

Instructor Information

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Office location: Fine Arts Room 141 B
Office hours: Mon/Wed 12 noon to 2 pm & Tues/Thurs 11 am to 1 pm
Web site: <http://www.professorspeakeasy.com>
Office phone: (432) 335-6327 **Cell phone:** (432) 260-1593
Classroom: Fine Arts Room 114 **Class time:** Wed. 6:00 pm to 8:50 pm

Course Information

Course Credits: 3 hours

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. **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, 10th edition, Stephen E. Lucas
The student CD that accompanies book is not required. It is optional.

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.

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 26th, 2012.

Technical Support:

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

Assignments:

Introductory Speech & Form

50 points

You will complete a form that will be provided to you in class (and online 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.

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 experience any issues while taking a quiz in BlackBoard please email me and I will decide whether or not to 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 to print a copy of your outline that is due BEFORE your speech.**

Persuasive Speech, Outline with Sources & Visual Aid

200 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 to print a copy of your outline that is due BEFORE your speech.**

Group Sales Presentation

100 points

(50 points from Group Presentation score & 50 points from Individual score) You will work with other members of the class to develop a unique and original product. It can be based on something that already exists but your product should be different in some way. Then you will all develop a sales presentation for the class. This project will require at least 3 minutes of speaking time from each group member and the use of 1 actual source from each member. If your group has 5 members then your sales presentation should last around 15 minutes and your group should have at least 5 sources. **A simple, one-page group outline that shows the order of speakers, the role assigned to each speaker and the source for each speaker should be printed and turned in BEFORE the group speech.**

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. **DO NOT PRINT!! =) Post your paper as Word document under the Assignments link in BlackBoard.**

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 complete the exam in class at the scheduled final exam date and time.**

Point system, percentage of items and letter grades:

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

Course Schedule

Week 1- Aug. 29

Review class web site and syllabus
Introductory Speech & Form due
Log in to your Odessa College email account and BlackBoard by Week 2

Week 2-Sept. 5

Chapters 1-4
Complete Communication Apprehension Activity in class
Brainstorm list of possible informative speech topics by Week 3

Week 3-Sept. 12

Chapters 5- 7
Topics due for Informative Speech in class
Complete Quiz 1 in BlackBoard by Week 4

Week 4-Sept. 19

Chapters 8-9

Main points due for Informative Speech in class

Week 5-Sept. 26

Chapters 10 & 14

Informative Speech work in class

Complete Quiz 2 in BlackBoard by Week 6

Week 6-Oct. 3

Print outline with source data BEFORE class

Present Informative Speech in class

All students must attend class and must be ready to speak

Week 7-Oct. 10

Chapters 11-13

Complete Quiz 3 in BlackBoard by Week 8

Week 8-Oct. 17

Chapters 15-16

Complete Quiz 4 in BlackBoard by Week 9

Topics due for Persuasive Speech in class

Week 9-Oct. 24

Persuasive Speech Work

Main points due for Persuasive Speech in class

Create a visual aid that you can use while presenting this speech in class (graph, chart, etc.)

Week 10-Oct. 31

Print outline with source data BEFORE class

Present Persuasive Speech with a visual aid in class

All students are required to attend class and be prepared to speak

Week 11-Nov. 7

Chapters 17-18

Complete Quiz 5 in BlackBoard by Week

Week 12-Nov. 14

Watch Last Lecture in class

Complete Listening Quiz in class

Group Sales Presentation work in class

Speech Analysis Paper due in BlackBoard by Week 14

Week 13-Nov. 21

No Class! Have a safe Thanksgiving break.

Week 14-Nov. 28

SEIs (Student Evaluation of Instruction) done in class

Group Sales Presentation work in class

All students are required to attend class and be prepared to meet with groups

Week 15-Dec. 5

Print outline with group data to BEFORE class

Perform Group Sales Presentations in class

All students are required to attend class and be prepared to speak

Week 16-Dec. 12

Complete the Final Exam in BlackBoard by 6:00 pm Wed. Dec.12.

Policies and Procedures

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the 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 in a timely manner through telephone, email, or next classroom contact; 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
 - return classroom activities and homework within one week of the due date and
 - 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
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet 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,
 - missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.
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,
- attend class regularly to keep up with assignments and announcements.

Extra credit:

There is not a guarantee that any extra credit work will be available so do your best on each assignment!

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

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.

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.