

SPCM 101: Fundamentals of Speech (3 Credits)

NSU/Canton High School

Spring 2013

M – F in Rm. 116

Contact Information:

Instructor: Laura Jacobs

Office: Rm. 116

Office Hours: 7:45 to 8:10 am and 3:10 to 3:34

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Cell Phone: (605) 360-8271 (This is my personal phone number and you are welcome to call or text if you have any questions. Please remember that I have young children and would appreciate no calls after 10 pm. I do not hand this number out so please do not give my number to anyone outside of class.)

Email: laura.jacobs@k12.sd.us

Course Description:

Introduces the study of speech fundamentals and critical thinking through frequent public speaking practice, including setting, purpose, audience, and subject.

Course prerequisites:

English 101 (Composition) or appropriate student placement based on entry-level assessment (ACT) and acceptance into the Rising Scholars Program. Finally, one recommendation is needed from a junior level English course at Canton High School.

Course learning goals or objectives:

This course is designed to help students to become better speakers in public settings. Excellence in public speaking is intimately related with leadership in the tradition of the West. Indeed, the ability to communicate well is essential for those in leadership roles. This class will cover the theoretical and strategic aspects of preparing and delivering a speech. Students will be given several opportunities to put into practice the strategies that are covered throughout the semester. The class is designed to give students theories and practices to better their speaking skills and abilities.

Course outcomes include:

1. Students should understand the basic components of a speech.
2. Students should understand the importance of adapting messages to different audiences.
3. Students should be able to analyze and utilize various forms of evidence and reasoning.
4. Students should better understand the problems of public discourse in the 21st century.
5. Speaking delivery skills should be enhanced.

GENERAL EDUCATION GOALS AND OUTCOMES

Most of you are taking this course to fulfill system General Education requirements. These courses are required of all students in South Dakota regental institutions (and also nearly every other college on the planet). More specifically, this course meets:

GOAL #2:

Students will communicate effectively and responsibly through listening and speaking.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Prepare and deliver speeches for a variety of audiences and settings;
2. Demonstrate speaking competencies including choice and use of topic, supporting materials, organizational pattern, language usage, presentational aids, and delivery;
3. Demonstrate listening competencies by summarizing, analyzing, and paraphrasing ideas, perspectives and emotional content

This goal will be assessed during class discussion and by graded class writing assignments, a midterm exam, and speeches delivered to the class. For more information General Education system requirements, see the current course catalog.

Description of instructional methods:

A variety of instructional methods (lecture, discussion, modeling, small groups, peer review and electronic resources) will be utilized to enhance a wide range of learning styles.

Course requirements:**Required texts:**

Sprague, Jo, Douglas Stuart, and David Bodary. *The Speaker's Handbook*. Wadsworth.
Postman, Neil. *Amusing Ourselves to Death: Public Discourse in the Age of Show Business*. Penguin, 2005.

Additional Supplies:

- One two-pocket paper folder (for daily assignments)
- Lined loose-leaf paper (for daily assignments, journals, and notes)
- Computer Scan Disk (for saving work completed in class)

Class attendance policy:

- You may miss two class periods without penalty. Each miss after two absences will result in your final course grade dropping 2% (ex. If your final course grade is 90%, or an A, but you miss four class periods, your final grade will be an 86% or a B).
- Generally, no distinction is made between “excused” and “unexcused” absences. The exception to this is Canton High School extra-curricular events (you must be a participant or part of the team – not a spectator) which will be excused if I am notified at least one class before the absence. (Extra-curricular events are scheduled so you know when you will be absent. You must personally come get assignments and turn in work – the coach’s email does not cover you, it simply notifies that you’ll be absent.
- Should you face extenuating circumstances such as hospitalization, extreme illness, or death in the family – contact me as soon as possible so that we can discuss your options and ways to keep you up-to-date with class work.
- Incompletes will be granted at my discretion and only to students who are passing the course at the time they request the incomplete.
- Be advised – taking the full two absences is, as stated, allowable, but any absence may affect your grade for the course, as every day we will be discussing important ideas related to the assigned written essays.
- Arriving late to class or leaving early from class will be counted as an absence. In short, schedule doctor’s appointments, etc. outside of class time.
- Finally, no one missing ten or more class periods will receive a passing grade for this course REGARDLESS OF THE REASON.

Speech Days

Students will sign up for a speech day prior to the day of speeches. If you are not present on the “sign up day,” you will automatically be put in the first available speaking spot. Students are required to speak on the day for which they signed up. Students, who do not show up or are not prepared for their speech on their assigned day, will automatically lose 1 letter grade and another letter grade for each day thereafter.

Students who are absent or unprepared automatically will be put to the beginning of the next day’s speaking order. If you are gone for your assigned speech day, you must bring documentation to not be docked. Speeches that are not made up within two class periods past the last speech day will automatically earn an F. In order to prevent the speech days from running into class time, all students should be prepared to speak on every day of speeches. If someone that is assigned to speak on day one does not show up, the first speaker on day two will be required to speak. For every absent or unprepared speaker, we will move one more person up from day two.

Do not walk in or out of the classroom when someone is speaking. Anyone who walks in or out on someone else’s speech will be docked in their own speech grade. If you are late for class, wait until you hear clapping to enter the room. Students are not required for any reason to clap or applaud all speeches. Applause is generally reserved for recognizing approval, appreciation, and acclamation.

Academic Honesty:**Cheating and plagiarism policy:**

- Academic honesty is of the utmost importance, to the integrity of the university as well as to you as a student. Anyone who represents themselves as the author of another’s ideas and/or language commits academic dishonesty, and more particularly, plagiarism.

- Thus if you submit work, in part or in whole, that is not your own, whether borrowed, bought, or stolen from a published source or peer, you will receive a zero (not an F) for the assignment and face further disciplinary action, including written exercises and essays.
- To avoid charges of plagiarism, ask for help if and when you need it, but be sure that the final work you submit for a grade represents your effort and learning and not someone else's.
- During the course, special attention will be given to correct source citation and paraphrasing techniques so that you can avoid "unintentional" plagiarism, which, nonetheless, in this course and any other course, carries the same penalties as intentional plagiarism.

Recycled Work Policy:

- All work submitted for a grade must be original to this course unless approved by me. In other words, do not recycle work from other courses, whether high school courses or college courses, without prior approval.

Evaluation Procedures: Assessments

Criteria for Assessment:

- Writing using standard American English, including correct punctuation, grammar and sentence structure
- Write logically
- Write persuasively, with a variety of rhetorical strategies (e.g. expository, argumentative, descriptive)
- Incorporating formal research and documentation into their writing, including research obtained through modern, technology-based research tools

The first three criteria are assessed through evaluation of the content and form of student's formal assignments. The last criterion is primarily assessed through evaluation of the small research paper, although it is also present to a smaller degree in other writing assignments.

Evaluation procedures: Performance standards and grading policy

- Your final course grade will be based on my evaluation of your performance on all graded activities.
- Final grades will be recorded on NSU transcripts.
- Note – all assignments must be completed for you to earn a passing grade for the course.

Quarter 3 and 4– grades will be earned in the following categories:

Daily Work, Tests and Quizzes:

- Portfolio
- Reader's Forum
- Reading Quizzes
- Midterm
- Final

Speeches:

- Impromptu Speech
- Interpretation Speech
- Issue Speech
- Persuasive Speech
- Social Speech

Semester Standards and Grading Policy:

- Quarter 3 – 40 %
- Quarter 4 – 40 %
- Final Exam/Speech – 20%

Essay and Course Grading Scale:

- A = 90 – 100 %
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F = 59 % and below

Final grades will be recorded on NSU transcripts.

ASSIGNMENTS

Portfolio

There will be four portfolios throughout the semester. The portfolio will include: (1) Reader's Forum for each reading during that time period, (2) at least five speech evaluations – from class, (3) Cartoon/Song lyrics – 7 with explanations.

Reader's Forum

For each assigned reading from the discussion novel, students will prepare a 100-150 word summary of the assigned reading. In addition to the summary of the readings, students will provide two questions that emerge from the readings. The first question should be an explanatory question that seeks clarification concerning an element of the readings that was not understood. The second question should be a discussion question that broadens our understanding of the text and fosters discussion between students.

The purpose of utilizing Postman's text is to allow students to critically analyze the environment of public speaking in the 21st century. Postman allows us to theoretically see the influence of television and other communication media on the mind of the audiences to which we speak. By utilizing the information that he presents, students will be better prepared to meet the needs of audiences in the 21st century.

Quizzes

Quizzes will be given on a weekly basis over the readings assigned throughout that week. If someone is absent on the day of the quiz, they must make it up the next day of class.

Midterm

The midterm examination will be over the readings covered in the first half of the semester.

Final

The final examination will be over the readings covered throughout the semester.

Impromptu Speech

In this speech students will be presented with the task of reacting to outside stimuli and developing a speech that intellectually and verbally expresses their ideas in a way that is cohesive and meaningful. The focus of this speech is to gauge how well the student thinks in an on-demand situation. Consequently, they should focus on developing ideas and presenting them in a coherent and interesting manner.

The time limit of this speech is 1 to 2 minutes.

Children's Literature/Oral Interpretation Speech

In this speech students will present a piece of literature to the class. The focus of this speech is on the performative and stylistic aspects of public speaking. The speech assignment is designed to give students the opportunity to practice utilizing the elements of delivery. The only content that students are required to create is an introduction to themselves and the story. Consequently, they should focus entirely on delivering the speech.

The time limit of this speech is 3-5 minutes.

Dialectic/Informative Issue Speech

This speech is designed to help students understand issues concerning evidence, reasoning, and proof. Students will pick a contemporary issue within current events to analyze. Students will provide both the affirmative and negative sides of the chosen issue. Additionally, students will present a criticism of the reasoning or evidence of each side of the issue. A minimum of 4 credible sources are required for this speech. Students are required to turn in an outline or manuscript with a references page that follows either APA or MLA style.

The time limit of this speech is 4-6 minutes.

Rhetoric/Persuasive Speech

This speech is designed for the purpose of giving students the opportunity to adapt a message persuasively to an audience. Students will choose a speech topic of direct relevance to the classroom audience. Students will submit a 1/2 page analysis of the audience and how reasoning and evidence is specifically persuasive for this audience. Students are required to turn in an outline or manuscript with a references page that follows either APA or MLA style. A minimum of 6 credible sources are required for this speech.

The time limit of this speech is 5-7.

Social Speech

This speech is designed to help students understand the aspect of the social speech. Students will pick a specific social event where a speech would be required (graduation, eulogy, acceptance of an award, etc.) They will develop a speech that would appropriately full-fill the social requirements of the given situation. They will need to gauge the mood of the speech and appropriately tailor their speech to fit the given situation. They will need to examine the purpose and the audience to further enhance their speech. No sources are necessary; however, if they quote they will need to acknowledge the source.

The time limit of this speech is 2 to 3 minutes.

Participation and Preparedness:

- Regular preparation for and participation in class discussions is required. During lecture, students are encouraged to ask for clarification, examples or reinforcement. Further, they are encouraged to offer their own insight as well. Discussion needs to remain on topic.
- There will be opportunities for students to work in small groups for discussion as well as in large groups.

AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT: Northern State University recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. If you have any type of disability for which you require accommodations, please contact the NSU Office of Disability Services (ODS) as soon as possible to discuss your particular needs. The mission of the Office of Disability Services is to provide equal access to university programs, as mandated by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Any student requesting accommodations must submit adequate documentation of disability before accommodations can be provided.

Contact information for the ODS:

Student Center Room 240 – 2nd floor Phone – 605-626-2371 Fax – 605-626-3399

Academic Freedom Statement: Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.

Northern State University Diversity Statement: Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all.

Tentative Schedule of Classes

Prepare each reading assignment before coming to class. If classes are cancelled, prepare the material for the next scheduled class. In other words, assume that we will stay on schedule. Any necessary adjustments to the schedule will be announced in class. In short, attend class to stay informed.

- It is expected that you will come to class having read the assigned pages that are listed on that day. It should be considered homework for the night before. You will need to have finished this in order to receive class preparedness points.
- (HW) – An assignment that might normally be done during class, however, due to time constraints it will need to be completed as homework.
- (Due) – This is an assignment that is due on this day.

Third Quarter – Assignments

Fourth Quarter – Assignments

December 30 (Monday) No School – Christmas Break	March 10 (Monday) Dialectic/Informative Issue Speech (6 Speeches)
December 31 (Tuesday) No School – New Year’s Eve	March 11 (Tuesday) Dialectic/Informative Issue Speech (6 Speeches)
January 1 (Wednesday) No School – New Year’s Day	March 12 (Wednesday) Dialectic/Informative Issue Speech (6 Speeches)
January 2 (Thursday) Introduction to Class “The Value of Public Speaking” Pg. 3 – 5 (in class)	March 13 (Thursday) Dialectic/Informative Issue Speech (6 Speeches)
January 3 (Friday) Reader’s Forum #1 – Postman Introduction	March 14 (Friday) No School – Spring Break
January 6 (Monday) The Speaker’s Handbook – “Listening” Pg. 27 to 36	March 17 (Monday) The Speaker’s Handbook – “Persuasive Strategies” Pg. 310 to 324
January 7 (Tuesday) The Speaker’s Handbook – “Speaking Ethics” Pg. 39 to 43	March 18 (Tuesday) The Speaker’s Handbook – “Persuasive Strategies” Pg. 310 to 324
January 8 (Wednesday) The Speaker’s Handbook – “Overcoming Fear of Speaking” Pg. 49 to 56	March 19 (Wednesday) The Speaker’s Handbook – “Presentation Aids” Pg. 379 to 390
January 9 (Thursday) Quiz 1 Salman Rushdie “A Dearth of Talent and the Death of Reality” (Handout)	March 20 (Thursday) Quiz 7 Workshop Day – Persuasive Speech
January 10 (Friday) Reader’s Forum # 2 – Postman “the Medium is the Metaphor”	March 21 (Friday) Reader’s Forum #7 – Postman “the Age of Show Business”
January 13 (Monday) The Speaker’s Handbook – “Modes of Delivery” Pg. 335 to 342	March 24 (Monday) Workshop Day – Persuasive Speech
January 14 (Tuesday) The Speaker’s Handbook – “Vocal Delivery” Pg. 358 to 365	March 25 (Tuesday) Workshop Day – Persuasive Speech
January 15 (Wednesday) The Speaker’s Handbook – “Physical Delivery” Pg. 372 to 377	March 26 (Wednesday) Workshop Day – Persuasive Speech
January 16(Thursday) Quiz 2 Practice Session – Impromptu Speech	March 27 (Thursday) Workshop Day – Persuasive Speech
January 17 (Friday) Impromptu Speech – Peer Evaluation	March 28 (Friday) Reader’s Forum # 8 – Postman “Shuffle off to Bethlehem”

January 20 (Monday) No School – Martin Luther King, Jr. Day	March 31 (Monday) Workshop Day – Persuasive Speech
January 21 (Tuesday) Impromptu Speeches (10 speeches)	April 1 (Tuesday) Workshop Day – Persuasive Speech
January 22 (Wednesday) Impromptu Speeches (10 speeches)	April 2 (Wednesday) Workshop Day – Persuasive Speech Reader’s Forum #9 – Postman “Reach Out and Elect Some One”
January 23 (Thursday) Impromptu Speeches (5 speeches) Reality Television (Discussion and Analysis)	April 3 (Thursday) No School – Teacher In-Service
January 24 (Friday) Reader’s Forum # 3 – Postman “Media as Epistemology”	April 4 (Friday) No School
January 27 (Monday) The Speaker’s Handbook – “Planning” Pg. 62 to 67	April 7 (Monday) Portfolio # 3 – Due (3 Postman, 5 Evaluations, 7 cartoons) Workshop Day – Persuasive Speech
January 28 (Tuesday) The Speaker’s Handbook – “Topic Selection And Analysis” Pg. 70 to 86	April 8 (Tuesday) Peer Critique – Persuasive Speech
January 29 (Wednesday) The Speaker’s Handbook – “Audience Analysis” Pg. 91 to 100	April 9 (Wednesday) Rhetoric/Persuasive Speech (5 speeches)
January 30 (Thursday) Quiz 3 Oral Interpretations (Examples) Portfolio #1 – Due (3 Postman, 5 Evaluations, 7 cartoons)	April 10 (Thursday) Rhetoric/Persuasive Speech (5 speeches)
January 31 (Friday) Reader’s Forum # 4 – Postman “Typographic America”	April 11 (Friday) Rhetoric/Persuasive Speech (5 speeches)
February 3 (Monday) Workshop Day – Oral Interpretation	April 14 (Monday) Rhetoric/Persuasive Speech (5 speeches)
February 4 (Tuesday) Children’s Literature/Oral Interpretation Speech (6 speeches)	April 15 (Tuesday) Rhetoric/Persuasive Speech (5 speeches)
February 5 (Wednesday) Children’s Literature/Oral Interpretation Speech (6 speeches)	April 16 (Wednesday) Reader’s Forum # 10 – Postman “Teaching as an Amusing Activity”
February 6 (Thursday) Children’s Literature/Oral Interpretation Speech (6 speeches)	April 17 (Thursday) Evaluate Educational Television
February 7 (Friday) Children’s Literature/Oral Interpretation Speech (6 speeches)	April 18 (Friday) No School – Good Friday
February 10 (Monday) The Speaker’s Handbook – “Research” Pg. 103 to 124	April 21 (Monday) No School – Easter Monday
February 11 (Tuesday) The Speaker’s Handbook – “Supporting Materials” Pg. 203 to 218	April 22 (Tuesday) The Speaker’s Handbook – “Analyzing Speech Contexts” & “Educational Context” Pg. 410 to 418

February 12 (Wednesday) The Speaker's Handbook – "Reasoning" Pg. 222 to 246	April 23 (Wednesday) The Speaker's Handbook – "Workplace Context" & "Social and Ceremonial Context" Pg. 421 to 434
February 13 (Thursday) Quiz 4 Workshop Day – Issues in America	April 24 (Thursday) The Speaker's Handbook – "Civic and Political Context" & "Leadership Across Contexts" Pg. 437 to 446
February 14 (Friday) Reader's Forum #5 – Postman "the Typographic Mind"	April 25 (Friday) Quiz 8 Workshop Day – Social Speech
February 17 (Monday) No School – Presidents Day	April 28 (Monday) Workshop Day – Social Speech
February 18 (Tuesday) The Speaker's Handbook – "Language and Style" Pg. 256 to 270	April 29 (Tuesday) Workshop Day – Social Speech
February 19 (Wednesday) The Speaker's Handbook – "Attention and Interest" & "Credibility" Pg. 273 to 290	April 30 (Wednesday) Workshop Day – Social Speech
February 20 (Thursday) The Speaker's Handbook – "Motivational Appeals" and "Informative Strategies" Pg. 291 to 304	May 1 (Thursday) Workshop Day – Social Speech
February 21 (Friday) Quiz 5 Reader's Forum #6 – Postman "the Peek-a-Boo World"	May 2 (Friday) Reader's Forum #11 – Postman "the Huxleyan Warning"
February 24 (Monday) The Speaker's Handbook – "Transforming Ideas" & "Organizing Points" Pg. 134 to 150	May 5 (Monday) Social Speech (Practice) Portfolio # 4 – Due (3 Postman, 5 Evaluations, 7 cartoons)
February 25 (Tuesday) The Speaker's Handbook – "Outlining" & "Connectives" Pg. 156 to 172	May 6 (Tuesday) Social Speech (6 speeches)
February 26 (Wednesday) The Speaker's Handbook – "Introductions" and "Conclusions" Pg. 174 to 192	May 7 (Wednesday) Social Speech (6 speeches)
February 27 (Thursday) Quiz 6 Workshop Day – Dialectic Speech Portfolio # 2 – Due (3 Postman, 5 Evaluations, 7 cartoons)	May 8 (Thursday) Social Speech (6 speeches)
February 28 (Friday) No School	May 9 (Friday) Social Speech (6 speeches) Study guide for Final Exam Questions over testing procedure and material
March 3 (Monday) Workshop Day – Dialectic Speech	May 12 (Monday) Final Exam (Objective Portion)
March 4 (Tuesday) Review for Midterm Workshop Day – Dialectic Speech	May 13 (Tuesday) Final Exam (Essay Portion)
March 5 (Wednesday) Workshop Day – Dialectic Speech	May 14 (Wednesday) Final Exam (Essay Portion)

March 6 (Thursday) Midterm	May 15 (Thursday) Fun Day for Seniors
March 7 (Friday) Midterm	May 16 (Friday) Checkout, Graduation, Last Day for Seniors