General Information
Contact Information
Instructor: Normajean Gradsky
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Office Hours: Monday through Thursday-- By Appointment

Required Text

We will use the electronic CONNECT version of this text. You may purchase the access card from the bookstore for $90. If you wish, you may include the loose leaf printed version of the text along with the access card in a bundle for $125.

FOR ACCESS CARD ONLY—ISBN 9780077797553
LOOSE LEAF WITH CONNECT BUNDLE FOR UTEP—ISBN 9781260252484

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 as we progress. 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 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 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.

**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 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, or visit their office located in UTEP Union East, Room 106. 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

Census day for Fall 2017 is September 13, 2017. The last day you can drop this course is November 3, 2017. 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 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.

- Be courteous to classmates by paying attention to presentations and by being open-minded in regard to the opinions and ideas of others.

- Your instructor may choose to use Blackboard as an instructional tool. If so, please check your Blackboard website on a regular basis.
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 2017 Daily Course Schedule

Aug 28, M Introduction to Syllabus and Course Expectations; Focus on the Importance of Public Speaking; Lucas, Chs.1-3 assigned, class icebreakers; Discussion of group work in Speech #1

Aug 30, W Lucas, Ch. 1, Speaking in Public; Ch. 3, Listening; 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, Ethics and Public Speaking

Sept 4, M LABOR DAY UNIVERSITY CLOSED

Sept 6, W Lucas, Ch. 4, Giving Your First Speech; #1, Text Discussions, continue. Topic for Speech 2 due; Lucas, Ch., 5, covered practice/Impromptu Speeches

Sept 11, M #2, Descriptive/Narrative Speech (75 pts) Due;

All students must be prepared, submit outlines, etc., at beginning of class.

Sept 13, W #2, Descriptive/Narrative Speech, assignment continues

NOTE: CENSUS DAY (LAST DAY TO DROP WITHOUT A ‘W’) IS SEPT 13.

Sept 18, M #1, Text Discussions, continue. Lucas, Chs. 6, 7, 8, 9

Sept 20, W #1, Text Discussions, continue. Lucas, Chs., 10, 11, 12, 13


Sept 27, W Topic for #3, Informative Speech, due. Workshop organizational patterns

Oct 2, M #1, Text Discussions, continue. Lucas, Chs. 14, 15; Workshop on topics, organizational concerns, delivery

Oct 4, W #3, Informative Speech (150 pts), due

All must be prepared, submit outline packets including research documents

Oct 9, M #3, Informative Speech, assignment continues

Oct 11, W #3, Informative Speech, assignment continues if needed; #1, Text Discussions, continue. Ch. 16, Speaking to Persuade, Ch. 17, Methods of Persuasion, Discuss Persuasive topic selection, focus on Questions of Fact or Value

Oct 16, M Topic for #4, Persuasive Speech, due; All remaining Appendix readings due;
Workshop speeches

Oct 18, W EXAM II, Objective Examination over Lucas, Chs. 14-17

Oct 23, M Outline for #4, Persuasive Speech, due; workshop on Persuasive Speaking

Oct 25, W Continue workshop on #4 Persuasive Speaking

Oct 30, M # 4, Persuasive Speech (225 pts), All must be prepared, submit outline & research packets

Nov 1, W #4, Persuasive Speech, continues

NOTE: COURSE DROP DEADLING (LAST DAY TO DROP) IS NOV. 3

Nov 6, M #4 Persuasive Speech, continues

Nov 8, W #4 Persuasive Speech, continues if needed, Focus on Persuasion—Questions of Policy (Speech #5) Discussion of topics for #5 Persuasive/Motivational

Nov 13, M #1, Text Discussions, continue; Appendix readings on persuasion; focus on motivational elements, Topic for #5 Due

Nov 15, W Outline for #5, Persuasive/Motivational Speeches, due;

Workshop on #5 outlines

Nov 20, M Continue workshop on Persuasive/Motivational Speeches

Nov 22, W #5, Persuasive/Motivational Speech (300 pts), due

All must be prepared, submit outline packets including research documents.

Nov 27, M # 5, Persuasive/Motivational speeches, continues

Dec 29, W #5, Persuasive/Motivational Speech, continues

Dec 4, M #5, Persuasive/Motivational Speech, continues

Dec. 6, W Final Exam Review

Dec 11-15 FINALS WEEK; Comprehensive Objective Examination over ALL assigned readings. Consult Final Examination schedule for dates and times of your section’s final exam.