

Course Syllabus for SPCH 1315

Sections: WB, WB9, WB5, WCN, WC9

Department: Speech

Course Title: Public Speaking

Course Textbook: The Art of Public Speaking by Stephen E. Lucas, ISBN for my book is 978-0-07-726223-5. You may use the 9th or 10th editions in order to save money. E-books are also available.

Start Date: August 27, 2012

End Date: Dec. 12, 2012

Modality: ONLINE

Credits : 3

Instructor Information

Name: Audrey L. Curry

OC Email: acurry@odessa.edu

Phone #s: You may call me at home 432-685-1202 or at the office (432) 335-6618 or on my cell phone 43-638-4784 **between 8 a.m. and 6 p.m. Monday through Friday and between 9:00 am and 5:00 pm on Sundays.**

(When you call my office number, and I am not there, the phone forwards to my cell phone. The caller ID does not give me your number if you call my office so please repeat your number twice when leaving a message).

Office location: Fine Arts Building, 141A

Odessa College

201 W. University

Odessa, TX 79764

Office hours: Tuesdays 2:45-4:45 p.m., Thursdays 10:00 a.m.-4:00 p.m., or by appointment. Please call me first to be sure that I am not in a meeting and we will agree on a time that you can come by my office to meet me. You are important to me. I love to put a face with a name. I have a photographic memory for faces. I love teaching and want to know you. If you ever consider dropping our course, you must discuss your reasons with me before you drop the course because a drop can't be reversed if you change your mind. I want to talk to you about any problem or conflict that arises. I will help you if you let me. Then you will be successful in this class. If you miss a test or fail a test, you can still make an A in the class. If a family member passes away, I understand and will allow you more time, but you need to tell me. Do not drop the course because you think you are not doing well in the course. Let me help you understand that the speeches are the big point items. I do not expect your speeches to be perfect in order for you to earn a grade of "A". I do expect you to try your best on every speech and apply what you read in the chapters. I need your cell number so I know how to contact you. Please fill out the answers to the questions on the Information Sheet so that I will know you better. Let's have a great semester!

Location of class: Web course

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.

Prerequisites/Co requisites

Prerequisite: 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.

Learning Objectives

Upon successful completion of this course, the student will be able to:

- Organize and effectively present ideas.
- Appreciate the significance of effective oral communication skills.
- Employ listening behaviors that promote accurate message reception and critical thinking.
- Select language appropriate to the audience, purpose, and context.
- Understand and more effectively respond to communication apprehension.
- Demonstrate the ability to organize presentations to promote audience comprehension.
- Use sound reasoning and appropriate supporting materials in oral presentations.
- Use appropriate language and effective delivery techniques in oral presentations

I prefer that you use Youtube to send your speeches. You do not have to depend on a mailman delivering it correctly if you use Youtube. Instructions for using Youtube are included in the blackboard course. A training session will be held each semester to help you if you need help. If you can't use Youtube and prefer to record a speech, please record on VHS, VHS-C cassettes, 8 mm-MP or HI 8, DVD's or mini DVD cassettes. (Please indicate on your outline which program you used to record your speech on DVD.) If you do not have access to any of these ways to record the speech, please e-mail me, and we will set up an appointment for you to give your speech to me in person. You will have to arrange for at least two people to accompany you to my office. These people must listen attentively to your speech. Other students in our class may be scheduled at the same time so that we will have an audience for you.

Please do not send your speech on a tape that contains other special moments such as a graduation or your child's first time to walk! Use a blank tape and record at the beginning of the tape. Be sure and rewind the tape so that it is ready for me to view. I do not mail speeches back to you. You must mail the tapes BY REGULAR MAIL to Audrey Curry at 1202 W. Golf Course Rd. Midland, Texas 79701. Do not send your speech by insured or certified mail and require a signature confirmation because then I have to wait in line at the post office for your homework. Just send the speech to me by regular mail. Do not mail the speeches to Odessa College because my mailbox is too small. Thank you for your help with this request.

Optional supplies: A writing manual and an MLA Handbook

Tips for video tapes if you choose to use this form of recording the speech:

Be sure and watch the recorded speech to determine if you can see and hear the speech clearly. Then, rewind the speech so that it is at the beginning of the tape. You must tape it at the beginning of the tape so that it is easy for me to find. I have had speeches taped somewhere in the middle of long segments of other family events. I wish I had time to search for your speech, but I do not so if I cannot find the speech on the tape immediately, I will contact you to redo the assignment. If there is no time left in the semester to contact you, then the grade will reflect your ability to follow these instructions. I appreciate your having the envelope weighed at the post office so that proper postage is applied. I have to pay "postage due" often, and when I am not at home, the envelope is delayed at the post office for several weeks before it is eventually returned to you. Do not require a signature because then I have to drive to the post office to sign for your speech. The post office is closed by the time I get home to Midland each day.

If you record your speech on a DVD, watch the DVD on your computer before mailing it to me. If it is not "finished" in some cameras, then it will play on your camera, but it will not play on any computer. Use a black permanent marker to put your name and phone number on the DVD.

Hardware/Software requirements:

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.

You may require Camcorders (for Speech, Photography, etc classes), headphones to be able to record your voice (for Medical Terminology, Speech, etc)

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 (fill in the version) 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.

Please contact the instructor concerning specific software or hardware that may be required for his/her course.

Internet connection:

56 K modem or better

Browser and settings:

Microsoft Internet Explorer 6" (IE 6) works best with Blackboard on computers running the Microsoft Windows operating system.

Java and Cookies must be enabled. To enable

1. In Internet Explorer 6, 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.

Required Readings/Materials

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.

- a) You must purchase the following required readings/materials:

The Art of Public Speaking, 9th or 10th edition, Stephen E. Lucas (ISBN: 978-0-07-726223-5)

- b) You are encouraged to buy the following optional books/materials

You will need two, padded mailing envelopes for mailing video-recorded speeches if you plan to mail your speeches. If you decide to give your speeches on campus or upload to Youtube, then you would not need the mailing envelopes.

The student DVD that accompanied old editions of the book is not required. It is optional. We will not use it.

Course Requirements (Lectures, Assignments and Assessments)

These are the general course requirements:

Student Contact Information is emailed to the instructor.

Chapters 1-18 reading Assignments and 18 Quizzes

3 major tests

1 informative speech & outline, 1 persuasive speech and outline

Final Exam

Listening Assessment, Anxiety Assessment, and Discussion Board

Week 1

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

Summary of Week 1 Assignments & Activities

Item (Name)	Type	Description	Due
Read Syllabus	Email your student contact information, (cell number) and a few sentences about yourself to acurry@odessa.edu . Introduce yourself to other students in discussion board. You should read about classmates and select a couple of students in the class as people who you can call for help if and when you need help. These people can serve as your audience members if you need them. These people can help you load your speech in you tube if you need help. Read week 14 and see that helping your group helps you earn a grade. You are not required to meet with this group. You may just call or email each other if needed. Read the entire syllabus. It is your guide, your recipe to successful semester. Print it and keep up with it every day. If you email me a question that is on the syllabus, you will be asked to read the syllabus again. Know your syllabus!	Reviewing the course syllabus.	8-29-12

Read Chapter 1	Reading	Reading about Speaking in Public. Click on Documents in BB and see the review for Quiz 1.	8-30-12
Quiz 1	Quiz	Take the quiz on "Speaking in Public".	8-31-12

Week 2

Topic/Overview: This week focuses on Ethics and Public Speaking and finding out about your anxiety level.

Summary of Week 2 Assignments & Activities

Item Name	Type	Description	
Read Chapter 2		<p>Reading about Ethics and Public Speaking. Click on Documents in BB and see the review for Quiz 2.</p> <p>For the next part of the assignment go to the link below and answer the questions on the PRCA-24 survey. After you complete the survey, you are given the option to send the results to your instructor. Submit your name, email address and my name, Audrey Curry and my email address, acurry@odessa.edu. The results will be sent to me.</p> <p>http://www.wadsworth.com/communication_d/templates/student_resources/053456223X_hamilton/survey/prca.html</p>	9-5-12
Quiz 2	Quiz	Read chapter 2 and take the quiz on "Ethics and Public Speaking".	9-7-12

Week 3

Topic/Overview: This week focuses on Listening skills.

Summary of Week 3 Assignments & Activities

Item (Name)	Type	Description	Due
Read Chapter 3	Reading	Reading about Listening skills. Click on Documents in BB and see the review for Quiz 3.	9-10-12
Quiz 3	Quiz	Take the quiz on "Listening skills"	9-11-12
Read Chapter 4 and take Quiz 4		<p>Note that the chapters on this syllabus coincide with the 10th edition of the text. The 11th edition of the text has a chapter called Giving your first speech, and it is chapter 4 in the 11th edition. That same chapter is in the 10th edition in the appendix. I am not using questions from "Giving your first speech". The information may be helpful to you, and I recommend reading it, but it is not used for the quizzes. If you are using the 11th edition, your chapter on "Selecting a Topic and Purpose is Chapter 5 so it is easy to just look at the name of the chapter in the syllabus and you will know which chapter is being</p> <p>Read and take quiz on Selecting a Topic and Purpose</p>	9-14-12

	studied each week. I allow either edition in order to try and help you save money by using an older textbook.		
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Week 4

Topic/Overview: This week focuses on analyzing the audience who you will give your speech to when you present.

Summary of Week 4 Assignments & Activities

Item (Name)	Type	Description	Due
Read Chapter 5	Reading	Read about Analyzing the Audience . Click on Documents in BB and see the review for Quiz 5. Remember that you must find at least 3 people who are willing to listen to your speech when you have it video-taped. 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 several of your classmates in person. You will be responsible for having 2 friends accompany you to my office to serve as audience members on Week 8, the week that the speech is due.	9-19-12
Quiz 5	Quiz	Take Quiz 5 on "Analyzing the Audience".	9-21-12

Week 5

Topic/Overview: This week focuses on gathering materials and supporting ideas.

Summary of Week 5 Assignments & Activities

Item (Name)	Type	Description	Due
Read Chapter 6 and Chapter 7	reading	Reading about " Gathering Materials ." Click on Documents in BB and see the review for Quiz 6. Reading about " Supporting your ideas ". Click on Documents in BB and see the review for Quiz 7.	9-26-12
Quiz	Quiz	Take the Quiz on "Gathering Materials". Take the Quiz on "Supporting your Ideas".	9-27-12
Watch speech example	Listening	Click on Assignments in BB & scroll to the bottom of the list. You will find "video example 1" and Video example 2 informative". Watch both videos and answer the question in discussion board. The question asks you to share one strength and one weakness of the speaker in one video. Identify which video that you evaluating. Note how to set up the camera so that you set up the camera correctly when you video your	9-28-12

		speech.	
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Week 6

Topic/Overview: This week focuses on organizing the speech.

Summary of Week 6 Assignments & Activities

Item (Name)	Type	Description	Due
Read Chapter 8	Reading	Read about Organizing the Body of the Speech . Click on Documents in BB and see the review for Quiz 8.	10-1-12
Quiz 8	Quiz	Take the quiz on "Organizing the Body of the Speech".	10-2-12
Outlining	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.	10-3-12
Read Chapter 9	Reading	Read about "Beginning and ending your speech" . Click on Documents in BB and see the review for Quiz 9.	10-4-12
Quiz 9	Quiz	Take the test on "Beginning and ending your speech".	
Research Intro and Conclusion	researching writing	Research an idea of your choosing for an informative speech 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.	10-5-12

Week 7

Topic/Overview: This week focuses on outlining.

Summary of Week 7 Assignments & Activities

Item (Name)	Type	Description	Due
Read Chapter 10	Reading	Read about Outlining the Speech . Click on Documents in BB and see the review for Quiz 10.	10-8-12
Quiz 10	Quiz	Take the quiz on "Outlining the Speech".	10-9-12
Outline, speech	outlining, recording, reading, speaking	Outline your speech. See examples in the chapter. Print a hard copy of your informative outline to mail with your speech video by Thursday of this week if you need to mail it. Practice, videotape and mail the speech and the outline. If you are uploading to youtube, then you may email your outline in the text of your email. Create a link in the email so that I click on the link and go directly to your speech. Remember to include	10-11-12 I will hear speeches in my office, 141A, from 1:30-4:00 on 10-11-12 for those people who do not want to

		the organizational pattern, specific purpose, and central idea at the top of the outline. Put a Roman numeral I and write the introduction next to the I. Use your last Roman numeral for the conclusion at the end of the outline. Include transitions statements between major points and identify and bold these statements. The speech should be 3-5 minutes in length. Due date is Oct 11th to send the speech. Do not email me to ask if I received the speech because that slows me down on grading. If you do not get your grade by Oct. 28, then call me or email me. If the speech was lost in the mail, I will give you time to get it redone after Oct. 28th.	video the speech. Email me the time that you want to be there. If you use youtube or mail the video of the speech, then you do not need to come by my office on this day.
Rest for one day		Rest for one day or work ahead if you want.	10-12-12

Week 8

Topic/Overview: This week focuses on using language.

Summary of Week 8 Assignments & Activities

Item (Name)	Type	Description	Due
Read Chapter 11	Reading	Read about Using Language . Click on Documents in BB and see the review for Quiz 11.	10-15-12
Quiz 11	Quiz	Take the quiz on "Using Language".	10-16-12
Study for test 1	study	I have to be out of the office on Oct 17 and 18, but you can email me at acurry@odessa.edu or call my cell, 432-638-4784.	10-18-12
Test 1 over Chapters 1-7	testing	Click on Documents in BB and see the review for Test 1. Take Test 1 on "Speaking, listening, selecting a topic and purpose, analyzing the audience, gathering ideas and supporting your ideas". You may work ahead on weekends!	10-19-12

Week 9

Topic/Overview: This week focuses on delivery skills.

Item (Name)	Type	Description	Due
Read Chapter 12	Reading	Read about "Delivery" . Take notes. There is no quiz available at this time. I want to see how you do when using your book to find the answers.	10-22-12
Quiz 12	Quiz	Take the quiz on "Delivery". Use the book to find the answers.	10-23-12

Research	Reading, Researching	Begin thinking about your final speech topic. The purpose must be persuasive. After reading about topics that interest you, please select a topic and research it. Find 3 sources. You will work on this speech for the next 4 weeks. Read Weeks 10-13 below 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.	10-24-12
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. You are not turning this in now. Your alliteration will be in the outline that you turn in on November 15, BEFORE you leave for Thanksgiving.	10-25-12

Week 10

Topic/Overview: This week focuses on using visual aids.

Item (Name)	Type	Description	Due
Read Chapter 13	Reading	Read about "Using Visual Aids". There is not a review for this quiz.	10-29-12
Quiz 13	Quiz	Take the quiz for "Using Visual Aids". Use the text to help you on the quiz. This quiz only counts 10 points.	10-30-12
Delivery techniques	Speaking	Practice the extemporaneous methods of delivery with your final speech topic. Practice again, 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. Practice every day for a week!	10-31-12

Week 11

Topic/Overview: This week focuses on Reading about informing and persuading.

Item (Name)	Type	Description	Due
Read Chapter 14 and 15.	Reading	Read about Speaking to Inform . Read about Speaking to Persuade .	11-6-12
Quiz 14 and 15	Quiz	Take the quiz on "Speaking to inform". Take the quiz on "Speaking to Persuade".	11-7-12
Researching a visual	Researching	Think about your persuasive topic, keeping in mind that a visual is required when you deliver the speech. Keep in mind that statistics are persuasive. What statistic is related to your speech that would	11-8-12

		persuade the audience to your point of view? Research how to present this information to the audience. Use a chart or graph in your presentation.	
Test 2 over Chapters 8-13	Testing	Take the test over Chapters 8-13 from the 10 th edition. Take the test over Chapters 9-14 if you are using the 11 th edition. There is a review for test 2. This test counts 100 points.	11-9-12

Week 12

Topic/Overview: This week focuses on
Getting the last speech done.

Item (Name)	Type	Description	Due
Read Chapter 16	Reading	Read Chapter 16 if you are using the 10 th edition. Read chapter 17 if using the 11 th edition. Read about " Methods of Persuasion. "	11-12-12
Quiz 16	Quiz	Take the quiz on "Methods of Persuasion."	11-13-12
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 members 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 you feel is worth their time and persuade them to agree with you.	11-14-12
Statement of credibility, Delivering the speech, Mailing or emailing the speech, Turning in the assignment or delivering the speech in person.	Writing, Outlining, Speaking	Compose a statement that you plan to include in your speech in order to enhance your credibility. 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. Include your bibliography at the end of the outline. Print a hard copy of the outline to send with the video of the speech. Practice the speech 5 times. The speech should be 5-7 minutes in length. Time it. Remember to use the visual aid that you prepared. If you do not have recording equipment, email the professor the time that you want to deliver the speech in person. The professor will confirm the time by email. Remember that you must bring 2 audience members to hear the speech. Include the outline if you mail the speech. If you are uploading your speech to you-tube, please put the outline in the text of the email. Help me avoid having to open an attachment that might have a virus. Due date is today to send the speech. I will be in my office from 1:30-4:00 to hear speeches on 11-15-12. <i>Call or email to make and appt. Email me at</i>	11-15-12

		acurry@odessa.edu if you do not have a grade by Dec. 1 st .	
Take a break today!	No work today!	Enjoy your Thanksgiving next week!	11-16-12

Week 13

Topic/Overview: This week focuses on
Special Occasions

Item (Name)	Type	Description	Due
Read Chapter 17	Read	Read about "Speaking on Special Occasions".	11-19-12
Quiz 17	Quiz	Take quiz on "Speaking on Special Occasions". Happy Thanksgiving! Take a break or work ahead! Almost done with the course! I'm proud of you! Keep up the great work!	11-20-12
		Happy Thanksgiving. Please drive safely!	

Week 14

Topic/Overview: This week focuses on
Group work.

Item (Name)	Type	Description	Due
Read Last chapter in the book.	Reading	Read about " Speaking in Small Groups "	11-26-12
Last chapter in the book. Your group in this class	Quiz Group work	Take the quiz on "Speaking in Small Groups." One person in each group that you organized in the first weeks of the semester should send an email to me at acurry@odessa.edu and list all group members and their section of SPCH 1315. Tell me what the group members did to help other members of the group. Copy all members of the group in the email. I'll assign a group grade for each person in the group. Tell me what you feel your group deserves as a grade. I may or may not agree with you, but you may have your opinion.	11-29-12

Week 15

Topic/Overview: This week focuses on the last test and final

Item (Name)	Type	Description	Due
Email. Test Chap. 14-18.	Email. Test	Email me if you are missing a grade in gradebook for a speech or anything else. Take the test over the last 5 chapters in the book. Whether you are using the 10 th or 11 th edition, this will be the last 5 chapters in your book. There is a review for this 100 point test.	12-3-2012 12-4-2012

Item (Name)	Type	Description	Due
Study review for final exam	Study notes	Study for final exam.	12-5 through 7 2012
Final Exam	Testing	Take the comprehensive Exam over Public Speaking by noon on 12-10-12.	12-10-12 by noon
Check Odessa college emails	Speaking	Contact the professor by emailing acurry@odessa.edu if you did not receive an email from the professor with an evaluation of your speech.	12-4-12

Policies and Procedures

Announcements:

Read announcement. 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. Selected lectures are videotaped for you to watch.

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 by the due date 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. When my grades are due, I can't wait on an assignment. Be an early bird and be done!

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 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 required orientation class that meets in person before the course begins. I always welcome you to call for an appt. to see me or just call and discuss your needs on the phone if you need help with finding items in blackboard or if you need to discuss a problem you are having.

Semester end course evaluation:

Odessa College provides an evaluation process at the end of each semester so that you have an opportunity to evaluate the course.

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 A 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:

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.

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, students own computer crash, loss of files in cyberspace, etc) or any contradictions/problems, the instructor may request you to resubmit the files.

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

Help 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 or exam, 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.

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 teacher.

You may work ahead in this course, but do not get behind. You do not need to e-mail me when you are one day 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 on your calendar. I need for you to read your syllabus for due dates. Thank you for doing your best in this course.

If you are considering dropping this course, you must discuss your reasons with me prior to dropping the class. I want to talk to you about any problem or conflict that arises. I want to help you achieve success in this class.

Assignments:

There will be two speech presentations due this semester. The first one is an informative speech. One kind of informative speech is a demonstration speech.

The second speech is a persuasive speech. Details about these assignments are located under assignments in blackboard.

Tests/quizzes:

There is a 10 question multiple-choice quiz over each chapter. There are 3 tests. The first one covers the first 7 chapters. The second one covers chapters 8-13. The last one covers chapters 14-18. These tests have 20 multiple-choice questions. There is not a midterm test.

Final exam:

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

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 Board:

Discussion is a part of your grade so be careful to participate in discussion.

Grading Policy

Your score on each quiz or test is immediately available for you to see after you submit the quiz or test. I will provide e-mailed comments on speech assignments within 14 days of receiving the speech. 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. Technological issues will not be considered as valid grounds for late assignment submission.

Point system and letter grades for Evaluation of students:

Student Information	2 percent	20 points
Reading Assignments and Quizzes	18 percent	180 points
Tests	30 percent	300 points
Informative Speech & outline	10 percent	100 points
Final Exam	10 percent	100 points
Final Speech & outline	10 percent	100 points
Discussion Board / Anxiety Assessment	10 percent	100 points
Listening Test	10 percent	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 700 points and that is if you have perfect scores on all assignments. You must give your speeches to be successful in this class.

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 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 If you need help with student issues, please contact the student help center. They are having free classes to help you get started this semester. Attend one of these to ask questions that you need answered.

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.

Evaluation of the teacher:

The Student evaluation of instruction process for online courses is scheduled for the week of November 26th.

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.

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.