Hello and welcome!

I am Norma Jean Gradsky, Lecturer, Department of Communication Studies, UTEP. B.A. Theater Arts, M.A. Communication Studies. I have professional and practical experience in both disciplines. I continue to learn each semester as I work with my amazing, talented, fresh, and cutting-edge students!

Let’s dive into our course!

Contact information

Email: ngradsky@utep.edu

Office Hours: Monday and Wednesday from 2-3 pm in our classroom or the lobby of Old Main if our room 205 is occupied. You may also make an appointment to meet me at a different time if necessary. You may reach me by text at any reasonable hour or day (I do stay up late). Please feel free to text me if you have a question that you need answered right away. If you use UTEP email, it will reach me, but it seems to lag in time a bit. I try to check it at the end of each day, but text is best. Remember to ask the discussion board too, your peers may have the answer you need. I will give my students my cell phone number in class.

Course Overview

This course introduces the art of public speaking. The 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 as well as some of the finer nuances that will enhance students’ delivery and presence on video.

Student outcomes from exercises as well as practical preparation and performance will reflect an enhanced 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.

An important note here. If you speak more than one language and feel nervous about delivering a speech in your non-native language…. FEAR NOT! BE PROUD! I and your fellow classmates HONOR you for this accomplishment.

Course Requirements

There is no textbook to purchase for this course.

I am using free-ware from Rice University’s Open Stax program, along with assembled reading packets, some of my own work, videos, audio recordings, and PowerPoint slides to illustrate the concepts necessary to make us excellent public speakers!

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, please watch the tutorial videos on basics and discussion boards. 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

Students are encouraged and allowed the space and freedom to be an active participant in their own learning.

Be an autodidact!

Students will take responsibility for preparation and completion of assignments.

• Students will manage their time effectively and provide self-motivation in completing assigned readings and speeches.
• Students will be ready to participate in the Blackboard discussion board.
• Students will be encouraged to select real-world topics of substantive interest that call for challenging research and idea development.
  • Students will be rewarded for both hard work and creativity.

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

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.

As long as you have read the instructions thoroughly first. You may be shocked to learn that some students don’t bother to listen to me explain assignments in class, nor do they feel the need to open the blackboard app and read the assignments posted in the student module area, or look at the email announcements that included the instructions, or even ask their classmates if they missed anything.

Discussion boards and mini lessons – 20-50 points each to equal 200 total points throughout the semester.
  Descriptive/Narrative Speech – 100 points
  Informative Speech – 200 points
  Persuasive Speech – to reach a general agreement from the audience 100 points

Final Project – The Final Project Students will decide. Our final MAY BE a two-person policy debate with a strong call to action OR A SMALL GROUP VIDEO AND LIVE PERSUASIVE PRESENTATION WITH AN EPIC CALL TO ACTION. Details TBA- 200 points
  Exam 1 – 100 points
Exam 2 – 100 points
Possible Points Total: 1000

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

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**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 faulty, or substantial errors in structure and delivery.
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 up to the equivalent of 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.

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Drop/Withdrawal

If you wish to drop this class, make sure you check the Academic Calendar for the last day you can self-drop this course with a W. Incompletes after this deadline will only be given in the case of extreme, extenuating circumstances.

Classroom Behavior

This online and face to face 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 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 work, or care for family members and chose a hybrid/online/in person course for various reasons. I want to speak to my classes to discuss what your preferences and needs are in order to designate the breakdown of in person to online class meetings. The formula for this class is listed as “mini hybrid” with 49% or less of classes online. It is my hope that our entire class will be able to meet in person for
the most part, especially for the live speech performances during the semester. Our scheduled class times are MW at 3PM or 4:30 pm. We will sometimes arrange to meet full class via Zoom on virtual class days. I will announce these meetings ahead of time via the announcement emails on Blackboard. This course is dynamic, occasional changes are made to the syllabus to keep in tune with the students’ progress. It is imperative that you keep close attention on Blackboard and your UTEP emails to keep up to date with this course and its’ course work.

**Got it? I mean it.**

- 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
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. Students are asked to learn to “think on their feet” and speak directly to the audience instead of reading aloud from a written text.

Pay attention to the announcements that I post on blackboard. This is where I assign work, give instructions, reminders, post a zoom link to attend an online class, or inform you of any changes in dates, etc. The UTEP system automatically sends an email to you when I post an announcement. Make sure that you have a current UTEP email address listed.

Please be very active in our discussions. 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.

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 2023 Weekly Course Schedule This is a tentative overview for your convenience and planning. The Weekly course Modules will fill in as we go.

Public Speaking, Comm 1301 Gradsky

\ The syllabus and schedule are subject to change—in your best interest, always!
Move around in the discussion board, don’t always comment to the same people, get to know your classmates and have real discussions with your peers. Ask and answer questions, post your own topic and ask for responses. Feel free to just chat about stuff. Have some fun, make me laugh. Post a link to favorite music, etc.

Week 1—
Monday: Aug. 28
Syllabus and Course Expectations.
Focus on the Importance of Public Speaking.
Vocal warmup exercises.
Speech #1 introductions. You will have time during class to partner with a classmate and interview one another so that you can introduce your classmate to the rest of us. This is a brief ice breaker type exercise. Make your interview questions imaginative. Yes, we want to know name and major, but what else makes each of us unique? Review this brief audio on how to give critiques before class on Wednesday.

Wednesday, August 30
Deliver your speeches of introduction
Class mates will take turns giving brief critiques to the speakers

Week 2
Monday Sept. 4th

Go over Semester Assignments.

Vocal warm ups demonstration and participation.

A little bit of lecture and slides and discussion about speaking apprehension and some techniques to make it easier to deal with.

A class discussion on the importance of ethics in public speaking.

Discussion Board assignment  Engage with the simulated assignment in Stukent where you may be (maybe not) faced with speakers that are straightforward and others of perhaps questionable ethics. Put your critical thinking caps on and see if you can identify anything sketchy. Then tell us what made you feel a speaker was being unethical. Compare and contrast may be a good way to approach this assignment. What made you think a speaker was being ethical?

Feel free to organize your post how you like, just as long as your thought process is well organized! Present your ideas in a logical sequence that is easy for us to follow.

Wednesday, Sept. 6th

The due date for this discussion board entry (everyone write your answers on the discussion board, but we will also discuss these answers in class) is Wednesday by class time, I’d like us to discuss this in class and your Responses to classmates will also be live in class.
The last half of class we will discuss the importance of Analyzing your audience. There will be homework and further reading that I will provide.

Week 3
Monday: Sept. 11th
I am going to skip around a bit, as I think this is a good time to discuss a little Communication Theory. I will use some volunteers to help with some live demonstrations and I have prepared reading and handouts with illustrations of some of the most prominent models of our communication. I want you to study these and read the materials I will give you.

Wednesday. Sept. 13th NO LIVE CLASS DUE TO FOOTBALL GAME AND EXPECTED HUGE TRAFFIC JAMS However you will have an assignment to complete by Monday

Week 4 Monday, Sept. 18th
I want you to use your voices in over the top ways, this is a warm up for what’s coming next week. The assignment is to read a children’s story not more than 2 minutes long but read it in a highly expressive and descriptive voice as if you were reading it to a child. Practice this, and really let go. We will all perform this reading in Monday’s class.
Wednesday, September 20th
I will assign the class to prepare and deliver an Expressive, Descriptive Narrative Speech. This is an informal speech about a special, happy event or memory in your life. It is meant to help you to be expressive and animated as a speaker. It will also give you the practice of using details and the five senses to become more descriptive in your use of language. In short, tell us a story and make us feel as if we are right there with you. I will go over the details of the assignment in class, I will give you some examples of some excellent past speeches I have heard from my students, and I will post a detailed written description of this assignment on the class homepage in blackboard. Read it carefully, most of your questions are answered there. This is the second low stakes ice breaker type speech.

Week 4—
Monday—September 25
Speeches due, perform live in class. Class mates write short critiques for each speaker on scraps of paper and pass them to the speaker when they have finished speaking
Wednesday, Sept. 27
Live speeches continue
Week 5
Monday, October 2\textsuperscript{nd}
Vocal Warm ups are in order, I want to see improvement in breath control, projection, and articulation-and that includes me.
Structure of a Speech lesson with lots of participation. There is a lot of detail here that you need to take note of. I will use slides, my own examples, and I will expect you to come up with some too. As a matter of fact, that will be your homework Discussion Board assignment. I will give you some worksheets to complete, and I want you to video yourselves giving your examples from the worksheet, then upload your video to the discussion board. Due by Wednesday’s class time.

Wednesday, October 4\textsuperscript{th}
We continue with the structure of a speech and I will assign you similar homework, worksheets and your video recording of the concepts. \textbf{Due by next Monday’s class}

Week 6
Monday, October 9\textsuperscript{th}
We drill these concepts of structure because once you have the structure down, you will feel more comfortable in any speaking situation. Your ideas will be organized even in an impromptu situation. Speaking of which, let’s
have some fun and do some impromptu speeches in class.

**Wednesday Oct. 11**

**Assign Informative Speech Due Oct. 25**

We have the frame built for a well-defined speech, now let’s fill it in. Our first major speech assignment will be a speech to inform. An informative speech is just that, you, the speaker, want to teach your audience about a particular topic that you are deeply interested in. You may be a sort of expert on the subject, or it is a subject that you want to learn about yourself. The informative speech uses research, and examples, and expert witnesses, etc. To substantiate the information you want to share with your audience. Next week we will have a class with the specialty librarian to teach us the fundamentals of research using the library’s databases, books, and academic journals to research our speech topics. Before we go to the research skills class, we need to have an idea for a topic of our speech. My favorite method to find a topic is a brainstorming technique that we will practice in class.

**Week 7**

**Monday, Oct. 16**

report to Library room 204B at class time, attendance is mandatory---The Librarian has produced a very
informative and helpful guide to introduce you to what our library has to offer—and how to find it. He walks you through the research process and gives solid advice on how to determine if a website is legitimate or not. Pay close attention and take notes.

**QUIZ 1**—There is a graded assignment to complete at the end of his talk. You will upload the completed assignment to Blackboard, point value is 100 points, due by Wednesday at class time.

**Wednesday, Oct. 18**
Reminder, the Informative Speech is Due Wednesday Oct. 25th. I will go over the details in class and an assignment description will be posted on your homepage. Meanwhile, I will provide reading for you to explore the concepts of how best to organize your speech, there are organizational patterns that suit particular speeches best. We will also spend time learning how to limit our topics. I will go over in lecture and slides how to write a purpose statement for your speech which does wonders to clarify and limit your topic.

**Monday, Oct. 23**
Class today will be devoted to explaining the written requirements that must be handed in with your speech.
This is a good introduction to your university training in academic writing. Communication studies is a social science discipline, so we use the APA writing format. I require you to submit a title page, an outline with in-text citations, and a bibliography of your sources. All in APA format. The library class will give you an introduction to this writing style, and the writing center in the library is where you get good coaching for it. The PurdueOwl.edu is also a great online resource to show you the format requirements etc. I will also supply some examples for you. If time permits, we can all go to the writing center for help with our outlines and bibliography.

**Wednesday Oct. 25** We begin hearing speeches, all students must turn in their outline packets today.

**Week 8**
**Oct. 30 and Nov. 1**
The entire week will be dedicated to hearing the presentations of the Informative Speeches. With 30 students delivering speeches, it will take at least 3 class periods. I like to give oral critiques to each student after they speak, while it is fresh in my mind, and I believe my critiques can be teaching tools for the entire class, so this takes up some time.
I will assign some readings for you over the weekend about Consensus decision making. Make sure to review this before next Monday’s class. There may be a pop quiz.

**Week 9**

**Monday, Nov. 6**

We are moving apace now, but to give you a break before we dive into persuasive speaking and your next major speech, I would like to cover some other aspects of communication studies. Small group communication is common in your university studies and also in teams in the workplace. So today we will divide into groups to try to come to a CONSENSUS for how to handle a serious problem. It can be a very lively discussion, most of my classes really get into it!

**Consensus decision making allows each voice to be heard, and sometimes it is just that small voice with the best solution.**

**Wednesday, Nov. 8**

Here we begin the unit on persuasion. Persuasion is defined (by me) as “To strengthen or change existing attitudes, behaviors, or beliefs. It is a powerful tool, you must promise to use your powers for good and not evil! There are basically two types of persuasion, one is to
achieve general agreement from your audience. I sometimes like to call this “preaching to the choir”. Can you give me some examples of this type of persuasion? The other type is to motivate your audience to take immediate action. Examples? I have recorded audio of my lectures and you can follow along with slides if I move to quickly, but I am assigning your next major speech and that is to work in a team of two to write and record a video of a speech of persuasion to achieve a general agreement from your audience. Upload your video to the discussion board so that your classmates can watch your speech and leave you some feedback. We will discuss some techniques to use in your video to avoid the “talking head” look! We can use the facility in the learning center that has professional lighting and recording/editing equipment for us to use.

I will post the written assignment instructions for you on your home page. This speech is due on Wednesday, Nov. 15th. If you have trouble posting your video on the discussion board because the file is too large, contact the help desk and they will solve your problem. We may need to use Yuja instead, as things have changed on blackboard now that we have Ultra. I will be taking training on that before the semester starts. Keep in mind that a persuasive speech often has a bit of an informative in it. It is often necessary to educate your
audience before you ask them to agree with you, or to take immediate action. This might be a good way to divide the speaking parts for your team.

**Week 10**  
**Monday, November 13 and Wednesday, November 15**  
I will be in the library and the video studio learning center in the UGLC available to work with your groups. No in person class, work on your own days (the video is due online by the end of the day on November 15. Upload your outline packet on the discussion board as a reply under your video. It helps me if they are together). Use the writing center to help you with your outline and bibliography, or use the learning center’s video studio, or get with your teammate to work the camera for you and vice versa. Experiment with location shots, with moving the camera, with you moving as you speak, etc.

*The syllabus and schedule are subject to change—in your best interest, always!*  

**Week 11**  
**Monday, Nov. 20**  
**Monroes Motivated Sequence**  
In class activity—using Maslow’s formula, each student will deliver an *impromptu* sales pitch for whatever clever
product or service the class and I come up with, a
different topic for each student will be assigned on the
spot. This is meant to be fun! Don’t stress in advance. *I
know you*. . . do not start stressing over it

**Wednesday, Nov 22**

Discussion Board—Test Prep. In class. We have an
*objective* test next Wednesday, the 29th of November
The test consists of 25 questions. Most are multiple
choice or true/false and likely one short answer question.
This week’s discussion board forum topic is a unique way
to prepare for your upcoming test. You will write the test
questions! Well, some of them anyway, I will choose a
few of the best ones to include in the test. Submit 3 test
questions, each one from a different area of study to the
discussion board. Questions due by the end of class,
then for homework, each student will have a happy
Thanksgiving!
I will also make my audio lecture recordings available to
you.

**Week 12**

**Monday, November 27,**

In class study—each student will answer at least 10 of the
questions that were posted on the discussion board.
Wednesday, November 29
Test day

Week 13
Monday, December 4th. Let’s do our final! It is not another test it is a group effort to present a video of a persuasive call to action. Be creative, be persuasive, use logos, pathos, ethos. Give it all you’ve got. Perhaps act out a scene, maybe do a news cast, do a tv fundraiser for a good cause, use dramatic lighting, location shots, man in the street interviews, etc. etc.