SPCH 1315 Public Speaking Online

Instructor Information

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Course Description

In this course, the student learns to apply oral communication skills toward a specified audience. Organization of ideas, the persuasion process, and audience analysis are components of the course objectives. The student will demonstrate these objectives through prepared messages using appropriate verbal and nonverbal techniques. (ICOs 1,2,3,4,5)

Prerequisites/Corequisites

There are no prerequisites/corequisites for this course.

Learning Outcomes

Students will learn several core concepts of Public Speaking
Students will demonstrate their knowledge of public speaking by completing researched and well-organized oral presentations in front of an audience.
Students will be able to evaluate communication skills used in speaking.
Students will learn effective listening skills.

Required Readings/Materials

You must purchase the following required readings/materials: The Art of Public Speaking 10th Edition (2009), Stephen E. Lucas, McGraw Hill.

   Students must have access to a computer with internet access to complete most assignments.

Course Requirements (Lectures, Assignments and Assessments)

 Speech 1: Informative Speech   (15% of Final Grade)
 Speech 2: Persuasive Speech (15% of Final Grade)
 Chapter Quizzes (20% of Final Grade)
 Final Exam: (10% of Final Grade)

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Speech Analysis Paper #1 (10% of Final Grade)
 Speech Analysis Paper #2 (10% of Final Grade)
 Discussion Board: (20%) of Final Grade

Summary of Assignments & Activities

Item(Name)	Type	Description	Due
Speech 1 Informative Speech	Speech Presentation	Thestudent will select a topic that is relevant to their desired field ofstudy and research the topic. They will prepare a speech outline anddeliver an extemporaneous speech and post the speech to YouTube. Student will beprovided with an evaluation form on BlackBoard which will indicate specificitems that will be critiqued and graded. The student must submit the Speech Outline, Reference Page, and working YouTube link in one document through BlackBoard. Students must assemble an audience of no less then three people that are visible on camera.	Monday June 24th
Speech 2 Persuasive Speech	Speech Presentation	The student will select a new topic to research and prepare a persuasive extemporaneous speech. Elements of persuasion and physical delivery will be key factors in the grading. Use of visual aids including PowerPoint will be mandatory. The same outline and audience format from Speech 1 will be required for Speech 2.	Monday, July 8th
Quizzes	Exam	Each chapter will have a corresponding quiz. Each quiz **will have it's own** recommendeddue date. The last day to complete any quiz is June 3rd.	June 13th, June 20th, June 27th, July 3rd
Final Exam	Exam	Thisexam will cover all chapters from the textbook. The exam will bemultiple choice.	Thursday, July 11th
Speech Analysis Paper	Paper	The students will be provided with two speeches for them to view and critique. The student will demonstrate their grasp of concepts in the textbook and class by applying them to the speech they are analyzing. The student should demonstrate what they have learned about	June 18th and June 27th

		critically listening to a speech as well as giving a speech.	
Discussion Board Topics	Discussion/Attendance	There will be 3-5 discussion board topics that will be posted during the semester. Prompt and meaningful participation will be required. Check in on the Discussion Board daily.	To Be Announced

Grading Policy

Each week, I will provide grades or scores and comments on assignments within 6 days of when they were submitted.

No late work will be accepted or graded. Exceptions include documented family emergencies, illness, or school sponsored activities. Technological issues will not be considered as valid grounds for late assignment submission. If an issue arises that may interfere with your ability to complete an assignment on time, please contact me as soon as possible.

Percentage %	Grade
90-100	A
80-89	B
70-79	C
60-69	D
<59	F

As part of the Design for Completion initiative, your Odessa College Student Success Coach and faculty mentor will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert. Your Student Success Coach or faculty mentor will contact you to work toward a solution.

Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Learning Resource Center (Library)

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian " service provide additional help.

Student E-mail

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: http://www.odessa.edu/gmail/. All assignments or correspondence will be submitted using your Odessa College email.

Student Portal

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: http://www.odessa.edu/gmail/. All assignments or correspondence will be submitted using your Odessa College email.

Technical Support

For Blackboard username and password help and for help accessing your online course availability abd student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Important School Policies

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the Odessa College Student Handbook.

Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
   - provided my contact information at the beginning of the syllabus;
   - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
   - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies **during the time I'm unavailable.**

2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
   - provide clear information about grading policies and assignment requirements in the course syllabus, and
   - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
   - post grades for discussion postings within one week of the discussion thread closing.
   - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
   - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
   - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
   - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
   - **getting "kicked off" of the system during tests or quizzes**;
   - having trouble submitting assignments; and
   - dealing with a traumatic personal event.

3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
   - seek out help from my instructor and/or from tutors;
   - ask **questions if I don't understand; and,**
   - access my course several times during the week to keep up with assignments and announcements.

Institutional Course Objectives:

1) Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

2) Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication

3) Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

4) Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

5) Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making

6) Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities