

Speech 1315: Public Speaking*

FALL 2012 – Web Course

Instructor: **Dr. Irene Grau**

Office: Jack Rodgers Fine Arts (FA) 100

Phone: 432-335-6369

E-mail: igrau@odessa.edu (All emails should have as the subject line "Speech 1315, Sec. X: <Topic>")

Office Hours:

M/W 4:30 – 6pm

T/Th 1 – 2pm & 3:30 – 5pm

Or by appointment

...Apart from inquiry, apart from the praxis, individuals cannot be truly human. Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other. ~P. Freire, *Pedagogy of the Oppressed*

An ounce of experience is better than a ton of theory simply because it is only in experience that any theory has vital and verifiable significance. An experience, a very humble experience, is capable of generating and carrying any amount of theory (or intellectual content), but a theory apart from an experience cannot be definitely grasped even as theory. ~J. Dewey, *Democracy and Education*

Our lives begin to end the day we become silent about things that matters. ~MLK, Jr., Activist

I swore never to be silent whenever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented. ~Elie Weisel, Holocaust Survivor

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

Learning Outcomes:

- Students will learn 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.

Course Objectives:

- Employ the terms and concepts used to understand the process of public speaking
- Analyze audiences in multiple settings and craft communication according to your assessments
- Critically listen to and read public communication
- Research, compose, and present clearer, more comprehensive, and more persuasive arguments that are responsive in various situations and to diverse public audiences
- Evaluate the effectiveness of different tactics used in public discourse; and
- Critically reflect on your own presentational style and content

Essentially, the primary focus of this course is developing well-reasoned arguments with good evidence and effectively communicating those arguments. In other words, a great performance is meaningless if there's no substance to the content.

*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 your instructor, Dr. Irene Grau, as necessary.

Required Materials:

Course Text: *The Art of Public Speaking, 10th ed. OR 11th ed.*, 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, usually via Blackboard's email tool, so you need to check your student email at least three times a week. 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/>

Access to Blackboard: <https://blackboard.odessa.edu/webapps/login/>

Technical Support: If you need help learning how to access the OC Portal or any of the above sites, or have issues logging into BlackBoard, WebAdvisor or your student email, please call 335-MORE.

Student Success Center: If you need any help with writing your speech or constructing outlines, the SSC has speech tutors that can help you. They also offer Study Skill Workshops that can help you become a more successful student. You can find more information at <http://www.odessa.edu/dept/ssc/> or call 335-6673.

Student Evaluation of Instructors: The SEI process for face-to-face and online courses is scheduled for the week of November 26th.

Recording Speeches:

There are several different devices available that will allow you to create a digital file of your recording: your computer's camera, USB pocket cameras, digital cameras, and in a pinch, most higher-end cell phones/PDAs. When recording your speeches, you audience **must** be easily seen (see link in Wk 5 for more information). It is best to position any recording device behind your audience

members. If an audience member is going to hold the camera, make sure that you video the audience, including that person, and then pass the camera to that person. Once you have recorded your speech, you will need to upload the speech to YouTube for grading. Note: Be sure and **watch the recorded speech** to determine if you can **see and hear** the speech **clearly** before uploading it. **Please see more detailed instructions for uploading digital files to YouTube on Blackboard under "Course Documents."** ***If you do not have access to a recording device, you will need to make arrangements to present your speech to me in person.***

Odessa College Hardware/Software requirements for Web Courses:

Computer : A minimum of 64 MB RAM, 1 G of free disk space
150 MHz or higher recommended, a monitor capable of at least 800 x 600 resolution

Peripherals: Speakers to be able to listen to audio files. A Camcorder or other recording device and headphones to be able to record your voice

Software: Anti-virus software is highly recommended for students and instructors. Online courses involve much file sharing, which increases your risk of computer virus infection. Anti-virus software will help protect your computer in case of exposure to a computer virus.

Other software: Your instructor may require you to submit assignments typed in Microsoft Word document, or ask you to view course content that is in the form of Microsoft Powerpoint. In this case you must have access to Microsoft Word and Powerpoint applications. Some of the content may in be Acrobat format for which you will need Acrobat Reader to view those documents. There may be video files in the course for which you will need Windows Media Player or QuickTime or Real Player.

Internet connection: 56 K modem or better

Browser and settings: Microsoft Internet Explorer 8" (IE 8) works best with Blackboard on computers running the Microsoft Windows operating system.

Java and Cookies must be enabled. To enable

1. In Internet Explorer 8, go to the "Tools" menu and choose "Internet Options".
2. Choose the "Privacy" tab and move the slider to "Medium" (which is the default setting) to enable Cookies.
3. To enable Java (if not installed, first see next item "Java Plug-in for Windows..." or Java Plug-in for Macintosh" below), while remaining in the "Internet Options" window choose the "Advanced" tab.
4. Scroll down until you see the "Java (Sun)" item and check the box beside "Use Java...".
5. Click "OK".
6. You may need to close your browser and all other applications and restart your computer before this setting takes effect.

Email: Students enrolled in Odessa College must use Odessa College email address. Go to <http://www.odessa.edu> to set up your email account.

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.

Course Requirements (Assignments and Assessments)

These are the general course requirements:

- Student Contract and Information Sheet is completed and uploaded to Blackboard on the first day of classes
- Chapters 1-18 reading Assignments and Discussion Boards/Worksheets
 - Discussion Board: On those weeks as noted, you will post an entry to that week's Discussion Board responding to that week's prompt. These should be written in or uploaded to the Discussion Board section of Blackboard (which can be found under <Tools>). *Do not* upload a file. If you write your response off-Board, copy-and-paste to the Discussion Board. Your classmates or instructor may not be able to open files.
 - Worksheets: On those weeks as noted, you will download and complete the worksheet(s) that accompanies that week's chapter(s). Once completed, the worksheet must be uploaded to the Assignments board on Blackboard.
- 18 Chapter Quizzes
- 1 Introductory speech
- 1 Informative speech & outline, 1 Persuasive speech and outline
- Final Exam

Assignments: There will be three speech presentations due this semester. The first one is an introduction speech, wherein you will tell us a little bit about yourself. The second speech is an informative speech, for which you will also write an outline. You may choose the type of Informative speech you would like to do. The last speech is a persuasive speech, which will also require an outline. Details about these assignments and grading rubrics are located under assignments in blackboard. Please see the document "Criteria for Evaluating Speeches" under <Course Documents> for more explanation of grading criteria.

Quizzes: There is a 10 question multiple-choice quiz over each chapter. Be sure to save your quizzes frequently as you are testing. All of these quizzes require you to complete them once you begin and are timed. ***All quizzes, including the final exam, will automatically close when your time is up.***

Final exam: There is a cumulative final exam, and you take it just like you take the quizzes in blackboard. It has 50 multiple-choice questions.

Note: It is best to take exams on a *wired* computer. Sometimes wireless connections can fluctuate, which can cause Blackboard to freeze. If you experience a problem while taking a quiz or test, please e-mail me and explain what happened. I will view the quiz to determine which questions were attempted and make a decision concerning the fairness of allowing the quiz or test to be reset for a second attempt. I will e-mail my decision to you and tell you if and when the test will be reset.

Discussion Boards: Discussion Board entries are a part of your grade so be sure to keep up with those. You are required not only to post an original response, but to respond to at least two other posts. Responses to the posts must be posted within 2 days of the due date for the original post in order to receive credit for those posts (in other words, you can post your own response, go away, and come back within TWO days to respond to others. This gives you time to read all the posts and think about how you might best respond).

Worksheets: To help you prepare for your speeches, there are several worksheets that must be completed throughout the semester. Completing these worksheets not only count toward your final grade; they will also help you become a successful public speaker.

Grading Policy

Your score on each quiz or exam is immediately available for you to see after you submit the quiz or test. After all speeches are graded, I will send an email announcing that all speeches are graded.

Late assignments receive a 10% deduction for each **day** they are late, including weekends. Assignments more than 7 days late are worth zero and will not be accepted. Technological issues will **not** be considered as valid grounds for late assignment submission. Make sure you have designated a secondary computer or alternative recording equipment for such circumstances.

Point system and letter grades for Evaluation of students:

Student Contract & Info Sheet	30 points
Reading Assignments and Quizzes	180 points
Worksheets and Discussion Board Entries	140 points
Speeches & outlines	550 points
Introduction: 85 pts	
Informative: 190pts (150 speech/40 outline)	
Persuasive: 275 pts (225 speech/50 outline)	
Final Exam	100 points

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)

Please notice that if you do not give any speeches, the highest number of points possible is 450 points and that is if you have perfect scores on all assignments. ***You must give your speeches to be successful in this class.***

Course Schedule: (The instructor reserves the right to revise this schedule as necessary)

****Please note** that most due dates are for Friday of that week, and materials should be uploaded by 9pm. However, you should pay attention to due dates since some assignments, such as speeches, are due earlier than Friday. You should therefore use your weekends, if that's when you have the most time, to start work for the ***following*** week.

Note: Chapter numbers in schedule refer to chapters in the 11th edition of your textbook. If you have an earlier edition, please refer to the chapter ***titles***.

Week 1

Summary of Week 1 Assignments & Activities

Topic/Overview: This week focuses on the communication process and speaking in public.

Item (Name)	Type	Description	<i>Due</i>
Read Syllabus	Worksheet	Complete Student Contract & Information Sheet and upload to Blackboard	<i>8/28/12</i>
Read Chap. 1	Reading	Reading about Speaking in Public	<i>8/31/12</i>
Read Chap.	Reading	Reading about "Giving Your First Speech"	<i>8/31/12</i>

4			
Discussion Board #1	Response	Prompt: What concerns do you have about taking a Public Speaking class? Have you given presentations in school or at work before? How did you feel about talking in front of groups? Do you expect that other people feel the same way? Why or why not?	8/31/12
Quiz	Chap. 1	Speaking in Public	8/31/12
Watch speech example	Listening	Locate the following speech on YouTube: http://www.youtube.com/watch?v=Er3mXirL2Ms Note how to set up the camera to include your audience members so that you do this correctly when you video your speech.	9/1/12

Week 2

Summary of Week 2 Assignments & Activities

Topic/Overview: This week focuses on Ethics and Public Speaking

DUE: Self-Introduction Speech by Wednesday, 9/5/12

Item (Name)	Type	Description	Due
Self-Introduction Speech	Speech	Record and Upload to YouTube your Introduction Speech (see guidelines for speech on Blackboard under <Assignments>); upload your outline to Blackboard <Assignments>. See guidelines for uploading to YouTube under <Course Documents>	9/5/12
Read Chapter 2	Reading	Reading about Ethics and Public Speaking	9/7/12
Discussion Board #2	Responding	Prompt: Answer Question #2 in Chap. 2: Exercises for Critical Thinking	9/7/12
Quiz	Chap. 2	Ethics and Public Speaking	9/7/12

Week 3

Summary of Week 3 Assignments & Activities

Topic/Overview: This week focuses on Listening

Item (Name)	Type	Description	Due
Read Chapter 3	Reading	Reading about Listening skills	9/14/12
Worksheet	Homework	Download, complete, and upload Listening Worksheet located in <Assignments>. A list of speeches is available under <Course Documents> in a document entitled "Speech Bank for Analysis"	9/14/12
Quiz	Chap. 3	Listening skills	9/14/12

Week 4

Summary of Week 4 Assignments & Activities

Topic/Overview: This week focuses on Selecting a Topic and Purpose and Speaking to Inform

Item (Name)	Type	Description	<i>Due</i>
Read Chap. 5	Reading	Read about Selecting a Topic and Purpose	9/21/12
Quiz	Chap. 5	Selecting a Topic and Purpose	9/21/12
Discussion Board #3	Responding	Brainstorm and come up with several topics for your informative speech. Then choose the three best possible topics that you could speak about for your assignment. Which one of these is the most interesting to you and your audience? Why? Which one of these do you have the most experience with? How? Now choose one of these topics for the speech and explain why you made this choice.	9/21/12
Read Chap. 15	Reading	Read about Speaking to Inform	9/21/12
Worksheet	Homework	Download, complete, and upload Informative Preparation Worksheet and Thesis Statement Worksheet located in <Assignments>	9/21/12
Quiz	Chap. 15	Speaking to Inform	9/21/12

Week 5

Summary of Week 5 Assignments & Activities

Topic/Overview: This week focuses on Analyzing Audiences

Item (Name)	Type	Description	<i>Due</i>
Read Chapter 6	Reading	Read about Analyzing the Audience. Remember that you must find at least 3 people who are willing to listen to your speech when you have it recorded. If you do not have the recording equipment, then you may email me, and we will set up a time for you to give the speech to me and your audience members in person. You will be responsible for having 2 friends accompany you to my office to serve as audience members on Week 9 , the week that the speech is due.	9/28/12
Worksheet	Homework	Download, complete and upload Audience Analysis and Audience Adaptation worksheets located under <Assignments>	9/28/12
Quiz	Chap. 6	Analyzing the Audience	9/28/12

Week 6

Summary of Week 6 Assignments & Activities

Topic/Overview: This week focuses on Research and Evidence

Item (Name)	Type	Description	Due
Read Chap. 7	Reading	Reading about "Gathering Materials"	10/5/12
Quiz	Chap. 7	Gathering Materials	10/5/12
Worksheets	Homework	Download, complete and upload Doing Library Research and Doing Internet Research worksheets located under <Assignments>	10/5/12
Read Chap. 8	Reading	Reading about "Supporting your ideas"	10/5/12
Quiz	Chap. 8	Supporting your ideas	10/5/12

Week 7

Summary of Week 7 Assignments & Activities

Topic/Overview: This week focuses on Organizing and Outlining Your Speech

Item (Name)	Type	Description	Due
Read Chap. 9	Reading	Read about Organizing the Body of the Speech	10/12/12
Quiz	Chap. 9	Organizing the Body of the Speech	10/12/12
Outline	Application of information	Decide on your organizational plan, specific purpose, and central idea. Type each at the top of your outline that you will submit with your taped speech.	10/12/12
Read Chap. 10	Reading	Read about "Beginning and ending your speech"	10/12/12
Quiz	Chap. 10	"Beginning and ending your speech"	10/12/12
Introduction and Conclusion	Application of Information	Write and then type the introduction and conclusion on the outline. Memorize the introduction and the conclusion. If you are not able to memorize the introduction and conclusion, shorten the introduction and conclusion. Use 100% eye contact when practicing the introduction and conclusion.	10/12/12
Read Chap. 11	Reading	Read about Outlining the Speech	10/12/12
Quiz	Chap. 11	Outlining the Speech	10/12/12
Homework	Application of Information	Complete a draft of your Informative Speech outline. Make sure you format the outline as laid out in the	10/12/12

		Sample Outline Template (found under <Course Documents>) and include citations. You may want to look at the Sample Informative Outline for an example of a completed outline with citations (found under <Course Documents>). If you desire, you may email me a copy of your draft for review; I will provide feedback and return it to you before your final outline is due (with your speech performance) to ensure a successful speech. Begin practicing your speech – it should be 3 to 5 minutes long.	
--	--	--	--

Week 8

Summary of Week 8 Assignments & Activities

Topic/Overview: This week focuses on Delivery

Item (Name)	Type	Description	Due
Read Chap. 13	Reading	Read about "Delivery"	10/19/12
Discussion Board #4	Responding	Prompt: What steps are you taking to ensure a successful first speech?	10/19/12
Quiz	Chap. 13	Delivery	10/19/12
Delivery techniques	Speaking	Practice the extemporaneous methods of delivery with your speech topic. Practice adding vocal variety in areas such as volume, rate, and pitch. Practice again and again until you can look at the audience 80-90% of the time. Memorize the introduction and the conclusion while practicing.	10/19/12

Week 9

Summary of Week 9 Assignments & Activities: **Informative Speech Presentation Due**

Wednesday, 10/24/12 (If you do not have a recording device, you must make an appointment to present your speech to me in person this week).

Topic/Overview: This week focuses on Language

Item (Name)	Type	Description	Due
Informative Speech	Speech	Upload your Informative Speech presentation to YouTube. Upload your final revised outline, including a link to your video, to <Assignments>.	10/24/12
Read Chap. 12	Reading	Read about Using Language	10/26/12
Discussion Board #5	Responding	Prompt: What is something that really annoys you about our society? Things like littering, animal abuse, smoking, etc. may come to mind. Are there any issues you feel that we as people	10/26/12

		could do better with? Issues could be things like illiteracy, poverty, homelessness, cancer research, etc. What topics are personal and relevant to YOU? Are any of these topics that you could use for your persuasive speech? Why or why not?	
Quiz	Chap. 12	Using Language	10/26/12
Research	Reading, Researching	Begin thinking about your final speech. The purpose must be persuasive. After reading about topics that interest you, please select a topic and research it. You will work on this speech for the next 4 weeks read Chaps. 11-16 so that you know all the information to consider when selecting a topic. Keep your ideas and information together because you will follow a similar preparation on the persuasive speech as you followed on the informative speech.	10/26/12
alliteration	Writing	Include one example of alliteration in your final speech. Identify this example in the outline and highlight it so that it is easily located.	10/26/12

Week 11

Summary of Week 10 Assignments & Activities

Topic/Overview: This week focuses on Speaking to Persuade

Item (Name)	Type	Description	Due
Read Chap. 16	Reading	Read about Speaking to Persuade	11/2/12
Worksheet	Homework	Download, complete, and upload Persuasive Speech Preparation worksheet located in <Assignments>	11/2/12
Quiz	Chap. 16	Speaking to Persuade	11/2/12
Analyzing the audience	Researching	Think about the audience who you have selected to hear your speech. For example, ask yourself "Do they wear seatbelts?" If every person in the audience already wears a seatbelt, then you would not want to persuade the audience to wear seatbelts. You may need to do research and call the audience member to ask about their behavior. Another example for a topic is smoking. If no one in your audience smokes, then do not take their time to persuade them to stop smoking. Make the time that they listen valuable to them. Select a topic that might persuade them to agree with your opinion and, more importantly, change their behavior.	

Week 11

Summary of Week 11 Assignments & Activities

Topic/Overview: This week focuses on Methods of Persuasion

Item (Name)	Type	Description	Due
Read Chap. 17	Reading	Read about "Methods of Persuasion"	11/9/12
Quiz	Chap. 17	Methods of Persuasion	11/9/12
Statement of credibility	Writing	Compose a statement that you plan to include in your speech in order to enhance your credibility. You should show the audience you're credible by providing evidence of your expertise or the research you have done. Avoid simply <i>telling</i> them you're an expert. In other words, rather than say "I have researched this topic extensively," show them by giving them some information and <i>citing your source</i> .	11/9/12
Outline	Outlining	Type your name, organizational pattern (such as causal order, problem-solution order, or Monroe's motivated sequence, etc) specific purpose, and central idea at the top of the page. Type your introduction, outline, and conclusion. Once again, make sure your outline conforms to the format shown in the Sample Outline Template. Include your bibliography at the end of the outline. If you would like feedback on your draft, email the outline to me. I will provide you feedback to revise to ensure a successful persuasive speech (final revised outline will be due with your speech).	11/9/12
Recording the speech	Speaking	Practice the speech at least 5 times (a rule of thumb, however, is that you should practice the speech at least twice as many times as it is long). The speech should be 6-8 minutes in length. Time it. Remember to include the visual aid that you will prepare next week.	11/9/12
Delivering speech	Speaking	If you do not have recording equipment, email the professor the time that you want to deliver the speech in person – due Week 13 . The professor will confirm the time by email. Remember that you must bring at least 2 audience members to hear the speech.	11/9/12

Week 12

Summary of Week 12 Assignments & Activities

Topic/Overview: This week focuses on Using Visual Aids

Item (Name)	Type	Description	Due
Read Chap. 14	Reading	Read about "Using Visual Aids"	11/16/12
Quiz	Chap. 14	Using Visual Aids	11/16/12
Researching a visual aid	Researching	Think about your persuasive topic, keeping in mind that a visual aid is required when you deliver the speech. Keep in mind that statistics are persuasive. What	11/16/12

		statistic is related to your speech that would persuade the audience to your point of view? Research how to present this information to the audience. Keep in mind that you will want to ensure your visual aid is big enough for your audience to see it. You will need to turn in to me a copy of the visual aid you use during your presentation.	
Discussion Board #6	Responding	Prompt: What visual aid have you chosen? Why? What work does that visual aid do to enhance the speech? Are there other visual aids that might work more effectively? Why or why not? What limitations to showing the visual aid might you encounter? How will confront that limitation to ensure that your entire audience can see your visual aid?	11/16/12

Week 13

Summary of Week 13 Assignments & Activities – **Persuasive Speech Presentation Due Wednesday, 11/20/12** (If you do not have a recording device, you will need to make an appointment with me to present your speech to me in person.)

Topic/Overview: This week focuses on Persuasive Speaking

Item (Name)	Type	Description	Due
Persuasive Speech	Speech	Upload your Persuasive Speech presentation to YouTube by 11/20/12. Upload your final revised outline, including a link to your video, to <Assignments>.	11/20/12
Discussion Board #7	Responding	Prompt: Once you have uploaded/presented your last speech, think about what you have learned about speaking in public. What did you learn? Where did you make improvements? What did you do well? Did you accomplish the goals you set out in Discussion Response #1? Why or why not? What would you do differently? In what ways do you feel you improved from the last speech?	11/23/12

Week 14

Summary of Week 14 Assignments & Activities

Student Evaluation of Instructor will be due this week

Topic/Overview: This week focuses on Speaking on Special Occasions

Item (Name)	Type	Description	Due
Read Chap. 18	Reading	Read about "Speaking on Special Occasions".	11/30/12
Discussion Board #8	Responding	Prompt: Describe an occasion where you had to give a speech. What was the occasion? Why did you have to give	11/30/12

		the speech? Describe how you prepared for and delivered the speech. If you have never given a special occasion speech, describe one you have witnessed in person: What was the occasion? Who was the speaker? Why was that person giving the speech? Evaluate the delivery of that speech.	
Quiz	Chap. 18	Speaking on Special Occasions	11/30/12

Week 15

Summary of Week 15 Assignments & Activities

Topic/Overview: This week focuses on Speaking in Small Groups

Item (Name)	Type	Description	Due
Read Chap. 19	Reading	Read about "Speaking in Small Groups"	12/7/12
Quiz	Chap. 19	Speaking in Small Groups	12/7/12
Discussion Board #9	Responding	Prompt: Now that you have almost completed our Public Speaking class, what do you think about the experience? Did you learn any useful information or concepts? Be specific. What would tell a senior in high school who is considering taking this class?	12/7/12
Check Odessa college emails	Speaking	Contact the professor if you did not receive an email from the professor with an evaluation of your final speech.	12/7/12

Week 16

Summary of Week 16 Assignments & Activities – **Final Exam Due BY 5PM ON WEDNESDAY, 12/12/12**

Topic/Overview: Final Exam Week

Item (Name)	Type	Description	Due
Final Exam	Testing	Take the comprehensive Exam over Public Speaking by 5pm on due date. The exam will become unavailable at 5pm on 12/12/12.	12/12/12

Policies and Procedures

Announcements: Log onto Blackboard to check announcements each day. Students are responsible for checking for changes in the syllabus each week as it may be updated when needed.

Methods of instruction: Selected lectures are recorded so that you may download the lectures on an ipod or MP3 player.

Course activities/submission and completion policy: I set up my course so that students may work ahead as they have time. Students must complete all the work on the week-by-week dated course schedule. I understand that some students have conflicts or the server goes down and that causes problems. The wise choice is to **stay ahead** of the assignments so that delays won't cause your work to be late. Having this opportunity allows you to schedule your time so that if conflicts arise at the end of the semester or you need to finish early, you can do that and avoid problems with finishing the course on time. Keep working ahead every chance that you get.

Incomplete policy: I do not grant an incomplete unless you meet the requirements for an incomplete. The course is set up for you to complete it by working ahead at your convenience. You have the opportunity to complete the work during any of the 24 hours a day that are available to get the work done. If you are unable to complete the course, please speak to me as I will consider problems on an individual basis.

Long Term absence policy: If you are absent from the course for more than 2 weeks, please contact me. You will be considered absent unless prior arrangements have been made. As I note that you are completing assignments each week, I also note that you are participating in the class.

Orientation: There is no orientation class that meets in person before the course begins. However, I would be pleased to meet with you during office hours to discuss any questions or concerns you may have.

Academic Honesty: 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.

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.

Please notify the instructor of any disabilities that require special accommodations for taking this class. This information is required on the information sheet that is completed during the first week of class. Students with disabilities may request reasonable accommodations and modifications as addressed under Section 504/ADA regulations. Students needing assistance because of a disability may contact the counseling office no later than 30 days prior to the start of the semester.

The definition of a disability for purposes of ADA is that she or he (1) has a physical or mental impairment that substantively limits a major life activity, (2) has a record of such an impairment or (3) is regarded as having such an impairment. Students who have provided all documentation and are eligible for services will be advised of their rights regarding academic accommodations and responsibilities. Odessa College is not obligated to pay for diagnosis or evaluations nor is it obligated to pay for personal services or auxiliary aids. If you need accommodations because of a disability, please inform the professor of the course. For example, if you must give your speech while sitting

down, then I need to know before evaluating your speech. **If no disability exists, then I expect students to stand while delivering a presentation.**

Preparation for Emergency

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. Computers are available on campus if you experience problems with your computer. NOTE: Identify a second computer that you can use when/if your personal computer crashes.

Server problems: When the Blackboard server needs downtime for maintenance, the BlackBoard administrator will post an announcement in your course informing the time and the date. If the server experiences unforeseen problems your course instructor will send an email. Please make sure you have access to your Odessa College email.

Complete Loss of Contact: If you lose contact with your instructor completely (i.e. you cannot contact your instructor via Blackboard or email) your instructor or you may have to contact each other via phone.

Lost/Corrupt/Disappeared files: The student must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of failure (e.g., BlackBoard server crash or virus infection, student's own computer crash, loss of files in cyberspace, etc) or any contradictions/problems, the instructor may request you to resubmit the files.

Help is available: 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 quiz, please make an appointment to come by my office during office hours to discuss your questions. Please have your textbook with you as all the questions are found in the textbook. Type the question and the answer choices for our discussion.

You may work ahead in this course, but do not get behind. You do not need to e-mail me when you are behind. Just get busy and catch up. Good luck with the course. I look forward to working with you and seeing your speeches. Get the due dates copied onto your calendar -- read your syllabus for due dates. **Thank you for doing your best in this course!!** ☺

If you are considering dropping this course, **please discuss your reasons with the instructor prior to dropping the class.** I want to help you resolve any problem or conflict that arises. I want to help you achieve success in this class.

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 e-mail correspondence will be through 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 and student email account contact the Student Success Center at 432-335-6878 or 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 students' and instructors' right to academic freedom can be found in the Odessa College Student Handbook.