

Ranger College

Syllabus

2009-2010

Course Number and Title: Speech 1315 Fundamentals of Speech (3-0)

Credit Hours: 3 Hrs/Wk; Lec: 3 Hrs/Wk; Lab: 0; Lec/Lab Comb: 3

Name of instructor: Charles Reynolds, Office Location: Ranger Center Building

Office Hours (subject to change):

Ranger Center in Stephenville (Before Class on Thursday at 6 p.m. Or by Arrangement)

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I. CATALOG DESCRIPTION

The fundamentals course is a systematic study of the basic principles of effective oral communication. It provides experience in public speaking and listener analysis. Emphasis is placed on speech construction for extemporaneous speaking.

II. COURSE CONTENT

This course is designed primarily as a public speaking course, but also includes sections on small group communication, interpersonal communication, intercultural communication, nonverbal communication, and mass communication.

III. REQUIRED BACKGROUND/PREREQUISITES

No prerequisites are required.

IV. TEXTBOOK, READINGS, MATERIALS REQUIRED

The Art of Public Speaking by Stephan Lucas is the current textbook needed for this class. Required readings and/or materials may be placed on reserve in the library at the discretion of the instructor. Handouts will be provided. Notes will need to be taken in class daily. Please have a spiral notebook or three ring binder with folders, plenty of paper, a highlighter, and a writing implement for class. **Take Notes!** Notes over chapters are provided online.

V. METHODS OF INSTRUCTION

Lecture, discussion, audiovisual materials, small group participation, etc.

VI EXEMPLARY EDUCATIONAL OBJECTIVES

The Exemplary Educational Objectives are intended to contribute to the students' intellectual and personal growth and to assist them in understanding and appreciating not only their heritage but also to prepare them for responsible citizenship and the ability to adapt to a rapidly changing and highly technological world.

Communication

- C-1 To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation;
- C-2 To understand the importance of specifying audiences and purposes and to select appropriate communication choices;
- C-3 To understand and appropriately apply modes of expression, i.e., descriptive, ex positive, narrative, scientific, and self-expressive, in written, visual, and oral communication;
- C-4 To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
- C-5 To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument;
- C-6 To develop the ability to research and write a documented paper and/or give an oral presentation.

VII. BASIC INTELLECTUAL COMPETENCIES

The Basic Intellectual Competencies listed below are components of a process designed to assist and prepare students for becoming well-educated individuals who are intellectually flexible, articulate, and have the capacity to become responsible and creative members of society. These competencies are included in this course, and they are noted by the following numbering system:

B1-READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials -- books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

B2-WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

B3-SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

B4-LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

B5-CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

B6-COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

VIII. COURSE OBJECTIVES

1. Using appropriate technology, develop skill in researching and organizing materials for speech making (C-1, C-2, C-5, C-6, B-1, B-2, B-5, B-6);
2. Practice various desensitizing techniques to assist in managing speaker apprehension (C-1, C-4, B-3, B-4, B-5);
3. Apply basic skills of critical thinking, (i.e. recognizing fallacies, defending beliefs with appropriate facts, identifying differences between fact and opinion in media and speeches) in persuasive speaking and debates (C-1, C-4, C-5, B-1, B-2, B-3, B-4, B-5, B-6);
4. Identify and demonstrate various methods of audience analysis through the use of media and class examples (C-2, B-4, B-5, B-6);
5. Present and/or identify various types of speeches (i.e., informative, persuasive, report, commemorative, entertaining, testimonial, etc.) (C-1, C-2, C-3, B-1, B-2, B-3, B-4, B-5, B-6);

6. Individually and in small groups demonstrate ability to prepare speaker outlines, preparation outlines, and manuscript speeches including a bibliography in MLA format when appropriate (C-1, C-2, C-3, C-4, C-6, B-1, B-2, B-3, B-4, B-5, B-6);

7. Demonstrate an understanding of ethics in gathering information, speaking, and the use of technology (C-1, C-5, C-6, B-1, B-2, B-5, B-6).

IX. COURSE CALENDAR schedule is tentative and subject to change depending upon the progress of the class

Class 1 Syllabus and Handouts

Pretest

3 Item/ Me speech

Chapter 1 with worksheets

Class 2 Assignment Due: Self-introductory Speech Class Assignment Due: Three subjects

for impromptu speech plus read Chapter 2, pre-read chapter 3 and do notes over the Assignment Due: Chapter 3/ Notes due over chapter 3 and Chapter 4 with worksheets

Class 3 Chapter 5 Show your central idea and specific purpose progress check. Watch The State of the Union Address by President Barrack Obama for discussion in class. Be prepared for a personal discussion of your personal "Frame of Reference."

Class 4 Assignment Due: Chapter 7 sources due. Be prepared to give an Informative speech.

Chapter 8, then skip to Chapters 14, 15, and 16 to prepare a Persuasive Speech Class 5 Assignment Due: Review the main points for informative speech and persuasive speech.

Then prepare to give it in class.

Class 6 Review the methods as they pertain to your persuasive speech and review the processes of Critical Thinking.

Class 7 Assignment Due: Using the information from Chapter 9 and Chapter 11 be ready to use those ideas to establish credibility and commentary to present a five to six minute speech using current events from the media that appear to you. Chapter 13 and 14 will be used to finish this class and each of you will demonstrate PowerPoint and one assigned method of use of Visual Aids.

Class 8 Assignment Due: Mid term Exam (subject to adjustment). Then we will divide the class into three groups of four and begin preparations for a group presentation.

Class 9 Prepare to present an extended group oral presentation with a group leader and an oral participation of approximately six minutes by each group member. Instructor will provide specific instructions for the assignment.

Class 10 Each Class Member will select a speech (approved by Instructor) from some famous speaker of the past to practice and read to the class. The presenter must tell what the speech was designed to achieve and turn in a copy of that speech and notes when finished.

Class 11 Using Chapter 16, each Class Member will present a Sales Speech to the class. Selling either a product, concept or an idea in the speech. After which the class will discuss the success or failure of the the assignment to sell the product, concept or idea.

Class 12 Chose a special occasion or commemorative Speaking situation and prepare the speech you would give if you were the invited speaker.

Class 13 Chose a serving political figure, a late night show host and a speaker that you admire and write a critique to deliver in class orally of what makes that person an admirable speaker. Present your reasons for choosing the three speaker you choose and deliver some quotes and lines the speaker used to reinforce your choices.

Class 14 Revisit an area of the type of speeches you have given in this class and choose one type of speech to repeat using the 4-6 methods of self analysis.

Class 15 Interviewing and personal presentation

Final Exam

X. COURSE/CLASSROOM POLICIES

1. **Attendance/Lateness:** Students are expected to attend class regularly. There will be assignments due, pop quizzes, and/or participatory activities almost every class session. Tardiness is not acceptable. Anyone entering the classroom late, thereby disrupting a classmate's speech presentation; will lose points on his/her grade. If a progress check or an assignment is due on a certain date and you do not turn it in, whether present or absent, you may be counted absent for that date. **All Homework Assignments MUST BE TYPED.**

2. **Class Participation:** Speech is a participatory class. The more you choose to participate, the more you will benefit.

3. **Missed Exams/Assignment/Make-up Policy:** Speeches and papers are due on the date assigned. Assignments may be turned in early. **No late assignments will be accepted without an excused absence.** You have 1 week to make-up work for an excused absence. If you are aware in advance that you will be absent, it is to your advantage to make arrangements to turn in your assignments **early**. Any late work accepted is subject to point deductions by the instructor. You are responsible for approaching me about missing assignments and make-ups. You are an adult with those responsibilities. Please take responsibility for getting your work in. **Don't miss on speech days unless you're dead.... It's a zero. Hospitalization and family deaths need to be talked about with me.**
4. **Academic Dishonesty:** The class discusses ethics in public speaking. We will cover this subject in great detail. All sources must be cited. Failure to do so will result in a failing grade, and may be cause for dismissal from the class and/or college. Any student caught cheating will be dismissed from class.
5. **Student Behavior Policy:** Adult behavior is expected during class. Derogatory, inflammatory, or any type of offensive language will **not** be permitted under any circumstances. Additionally, offensive language of any type will not be permitted and may be cause for dismissal from the class. **Cell phones will be off during class and/or not present. I will answer them and make you call your family or coach. If you don't have either one to report to then I will make other arrangements to make you wish it hadn't happened. NO use of headphones or other music sources will be permitted during class. I do talk to your coaches and make them feel free to discuss behavior. Don't blow this off.**
6. **Available Support Services:** Library, student services, tutors, laptop computer checkouts, mentoring programs.
7. **ADA Statement:** Ranger College provides a variety of services for students with learning and/or physical disabilities. **The student is responsible** for making the initial contact with the Ranger College Counselor. It is advisable to make this contact **before or immediately** after the semester begins.

XI. ASSESSMENT

Grades will be based on a 1000 system.

Final Exam = 100 points (Objectives 3 through 5)

Midterm Exam = 100 points (Objectives 3 through 5) done if necessary

Major Speeches = 100 points each (Objectives 1 through 7)

Group project = 100 points (Objectives 1 through 7)

Activities = 25 points

Potential Quizzes = 1 pt per question

Class Attendance/Participation = 100 points

A = 90-100 (no more than 1 absences depending on participation)

B = 80-89 (no more than 2 absences depending on participation)

C = 70-79 (no more than 3 absences depending on participation)

D = 60-69 (no more than 4 absences depending on participation)

F = 0-59 (5 or more absences depending on participation)

XII. Teaching Methodology: I believe in the student interacting with the teacher. I hope that the students have done their per-reading and that the class may be discussion based. Failing that I go for an interactive lecture. Notes have been provided. Handouts are provided. Contact with me is assured. There is no reason for anyone to feel disconnected or lost in class. I am very willing to tutor in my subject or in any other except math. There is a reason I am in the Speech department. I really like people and working with them.

XIII. EXTRA CREDIT

Students will have the opportunity to earn extra credit by writing a paper on an approved subject and its contributions to the field of rhetoric including the seven rules of oratory and the five canons. This provides up to a letter grade of extra credit. It is due before the week of finals. The more you write and research the more points you attain.

XIV. NON-DISCRIMINATION STATEMENT: ADMISSIONS, EMPLOYMENT, AND PROGRAM POLICIES OF RANGER COLLEGE ARE NONDISCRIMINATORY WITH REGARD TO RACE, CREED, COLOR, SEX, AGE, DISABILITY, AND NATIONAL ORIGIN.

XV. RECEIPT OF SYLLABUS - SPEECH 1315

Legibly print the following information:

Name: Date:

“I have received and understand the information in the syllabus for Speech 1315, and I agree to abide by the stated policies.”

Signature of Student:

CONSTRUCTIVE CRITICISM

Asking for Constructive Criticism

1. Ask for criticism so that you will avoid surprises.
2. Think of criticism as being in your best interest.
3. Specify the kind of criticism you are seeking.
4. Ask for criticism only when you really want an honest response.
5. Try to avoid contradiction between your verbal and nonverbal cues.
6. Give reinforcement to those who take your requests for criticism as honest requests.
7. Be sure you understand the criticism.

Giving Constructive Criticism

1. Make sure that the person is interested in hearing criticism.
2. Describe the person's behavior carefully and accurately.
3. Preface a negative statement with a positive one whenever possible.
4. Be as specific as possible.
5. Restrict criticism to recent behavior.
6. Direct criticism at behavior the person can do something about.
7. If possible, include a statement that shows how the person could correct the problem.

Lederberg, R. F. (1995). *Communicate!* (8th ed.). Belmont, CA: Wadsworth.

