

SPCH 1315 Public Speaking

Instructor Information

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Course Description

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

Prerequisites/Corequisites

There are no prerequisites/corequisites for this course.

[Scans](#)

SCANS 5, 6, 9, 10, 11

Learning Outcomes

Students will learn several core concepts of Public Speaking

Students will demonstrate their knowledge of public speaking by completing researched and well-organized oral presentations in front of an audience.

Students will be able to evaluate communication skills used in speaking.

Students will learn effective listening skills.

Required Readings/Materials

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

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

Course Requirements (Lectures, Assignments and Assessments)

Speech 1: Informative Speech (15% of Final Grade)

Speech 2: Persuasive Speech (15% of Final Grade)

Chapter Quizzes (20% of Final Grade)

Final Exam: (10% of Final Grade)

Speech Analysis Paper #1 (10% of Final Grade)

Speech Analysis Paper #2 (10% of Final Grade)

Class Activities: (20%) of Final Grade

Summary of Assignments & Activities

Item(Name)	Type	Description	Due
Speech 1 Informative Speech	Speech Presentation	The student will select a topic that is relevant to their desired field of study and research the topic. They will prepare a speech outline and deliver an extemporaneous.	July 24 th , 25 th
Speech 2 Persuasive Speech	Speech Presentation	The student will select a new topic to research and prepare a persuasive extemporaneous speech. Elements of persuasion and physical delivery will be key factors in the grading. Use of visual aids including PowerPoint will be mandatory.	Aug. 13 th , 14 th
Quizzes	Exam	There will be four quizzes assigned throughout the semester. Students will be informed of the chapters to be covered with each quiz.	TBA
Final Exam	Exam	This exam will cover all chapters from the textbook. The exam will be multiple choice.	Aug. 15 th , July 22 nd
Speech Analysis Paper	Paper	The student will be provided with two speeches for them to view and critique. The student will demonstrate their grasp of concepts in the textbook and class by applying them to the speech they are analyzing. The student should demonstrate what they have learned about critically listening to a speech as well as giving a speech.	Aug. 12 th
Activity Points	Various Assignments	Throughout the semester, there will be small take home and in-class activities and assignments. Students are responsible for coming to class prepared each day and will accumulate points based on completion of these assignments.	Assigned Daily

Grading Policy

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

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

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

"As part of the Design for Completion initiative, your Odessa College Student Success Coach and faculty mentor will help you stay focused and on track to complete your educational goals.

If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert. Your Student Success Coach or faculty mentor will contact you to work toward a solution. "

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

Learning Resource Center (Library)

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

Student E-mail

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

Student Portal

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

Technical Support

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

Important School Policies

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

Expectations for Engagement – 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.

Institutional Course Objectives:

- 1) Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2) Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3) Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- 4) Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- 5) Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making
- 6) Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities