

Ranger College Syllabus

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: Shilo Thompson; **Office Location:** Academic Bldg.

Office Hours (subject to change):

Tuesday – Activity period

Thursday – Activity period

All other hours are by appointment.

Telephone number: 254-647-3234 x 221; **Cell phone:** 254-433-0721

E-mail: sthompson@ranger.cc.tx.us

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, and nonverbal communication. Practical study of speeches including preparation of outlines and delivery methods and presenting speeches in class.

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 binders 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, expository, 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 speechmaking (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, organizing thoughts in a succinct manner) 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 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

Week 1	Syllabus and Handouts Pretest
Week 2	3 Item/ Me speech Chapter 1 with worksheets and giving your first speech 63-73
Week 3	Assignment Due: If I Were an Imaginary Creature Speech Assignment Due: Poem Chapter 2 assignment to pre-read chapter 3 and do notes over the chapter
Week 4	Assignment Due: Chapter 3/ Notes due over chapter 3 Quiz Chapter 14 Informative Speeches. Show guidelines and videos.
Week 5	Chapter 4 Choosing topics and purposes and do application exercises Chapter 5 Show your central idea and specific purpose progress check Chapter 6 Possible guest speaker or Library tour
Week 6	Assignment Due: Chapter 7 sources due if not turned in you aren't present Chapter 8 Organizing Body of Speech

	Assignment Due: Main points for informative speech and persuasive speech.
	Chapter 9 Introductions and Conclusions
Week 7	Midterm Exams
	Chapter 10 Outlining the Speech
Week 8	Chapter 11
	Chapter 12
Week 9	Assignment Due: Impromptu Speeches, Chapter 13 and appendix on power point
Week 10	Assignment Due: Informative speeches with visual aid
Week 11	Chapter 15
	Chapter 16
Week 12	Listening to speeches and evaluations of examples
Week 13	Assignment Due: Persuasive speeches
Week 14	Thanksgiving Break
Week 15	Chapter 17 and Chapter 18
	Commemorative Speech analysis
Week 16	Commemorative Speeches
Week 17	Review
	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. The door will be locked once speeches begin. 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 or to not being accepted. 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.** You have my cell phone number and email, there is no excuse for not communicating 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. It is the intent of Ranger College to promote a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work they have not honestly performed is regarded by the

- faculty and administration as a serious offense.
5. **Student Behavior Policy:** Students are expected to take responsibility in helping to maintain a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to get the most benefit from time in class, students are prohibited from using electronic devices, making offensive remarks, reading material not related to class, sleeping, or engaging in other forms of distraction. Inappropriate behavior in the classroom will result in you being asked to leave the class or more intense repercussions. 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.
 6. **Use of communication devices, including but not limited to pagers, palm devices, and cell phones will be off during class and/or not present. Laptops may be used for note-taking and composing only. IF YOUR PHONE GOES OFF 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.
 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.
 8. College-level course may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.
 9. No substances or equipment in violation of the Ranger College Handbook will be permitted in the speech communication courses.
 10. The schedule and procedures in this syllabus are subject to change if deemed appropriate by the instructor.

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)

Major Speeches = 700 points (Objectives 1 through 7)

Introduction	50 points
If I were A	50 points
Poem	100 points
Impromptu	100 points
Informative	150 points
Persuasive	150 points
Commemorative	100 points

Activities = 25 points

Potential Quizzes

Personal Critiques

Participation = 100 points

May include an assortment of: Class Participation, Homework Assignments, Minute-papers, Group Work, Peer Evaluations, and Attendance

Letter Grades

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = Below 60

Assignments:

Major Speeches: The major speeches in this class will determine 70% of your grade.

Requirements for each speech will be given closer to the assigned due date. However, the following requirements will be expected on the speeches.

- Speeches are graded on delivery, organization, and content. A sample critique form will be provided for better preparation.
- Delivery is expected to be extemporaneous – that is the speaker is comfortable enough with the speech to depend only on a keyword outline. An extemporaneous delivery makes writing the speech in essay form illogical and counterproductive.

XII. Teaching Methodology:

I believe in the student interacting with the teacher. I hope that the students have done their pre-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 Cicero's life and 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.

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