

# Speech 1315: Public Speaking Summer II 2013

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

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## 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.

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Required Materials:

Course Text: The Art of Public Speaking, 11th ed., Stephen E. Lucas

The student CD that accompanies book is not required. (You may use earlier versions of the textbook. However, chapter numbers and page numbers will be different from those listed in the schedule.)

Email: Students enrolled in Odessa College must use an Odessa College email address. According to FERPA Regulations, I may **only contact you at your OC email account, usually via Blackboard's email tool,**

so you need to check your student email daily. 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. Note: You should check your OC email daily, as I often send out announcements or notices. If you have a personal email or a smartphone, you can set up a forwarding rule in GMail so it will automatically forward all emails to another account you check regularly or to your phone.

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

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

Note: You should check Blackboard daily! There may be announcements necessary to the success of this course.

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.

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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 this video for an example: <http://www.youtube.com/watch?v=Er3mXirL2Ms>). 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. Note: You will be asked to re-record the speech – with your audience – if I cannot see or hear it clearly. Please see more detailed instructions for uploading digital files to YouTube on Blackboard under “Helpful Documents.”

Important: It may take some time to complete the upload of your video, so do NOT wait until the last minute to try uploading your speech. Plan to have the speech recorded the night before so you can upload over night in case it takes a while.

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Computer Information:

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. NOTE: Blackboard will not open Mac files. You will need to convert your Mac documents to Word (.doc), Rich Text Format (.rtf), or Text (.txt) before you submit your documents to Blackboard.

Important: Identify a second computer that you can use when/if your personal computer crashes. There are computers on campus and free printing available in the LRC. Having problems with the internet, your

computer, or damaged files will NOT be accepted as an excuse for late work. Save often and back up your work on a flash or thumb drive. (You may want to email yourself your work as an added precaution).

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## 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.

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or

she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

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## Course Requirements (Assignments and Assessments)

These are the course requirements:

- Student Contract and Information Sheet is completed and uploaded to Blackboard on the first day of classes
- Chapters 1-19 reading Assignments and Discussion Boards/Worksheets
  - Discussion Board: On those days as noted, you will post an entry to that day's Discussion Board responding to that day's prompt. These should be written in the Discussion Board section of Blackboard (which can be found on the Menu Panel at the top left of the page). 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 days as noted, you will download and complete the worksheet(s) **that accompanies that week's** assignment(s). Once completed, the worksheet must be uploaded to the specific assignment on Blackboard.
- 3 multi-chapter exams
- 1 Introductory speech
- 1 Informative speech w/outline
- 1 Persuasive speech w/outline
- A Speech Analysis Paper
- Final Exam

Speeches: There will be three speech presentations due this semester, two of which require a detailed outline. The first one is an introduction speech, wherein you will tell us a little bit about yourself. The second speech is an informative speech. You may choose the type of Informative speech you would like to do. The last speech is a persuasive speech using Monroe's Motivated Sequence. Details about these assignments and grading rubrics are located under Course Work in Blackboard.

Introduction Speech: 2 to 3 minute introductory presentation. In this speech, you will introduce yourself. You may tell us about your interests or hobbies, your family, your job, an important event in your life, or any other number of things that you feel it is important that we know about you. This speech is mainly to ensure you know how to video your speech, set lighting and audio levels, capture your audience in the video, and upload your video to YouTube.

Informative Speech: a 5 to 7 minute presentation. In this speech, you will share with us information about something important to you. You must do research and must use at least three (3) credible sources. This speech can be about a person, an object, an event, or a process. It may be related to your job, a hobby, an interest, or anything else you deem important. This speech will focus on utilizing an appropriate introduction; clear transitions; proper oral citing of sources; and a carefully crafted concluding thought. Each student will turn in a detailed outline of her/his presentation, including in-text citations and a Works Cited section.

Persuasive Speech: a 7 to 9 minute presentation. This speech requires that you ask your audience to act. Thus, you will become an advocate for that action. This speech brings together all of the aspects of effective public speaking, thus requires more careful planning and practice. It will also require you think about possible objections to your position and to refute those objections in your presentation. This speech requires a minimum of three (3) credible sources to support

your argument and the use of Monroe's Motivated Sequence. Each student will turn in a detailed outline of her/his presentation, including in-text citations and a Works Cited section.

NOTE: The following topics are not allowed as speech topics for a variety of reasons. Be creative in your search for topics and look for unusual or unique topics. Topics to avoid: Abortion; Gun control; Capital Punishment; No Smoking; Legalizing Marijuana; Recycling; Lowering drinking age. There are issues and questions that might be related to these topics which are fair game. For example, most smokers know that smoking is unhealthy and can lead to serious consequences (which makes arguing that one shouldn't smoke pointless); however, you might instead want to argue that smokers should use electronic cigarettes; or that there should be a national ban on smoking in public places. Similarly, while the ethical or moral arguments for/against capital punishment should be avoided, you might instead want to argue whether or not the use of the death penalty is racist. Thinking a bit more deeply about some of these over-used topics might result in a really interesting perspective that others haven't considered. If you're not sure about whether or not a topic is appropriate, feel free to ask.

Outlines: Two of your speeches -- the Informative and the Persuasive speeches -- will require you turn in a detailed outline of the speech. Outlines help you plan the speech, find weak areas, and help you practice the speech. There are templates and sample completed outlines posted in the appropriate speech folder under <Course Work> to help you construct appropriate full-sentenced, detailed outlines. You are also always welcome to send me rough drafts for comments and suggestions for improvement to ensure the best possible grade on your outline and speech content. (I need at least 24 hours to turn drafts back to you, so don't wait until the last minute to ask for help).

Exams: There are three multiple-choice exams over multiple chapters. Be sure to save your exams frequently as you are testing. All of these exams require you to complete them once you begin and are timed. All exams, 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 other exams 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 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 to the prompt, but to reply to at least two other posts. Responses to **classmates'** posts must be posted within 24 hours of the due date of 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 24 hours to reply to others. This gives you time to read all the posts and think about how you might best respond). These posts are an opportunity for you to think about how best to approach your speeches and public speaking in general, as well as an opportunity for you to engage with others and offer thoughtful and constructive feedback/suggestions.

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

Speech Analysis Paper: You will choose a speech to watch and evaluate both the speaker's presentation and the content of the speech, incorporating the concepts of effective public speaking discussed this semester. See Blackboard, <Course Work>, for more details and a list of speeches you may choose from.

## Grading Policy

Your score on each exam is immediately available for you to see after you submit the test. Feedback will be offered on most worksheets and speeches, often as an uploaded file, so be sure to check MyGrades for those comments. After all speeches are graded, I will send an email announcing that all speeches are graded. If you have not received a grade for a speech within 72 hours, please contact me -- there may have been a problem with your Youtube video or document uploads.

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.

Grading: Your grade will be determined from your performance in oral and written assignments, and participation in the Discussion Board. Formal assignments are worth the following:

Student Information Sheet:	10pts
Discussion Board: (5pts ea)	45pts
Worksheets: (5 @ 10pts ea.)	50pts
Speeches:	200pts
Introduction Speech:	25pts
Informative Speech:	75pts
Persuasive Speech:	100pts
Speech Outlines: (25pts ea.)	50pts
Speech Analysis Paper:	20pts
Exams: (3 at 25pts ea)	75pts
Final Exam:	50pts

450 - 500 points	A (outstanding)
400 - 449 points	B (above average)
350 - 399 points	C (average)
300 - 349 points	D (below average)
Below 299 points	F (failing)

NOTE: Please notice that if you do not give any speeches, the highest number of points possible is 300 points, assuming you have perfect scores on all assignments. You must give all of your speeches to be successful in this class. Conversely, doing only your speeches will also result in a failing grade. Do all assignments to the best of your ability, turn them in on time or early, and you should have no problems passing this course.

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

\*\*Please note due dates for all assignments; the course is set up assuming a Monday through Thursday schedule (although you are strongly encouraged to work ahead). Materials should be uploaded by 5pm on the date due.

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

## Week 1 Assignments & Activities

DUE: Self-Introduction Speech by Wednesday at 5pm, 7/17/13

Item (Name)	Type	Description	Due
Read Syllabus	Worksheet	Complete Student Contract & Information Sheet and upload to Blackboard	7/15/13
Watch speech example	Listening	Locate the following speech on YouTube: <a href="http://www.youtube.com/watch?v=Er3mXirL2Ms">http://www.youtube.com/watch?v=Er3mXirL2Ms</a> Note how to set up the camera to include your audience members so that you do this correctly when you video your speech.	7/15/13
Discussion Board #1	Response	First, take the PRCA 24 Assessment, found at <a href="http://tinyurl.com/8q5ny2o">http://tinyurl.com/8q5ny2o</a> . Make sure you get to the results page, enter your OC email address and my email address ( <a href="mailto:igr@odessa.edu">igr@odessa.edu</a> ), then click Submit.  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?	7/15/13 (replies to classmates due 7/16/13)
Discussion Board #2	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.	7/16/13 (replies due 7/17)
Self-Introduction Speech	Speech	Record and Upload to YouTube your Introduction Speech (see guidelines for speech on Blackboard under <Course Work>); upload your outline to Blackboard <Introduction Speech>. See guidelines for uploading to YouTube under <Helpful Documents>	7/17/13
Discussion Board #3	Responding	After uploading your speech to YouTube, watch it and answer the following Prompt: Critically evaluate your first speech presentation. How do you feel about your presentation? What did you do well? What do you want to work to improve for the next speech?	7/18/13 (replies to classmates due 7/19)
Readings	Chaps. 1-8	The Art of Public Speaking, Chaps. 1-8	7/22/13

## Week 2 Assignments & Activities

Item (Name)	Type	Description	Due
Thesis Statement	Worksheet	Download, complete, and upload the Thesis Statement Worksheet located in the <Course Work/Informative Speech> folder. You may want to view the Tegrity Lecture to help you with the assignment. Begin research for your speech.	7/22/13

Informative Preparation Worksheet	Worksheet	Download, complete, and upload Informative Preparation Worksheet located in the <Course Work/Informative Speech> folder. Continue research for your speech. Begin constructing your outline.	7/23/13
Exam #1	Chap. 1-8	Complete Exam #1 located in the <Course Work/Exams> folder	7/24/13
Informative Outline	Outline	Complete your outline for the Informative Speech following the Simple Outline Template found in the <Course Work/Informative Speech> folder. Practice your speech over the weekend at least 3 times each day.	7/25/13
Readings	Chaps. 9-15	The Art of Public Speaking, Chaps. 9-15	7/29/13

### Week 3 Assignments & Activities

DUE: Informative Speech, Monday by 5pm, 7/29/13

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 <Informative Speech>.	7/29/13
Discussion Board #4	Responding	Prompt: After uploading your speech to Youtube, watch it. Use the evaluation rubric to critically evaluate your informative speech presentation. Highlight those things you did well -- what was successful and why? What are those things you need to improve for your last speech and how will you do that? Finally, explain how you improved from the first presentation.	7/29/13 (replies due 7/30)
Discussion Board #5	Responding	Prompt: What is something that really annoys you about our society? Things like poverty, animal abuse, water pollution, etc. may come to mind. Are there any issues you feel that we as people could do better with? Issues could be things like illiteracy, sexual assault/harrasment, 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?	7/30/13 (replies due 7/31)
Exam #2	Chaps. 9-15	Exam on Chaps. 9-15	7/30/13
Thesis Statement	Worksheet	Download, complete, and upload the Thesis Statement Worksheet located in the <Course Work/Persuasive Speech> folder. You may want to view the Tegrity Lecture to help you with the assignment. Begin research for your speech.	7/31/13
Persuasive Preparation Worksheet	Worksheet	Download, complete, and upload Persuasive Preparation Worksheet located in the <Course Work/Persuasive Speech> folder. Continue research for your speech.	8/01/13
Reading	Chaps. 15-19	The Art of Public Speaking, Chaps. 15-19	8/05/13



Week 4 Assignments & Activities

Item (Name)	Type	Description	Due
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?	8/05/13(replies due 8/6)
Research	Research	Make sure you have done sufficient research on your persuasive speech topic. Begin constructing your outline.	8/06/13
Speech Analysis Paper	Listening Worksheet	Choose the speech you will analyze from the Speech Bank document in <Course Work/Speech Analysis Paper>, watch the speech and complete the Listening Worksheet. You may have to watch the speech several times and take notes to prepare to write your analysis paper.	8/06/13
Persuasive Speech Outline	Outline	Complete your outline for the Persuasive Speech following the Simple Outline Template found in the <Course Work/Persuasive Speech> folder. Practice your speech at least 3 times each day for the rest of the week.	8/07/13
Exam #3	Chaps. 15-19	Exam on Chaps. 15-19	8/08/13

Week 5 Assignments & Activities

DUE: Persuasive Speech by Monday, August 12 at 5pm

Item (Name)	Type	Description	Due
Persuasive Speech	Speech	Upload your Persuasive Speech presentation to YouTube. Upload your final revised outline, including a link to your video, to <Persuasive Speech>.	8/12/13
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?	8/12/13 (replies due 8/13)
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 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.	8/13/13 (replies due 8/14)

Speech Analysis Paper	Paper	Upload your completed Listening Worksheet AND analysis paper to Blackboard, <Speech Analysis Worksheet & Paper>.	8/13/13
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?	8/14/13 (replies due 8/15)
Final Exam	Exam	Cumulative Final Exam DUE by 5pm on Thurs., 8/15/13	8/15/13

## 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 that cause 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 term 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 all OC 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. Should you meet those requirements, you will earn an "I" for the course and must complete any outstanding work by the end of the following semester or your grade will automatically convert to an "F" for the course. Withdrawing from the course must be done by the due date of August 7, 2013 to earn a "W" for the course.

Long Term absence policy: If you are absent from the course for more than 2 days (Mon - Thurs), please contact me. You will be considered absent unless prior arrangements have been made. As I note that you are completing assignments each day, 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.

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## Preparation for Emergency

Computer Crash: Not having a working computer or a crashed computer during the semester will NOT be considered 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.

Internet Connections: Not having working internet access at home will NOT be considered an acceptable reason for not completing course activities. By enrolling in an online, web-based course, you are accepting responsibility for having internet access. Computers with internet access are available on campus if you experience problems with your internet connection. Moreover, there are public locations that offer free wi-fi, **such as McDonald's or Starbuck's or other such businesses.**

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 (usually late nights on the weekends). 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, flash/thumb drive 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.

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Help is available: I want you to succeed in this class and am available to work with you. I am more than happy speak with you on the phone or via Skype and discuss unfamiliar concepts or terms. I am also happy to look at rough drafts of your work. Given the short term, I cannot guarantee a turn-around within 24 hours; thus, you will want to work ahead if you want feedback on rough drafts.

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.

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.