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### **Instructor Information**

**Name:** Haley Draper-Bowers, M.A.

**E-mail:** [hdraperbowers@odessa.edu](mailto:hdraperbowers@odessa.edu) or [haley5555@gmail.com](mailto:haley5555@gmail.com)

**Office location:** Fine Arts Bldg. Room 141 B

**Web site:** <http://www.professorspeakeasy.com>

**Cell phone:** (432) 260-1593

**Office hours:** Mon/Wed 12 noon to 2 pm & Tues/Thurs 11:00 am to 1:00 pm

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### **Course Information**

In this course, students learn 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. **Course Credits:** 3 hours      **Prerequisites:** None      **ICOs:** 1, 2, 3, 4, & 5

### **Learning Outcomes:**

- Students will learn several core concepts of professional speech.
- Students will demonstrate their knowledge of public speaking.
- Students will evaluate communication skills used in speaking.
- Students will learn skills to improve their ability to listen.

### **Required Materials and Skills:**

**Textbook:** The Art of Public Speaking, 10<sup>th</sup> OR 11<sup>th</sup> Edition, Stephen E. Lucas

*The student CD that accompanies book is not required. It is optional.*

**BlackBoard:** All work is submitted through BlackBoard

**Documents:** You will need to use Google DOCs or Microsoft Word to create Word documents

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### **Email:**

Students enrolled in Odessa College must use an Odessa College email address. I will only contact you at your OC email account so you need to check your student email regularly. Go to <http://www.odessa.edu> and click on **Student Email** to set up your email account. You should contact 335-MORE if you are not able to log on using the instructions provided or if you experience any issues with your OC email account.

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**Access to Odessa College Library Online Catalog**    <http://www.odessa.edu/dept/library/>

### **Help available:**

DO NOT DROP THIS CLASS BEFORE CONTACTING ME FIRST PLEASE. I want you to succeed in this class and am available to work with you online or outside of class. I am more than happy to sit down with you and discuss unfamiliar concepts or terms. If you have a question on a speech or quiz, please call or email me. Please review your textbook and the course materials I have provided carefully to find the information but if you are still confused then contact me. If you are considering dropping the class, please contact me to discuss your options before doing so. I am willing to work with students within the Odessa College guidelines to help each learner to achieve his or her goals. Also, feel free to text me with questions so that I can help when you need it!

**The SEI (Student Evaluation of Instruction) process for face-to-face and online courses is scheduled for the week of November 26<sup>th</sup>, 2012.**

### **Technical Support:**

Call 335-MORE if you have any issues logging into BlackBoard, WebAdvisor or your student email.

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### **Success Coaches:**

The Odessa College Student Success Coaches 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 or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

### **Assignment Information:**

#### **Introductory Speech & Form**

**50 points**

You will complete a form that will be provided to you in BlackBoard in which you answer questions that will help me get to know you. You will also prepare a 1 to 2 minute introductory speech about yourself in which you include some specific details such as your name, major or interest at OC, high school that you attended and/or graduated from, favorite foods/music/movies, places you have traveled or want to travel, if you have any kids or pets, if you work and where, and what you hope to accomplish in this class. This will help the class get to know you. You will need at least three audience members over the age of sixteen for every speech. You should set up the camera so that I can see you but also see the audience members; to the side or behind your listeners works well. Make sure that you can be seen and heard clearly in your speech video.

#### **Quizzes (5 total)**

**50 points each (250 points total)**

You will log in to BlackBoard and click on Assignments and then the appropriate quiz. There are five quizzes and you should complete these in accordance with the schedule for the class. If you are using the 10<sup>th</sup> Edition of the book you will see that the chapter numbers correspond with the notes on my web site at [www.professorspeakeasy.com](http://www.professorspeakeasy.com) If you are using the 11<sup>th</sup> edition of the book you will see that a chapter has been added (Chapter 4) so the notes will be one chapter off after Chapter 3 on my web site until I can make those updates. Here is a table to let you know what chapters from each edition will be covered in the quizzes:

<b>Quiz</b>	<b>10<sup>th</sup> Edition Chapters</b>	<b>11<sup>th</sup> Edition Chapters</b>
Quiz One	1-7	1-8
Quiz Two	8, 9, 10 & 14	9, 10, 11 & 15
Quiz Three	11, 12 & 13	12, 13 & 14
Quiz Four	15 & 16	16 & 17
Quiz Five	17 & 18	18 & 19

**If you experience any issues while taking a quiz in BlackBoard please email me so I can reset the quiz.**

#### **Informative Speech & Outline with Sources**

**200 points**

Learners will develop a 5 to 7 minute informative speech using the Informative Speech outline guide provided in class (and online). Topic choice is determined by the student but is subject to the approval or disapproval of the instructor who asks that you please avoid the topics of religion and abortion for the purposes of this class. This speech should have 3 main points unless you get approval from the instructor to do any other number of main points for your topic. Using the outline guide you will develop your own ideas based on the information you gather while doing research on your topic. You will cite your sources verbally while speaking and you will cite these sources in a written format on your speech outline. You can use APA or MLA method to cite your sources on your outline but one method must be used. Help is available on the class web site on how to properly list your sources. There should be a clear introduction, transitions and conclusion in your speech. No paper is allowed on stage so you will need to write any notes for yourself on 3x5 note cards. **DO NOT READ YOUR SPEECH!** You must practice and rehearse the speech enough so that you can be conversational with the audience. Eye contact and vocal variety are very important elements to maintain during any speech and you will be evaluated on your delivery skills. **You will need at least three audience members over the age of sixteen for every speech. You should set up the camera so that I can see you but also see the audience members; to the side or behind your listeners works well. Make sure that you can be seen and heard clearly in your speech video before you upload it.**

### **Persuasive Speech, Outline with Sources & Visual Aid**

**250 points**

Students will build on what they learned from performing the Informative Speech to develop a 5 to 7 minute persuasive speech using the Persuasive Speech outline guide and a visual aid. Topic choice is determined by the student but is subject to the approval or disapproval of the instructor who asks that you please avoid the topics of religion and abortion for the purposes of this class. Your speech goal should be to persuade your audience to do something. You will use Monroe's Motivated Sequence and the Persuasive Outline guide posted online to develop your ideas. Information from at least 3 published sources must be used within in your speech and you must properly cite these sources verbally in your presentation and on your outline. Work to choose a topic that you have a passion for because genuine enthusiasm for the issue will serve you well in your presentation. There should be a clear introduction, transitions and conclusion in your speech. No paper is allowed on stage so you will need to write any notes for yourself on 3x5 note cards. **DO NOT READ YOUR SPEECH!** You must practice and rehearse the speech enough so that you can be conversational with the audience. Eye contact and vocal variety are very important elements to maintain during any speech and you will be evaluated on your delivery skills. Persuasive delivery skills include all of those from the informative speech but your ability to be credible and create logical, effective persuasive arguments will be evaluated as well. The conclusion should include a specific request of tangible action from the audience to complete the motivated sequence. **You will need at least three audience members over the age of sixteen for every speech. You should set up the camera so that I can see you but also see the audience members; to the side or behind your listeners works well. Make sure that you can be seen and heard clearly in your speech video before you upload it.**

### **Speech Analysis Paper**

**50 points**

Students will be required to write a speech analysis paper over a speech of their choice. There is a list of speeches available on my web site under "Speeches to Watch". Choose one (or more ) of these speeches and write a paper (3 pages, double-spaced, 1 inch margins, Times New Roman 12-point font) that describes the speech itself, the speaker, the effective speaking techniques and any improvements that could be made to the speech itself. Students should demonstrate their knowledge of the speech process in this paper by using terms and concepts from the course. **Post your paper as Word document under the Assignments link in BlackBoard.**

### **Last Lecture Listening Quiz**

**50 points**

You will watch Randy Pausch's Last Lecture online (link provided in BlackBoard and on my web site) and complete a short quiz about the presentation. You can complete this quiz WHILE watching the video. This will evaluate your listening skills.

### **Discussion Questions**

**10 points each (50 points total)**

There will be five discussion questions that you will need to answer fully. Be sure to use proper grammar, correct spelling, professional tone and your best language when answering each of these questions.

### **Final Exam**

**100 points**

This is a comprehensive, standardized exam over all the textbook chapters and any information covered in class. The test will consist of 50 multiple choice questions. You will take the final exam in BlackBoard just like the quizzes. Final Exams will not be reset online for any reason and must be taken by the due date for any credit. **If your final exam locks up you will need to contact me immediately by email or cell phone to reset it.**

### **Scores & Methods of Evaluation**

**Grading Scale:** 90%-100% A, 80%-89.9% B, 70%-79.9% C, 60%-69.9% D, 59.9% & below F

Quizzes (5 total, 50 pts. each)	250 points, 25%	<b>900 – 1000 points A (superior)</b> <b>800 – 899 points B (outstanding)</b> <b>700 – 799 points C (average)</b> <b>600 – 699 points D (passing)</b> <b>Below 600 points F (failing)</b>
Introductory Speech & Form	50 points, 5%	
Informative Speech & Outline	200 points, 20%	
Persuasive Speech & Outline	250 points, 25%	
Last Lecture Listening Quiz	50 points, 5%	
Speech Analysis Paper	50 points, 5%	
Discussion Questions	50 points, 5%	
Final Exam	100 points, 10%	

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## ***Weekly Schedule:***

### **Week 1-Oct. 22**

Log in to student email and BlackBoard  
Review syllabus and all course information  
Answer DQ 1 by Friday, Oct. 26  
Read Chapters 1-3  
Test your recording and uploading equipment

### **Week 2-Oct. 29**

Complete Introductory Speech & Form by Wednesday, Oct. 31  
Read Chapters 4-7 (10<sup>th</sup> Edition Text) [Chapters 4-8 (11<sup>th</sup> Edition Text)]  
Complete Quiz 1 by Friday, Nov. 2

### **Week 3-Nov. 5**

Read Chapters 8-10 & 14 (10th Edition Text) [Chapters 9-11 & 15 (11th Edition Text)]  
Answer DQ 2 by Wednesday, Nov. 7  
Complete Quiz 2 by Friday, Nov. 9

### **Week 4-Nov. 12**

Informative Speech & Outline with Sources due by Wednesday, Nov. 14  
Read Chapters 11-13 (10th Edition Text) [Chapters 12-14 (11th Edition Text)]  
Answer DQ 3 by Wednesday, Nov. 14  
Complete Quiz 3 by Friday, Nov. 16

### **Week 5-Nov. 19**

Read Chapters 15 & 16 (10th Edition Text) [Chapters 16 & 17 (11th Edition Text)]  
Answer DQ 4 by Wednesday, Nov. 21  
Complete Quiz 4 by Friday, Nov. 23

### **Week 6-Nov. 26**

Read Chapters 17 & 18 (10th Edition Text) [Chapters 18 & 19 (11th Edition Text)]  
Student Evaluations of Instruction due by Wednesday, Nov. 28  
Answer DQ 5 by Wednesday, Nov. 28  
Complete Quiz 5 by Friday, Nov. 30

### **Week 7-Dec. 3**

Persuasive Speech, Outline with Sources & Visual Aid due by Wednesday, Dec. 5  
Practice Final Exam available in BlackBoard  
Speech Analysis Paper due by Friday, Dec. 7

### **Week 8-Dec. 10**

Last Lecture Listening Quiz due by Monday, Dec. 10  
Complete the Final Exam by **10:00 pm on Tuesday, Dec. 11**

## 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.

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## ***Policies and Procedures***

### ***Extra credit:***

There is no extra credit available for web based classes. Do your best on each assignment and meet the due dates to earn as many points as possible overall.

### ***Incomplete policy:***

If you are unable to complete the course, please speak to me as I will consider problems on an individual basis. You will be required to provide substantial evidence as to why you cannot complete the course and must meet all Odessa College requirements including you completing at least 70% of the work with a passing grade. If granted an "I" (incomplete) you will have to complete any outstanding work by the end of the following semester or your grade will automatically be converted to a "F". Withdrawing from the course must be done by the due date in order to earn a "W".

### ***Attendance policy:***

You are expected to be in class for each and every class day and your attendance is monitored closely in class and reported to the college. Students who do not attend class on a regular basis and fail to contact me in any way will be reported to the registrar's office. Some days are required (indicated on the course calendar) and your absence on these days will result in a deduction of points from your overall course grade. You will need to get contact information for a classmate to find out any information that you miss when/if you are absent.

***Academic honesty*** is fundamental to the activities and principles of college. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. **A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" in the course.** All persons involved in academic dishonesty will be disciplined in accordance with Odessa College's regulations and procedures. For complete information on student conduct and discipline procedures, please consult the handbook. Assignments such as speeches that are downloaded from the Internet are considered under the auspices of academic dishonesty. Academic dishonesty will not be tolerated in this course.

### ***Statement of special accommodations:***

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 335-6861 to request assistance and accommodations or Becky Rivera-Weiss at 432-335-6861 or at [brivera@odessa.edu](mailto:brivera@odessa.edu)

### ***Computer Crash***

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities on scheduled time. You have access to several computers on campus at the LRC and WiFi Java Café. You can save your work under "Documents" in your OC email account and print anything you need for free at the LRC.

**NOTE:** Identify a second computer that you can use when/if your personal computer crashes.

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***Let this syllabus serve as an outline to the objectives and materials that we will cover. This syllabus is subject to revision at the discretion of the instructor and students will be notified of any changes.***