I know I do) please watch the tutorial videos on basics, discussion boards, and Collaborate Ultra before the semester starts. Here is the link to UTEP’s tech help for students https://www.utep.edu/technologysupport/ServiceCatalog/BB_Students.html
• Submit assignments on time and in proper format
• Participate in the Blackboard class Discussion Board (DB) and virtual group assigned activities
• Extend proper courtesy to all speakers and post brief critiques of classmates’ speeches

Course Assignments and Evaluation
Assignments

Discussion boards participation – 200 total points throughout the semester.
Descriptive/Narrative Speech – 100 points
Informative Speech – 200 points
Persuasive Speech, Fact, Value or Policy – 300 points

Exam 1 – 25 points
Exam 2 – 75 points
Final Exam 3 – 100 points

Possible Points Total: 1000
Detailed descriptions of each assignment and requirements will be provided and discussed with you as I assign them throughout the semester.

Grading
1000-900 points – A
899-800 points – B
799-700 points – C
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, 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 faculty, 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.

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 me 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 and other similar behaviors.

The Center for Accommodations and Support Services

As per Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu. For additional information, please visit the CASS website at www.sa.utep.edu/cass

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

The last day you can self-drop this course with a W is October 30th. Incompletes after this deadline will only be given in the case of extreme, extenuating circumstances.

Classroom Behavior

This online 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 highly inappropriate.

Attendance

Your attendance and active participation in our virtual class is highly valued! If you miss more than 2 major assignments, you will be dropped from the class.

I am aware that some of you are in different time zones, or at work, or caring for family members and chose an online course for these various reasons. It is my hope that our entire class will be able to meet virtually a few times during the semester. I will record my lectures and slides and provide all course materials via Blackboard so that you can do your course work remotely, but, I would like to see everyone online together via Blackboard Collaborate for introductions. Our scheduled class times are MW, please check your schedule for the time your class meets.
You will present your speeches by recording them and posting the recording on the DB so that all students can watch and critique directly on the Blackboard discussion board. I will also do a live virtual class before exams for a Q and Answer session.

Assignment Policies & Classroom Expectations

- Students must read all assigned materials and textbook chapters.
- Be courteous to classmates by paying attention to presentations and by being open-minded in regard to the opinions and ideas of others.
- I will use Blackboard as an instructional tool. Please check your Blackboard website on a regular basis. It is a good idea to download the Blackboard App to your cell phone.

General Speech Policies and Requirements

Preparation and Documentation of Speeches:

Except for Speeches #1 and #2, which are informal warm up speeches, the Informative and Persuasive graded speech assignments require formal research and documentation using APA writing format. If you are not familiar with the APA writing style, please seek the help of the UTEP writing center or go online to the Purdue Owl writing lab at this link. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Remember you are a university student and the format for academic writing is precise. Make sure your bibliography is complete and the citations are formatted properly.

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.

Course structure and due dates

To keep things simple our course will be divided into weekly units. Most weekly work is based on your reading of the assigned chapters and your participation on our discussion board. I will monitor and grade participation there. You will submit an assignment for grading through the Blackboard portal only when I classify homework as AN ASSIGNMENT or an EXAM or QUIZ.
For discussion board entries, each student will post on that weeks’ forum topic (I will create and post the topics) by creating a new thread AND also post a response to at least 2 classmates’ posts by writing a reply. Responses to my forum topics are due by Wednesdays at 11:59 pm. The replies and comments you make on at least 2 of your classmates’ posts are due by Sundays at 11:59 pm. So please feel free to post early and often. I base a large part of your grade on your participation on the discussion board. Please make your entries at least 100 words in length when engaging in the topic—Short chat is great too as long as you have done the work on your topics. You may also wish to begin your own forum topic and we can all contribute to the thread.

Please be very active on our discussion board. The idea is to engage, really engage, with your peers. The free exchange of ideas can be eye opening or even mind blowing at times! This is your time, trust your ideas and opinions, listen to others’ well. Think critically and creatively, and hopefully this class will help you to nail it when you present your ideas in public forum speaking situations.

Come on, words have power! By choosing your words ethically, logically and persuasively you unleash your power to enact social, environmental and political change for the better!

Fall 2020 Weekly Course Calendar

Reminder: I repeat, to keep it simple to remember, know that each week you will respond to the topic I post on the discussion board with a meaningful comment of at least 100 words. This is due on Wednesdays by 11:59 pm. Then every student will read and reply to at least 2 classmates’ posts, which is due on Sundays by 11:59 pm.

Week 1. The week beginning August 24.

• Monday, Aug. 24  Let’s try to all meet
online via Blackboard Collaborate at your regular class times.

- We will: Review Syllabus (please read it before class meets!)
- Do some Vocal warm up exercises
- Lucas, Chapters.1-3 reading assigned
• **Due by Wednesday, Aug. 26 11:59 pm**
  Record and post a short (1-2 minutes) introduction video about yourself on the DB (discussion board).

• Watch all introductions and Respond to at least two of your classmates’ speeches. **Due by Sunday, Aug. 30th.**

**Week 2. (Aug. 31)**

• Ch. 2, Ethics and Public Speaking
• Discussion Board (DB)--Thought problem. We will work in groups that I assign. Engage and discuss among your group. **Posts due Wed. Nov. 2nd.** **Responses to at least 2 other group’s posts due by Sunday, Sept. 6th at 11:59 pm**

• Ch. 3, Listening; lecture and slides

**Week 3. (Sept. 7 Labor day)**

• Assign and discuss Descriptive Narrative Speech
• **DB—Due Wed. Sept 9th** Post Topic for your speech on discussion board. Reply to at least 2 posts. **Due by Sunday, Sept. 13th at midnight.**

• Assign reading chapters 4 and 5
Week 4. (Sept. 14th)

- DB--post Video recording of your Descriptive Narrative speeches due by Wed., Sept. 16th at 11:59 pm.

- Due by Sunday, Sept. 20 11:59
- Classmates watch and post a short critique of all speeches.

- Week 5. (Sept. 21)
• Chapters 4 and 5. Text Discussion lecture and slides.
• Assign readings, chapters 6,7 and 8

Week 6. (Sept. 28)
• Text Discussion chapters 6, 7, 8 lecture and slides.
• DB—Q and A, students ask, students answer
• Assign chapters 9,10,11,

Week 7. (Oct. 5th)
• Text Discussion lecture and slides.
• Assign chapters 12,13
• Text discussions continue TEST PREP
• DB—Pose your questions to me

Week 8. (Oct. 12th)
• **EXAM I**, Objective Examination over Lucas, Chapters 1-13. Open book, post your tests on Blackboard. **Due by Oct. 14th at midnight.**
• Assign readings, Chapters, 14, 15.
• Assign Informative Speech

Week 9.(Oct. 19)
• Text Discussions/ lecture and slides Chapters, 14, 15
• DB--Workshop on topics, organizational concerns, workshop questions end by Wednesday, submit your topic and respond to at least two classmate’s posts. Due by Sunday, Oct. 25th at midnight.

Week 10 (Oct. 26)

• Work on Informative Speech
• Assignment: submit outline packets on Blackboard. Due by Wednesday, Oct. 28 at 11.59 pm
• Begin recording and posting your speeches on Discussion Board, due by Sunday, Nov 1st. at Midnight.

Week 11 (Nov. 2nd)

• Watch and critique all speeches on DB
• Assign reading chapters 16, 17

Week 12 (Nov. 9th)

• Lecture and slides Ch. 16, Speaking to Persuade, Ch. 17, Methods of Persuasion,
• Discuss Persuasive topic selection, focus on Questions of Fact Value or policy.
• DB Fact value or policy worksheet will be completed
in groups that I assign. Due by Sunday, Nov. 15th Midnight as usual.
Week 13 (Nov. 16)

- **Exam 2** over Lucas, Chs. 14-17 Take home test.
  
  *Upload to Blackboard by Wed., Nov. 18th at Midnight.*

- Assign Persuasive Speech

- Workshop on Persuasive Speaking

Week 14 (Nov. 23rd)

- Persuasive speech topics **due by Tuesday** at midnight this week. Happy Thanksgiving!

Week 15 (Nov. 30th)

- **Assignment:** submit outline packets on Blackboard, 
  
  *Due by Monday, Nov. 30th at midnight.*

- DB--record and post your persuasive speeches on Discussion board. **Due by Wed. Dec. 2nd at midnight.**

- Watch and write short critiques for at least 5 of your classmate’s speeches.

Week 16 (Dec. 7th)

- Final Exams week.