

Syllabus for SPCH 101-41 – Public Speaking

At a Glance: Students in this class will deliver and evaluate several impromptu and graded prepared presentations through the course of the semester in order to improve their public speaking abilities. There are no prerequisites for this course.

Course Description

SPCH 101: Public Speaking: Speaking clearly and comfortably in public is an essential skill set. This course prepares students for a variety of professional situations in which formal presentations are expected. Topics will include cultural conventions of speech, verbal and nonverbal messaging, and techniques of oral presentation and persuasion. Students will learn to research, outline, and deliver a variety of speeches (e.g. demonstrative, informative, persuasive, special occasion, etc.) of varying lengths.

Philosophy

Speaking in public is a skill that only improves as it is used. Teaching public speaking has a lot in common with coaching. This course is designed around a view of presenting as a process. The class encourages students to reflect on, engage with, and improve all stages in that process, from preparation and research through outlining, practice, presentation, and self-evaluation.

Goals

At the end of this class, students will have developed improved competencies in the following major areas:

- Preparing Presentations
- Research
- Organization
- Verbal and Nonverbal Delivery
- Preparing Visual Aids
- Critical Evaluation of Presentations

Course Information

SPCH-101-41 (6265)	Public Speaking
Starts:	01/09/2017
Ends:	03/04/2017
Meets every:	Tuesday, Friday
Meets between:	8:30 AM – 11:30 AM
Building:	Thomas J. Garland Library
Room:	110

Instructor Contact Information

Kurtis D. Miller

- Office: Virginia 311
- Office Hours:
 - 1:00 pm – 2:00 pm, every weekday
 - also by appointment
- kdmiller@tusculum.edu
- 423-636-7300 Ext. 5783

Availability

I am available in person during office hours, and by appointment in addition. My office hours are scheduled for your benefit, but some students go an entire semester without stopping by. I like students! Feel free to come by for any reason

or no reason at all – even after you’re done taking the class. I am more than happy to talk if you see me around campus. If you see me when I am out for a run, I will not slow down to talk to you, you’ll have to keep up! :-)

Email

I check and respond to my email once each day, except on the weekend and holidays. I do not check my email at the same time every day, so I cannot guarantee a response within a strict 24-hour window. Sometimes messages do fall through the cracks or are zapped by overzealous spam filters – if I have not replied after a few days, please re-send the message. You can also call when I am in the office. I typically distribute class announcements through a class email distribution list.

I do not accept assignments by email. Unless otherwise directed, do not email assignments to me. Submit all assignments through the course management system or in print as directed, unless you are given specific instructions to do something else.

Required Materials

Checklist:

- Textbook
- Index cards
- A flash drive
- Writing utensils
- Access to a video recorder
- Access to a modern computer and common software
- Access to the Internet
- A YouTube account

Required Textbook: This course requires you to have access to “A Speaker’s Guidebook” (O’Hair, Stewart, & Rubenstein). 5th or 6th edition are both acceptable. Copies are available at the campus bookstore and online through a number of retailers, including [Amazon](#). You will need this textbook in order to successfully complete the course. The textbook is very affordable, and there is a copy of the textbook on reserve in the library for you to use if you do not wish to purchase a copy or are waiting for one to arrive. I do not assign readings for the class at large, but will direct you to specific sections of the textbook based on your needs. I recommend that you also seek information proactively based on your understanding of upcoming assignments and your own skills. I may also distribute a variety of additional readings during this class, these readings will primarily be selected based on the needs of the class or the individual student.

Required Supplies: You will also need index cards and writing utensils for this class. Index cards are **the only** acceptable medium for any notes that you refer to during your presentation. This includes presentations as part of in-class activities.

Required Technology: You will need access to a recording device in order to practice, evaluate, and submit your presentations. The video camera included on the majority of modern cell phones works well for this task as does the web cam included in the majority of modern laptop computers. You will need access to a modern computer which is capable of running software that will allow you to create and modify written documents and presentation aids. Software commonly used for these tasks include Microsoft Word and PowerPoint, though there are other options. See the section on [technology issues](#) below for details about preparing and submitting files. You will need to have a flash drive to load any electronic presentation aids used during in-class presentations.

YouTube: You will be required to post videos of presentations to YouTube and share links to them through Moodle as part of this class. You are not required to post these videos to an existing account. Creating a separate account dedicated to this class is fine. YouTube videos may be set to **public** or **unlisted**, but **cannot be turned in if they are uploaded as private**. I recommend that you choose to upload your videos as “unlisted” videos. You may choose to switch the accessibility of these videos to “private” (recommended) or delete them (not recommended) once the presentation assignment has been graded.

Assignments and Grading

For every presentation you will:

1. Turn in a written outline of the presentation
2. Record yourself delivering the presentation
3. Upload the recorded presentation to YouTube

4. Submit a presentation reflection

Assignment	Points
Presentations	735
→ Prepared Demonstration	100
→ Prepared Support	150
→ Prepared Persuasive	200
→ Short Notice PowerPoint	125
→ Asynchronous	160
Written Assignments	575
→ Presentation Outlines (5x50)	250
→ Presentation Reflection (5x50)	250
→ Graded PowerPoint	75
Participation	300
→ Class Activities	100
→ Peer Evaluations (average)	200
Total	1,610

There are no exams or quizzes in this class.

Assignment components are typically graded on a scale from 0 to √+.

Mark	Points	Meaning
√+	5	Performance meets or exceeds the standard.
√	4	Performance was “close enough” but not sufficient – minor issues only.
√-	3	Performance was insufficient in a significant way.
0	0	Not present or does not appear to attempt to meet assignment requirements.

Presentation Topics

Presentation topics should be appropriate for a classroom of college-aged professionals. Students should not present on duplicate topics. All topics will be available through a forum in the course management system on a first-post basis. The first student who posts a topic will be allowed to present on it. **Any other students who present on the same topic will earn a zero on their presentation.**

Final Grades

Your final grade will be determined based on the total number of points that you earned in the class. You can look this up at any time using the course management system. The point ranges for each letter grade are based on the number of quality points Tusculum awards for each letter grade.

Point Range	Letter Grade	Quality Points ¹
1,505 – 1,610	A	4.0 per semester hour
1,465 – 1,504	A–	3.7 per semester hour
1,409 – 1,464	B+	3.5 per semester hour

Point Range	Letter Grade	Quality Points ¹
1,344 – 1,408	B	3.0 per semester hour
1,304 – 1,343	B–	2.7 per semester hour
1,248 – 1,303	C+	2.5 per semester hour
1,183 – 1,247	C	2.0 per semester hour
1,143 – 1,182	C–	1.7 per semester hour
1,087 – 1,142	D+	1.5 per semester hour
966 – 1,086	D	1.0 per semester hour
0 – 965	F	0.0 per semester hour

Rounding: I round up fractions generously. If there is *any* decimal value in the total number of points, I will round up to the next whole number. For example, if a student had 1,247.2, I would round that up to 1,248 and the student would earn a C+ for the course. **I only round up fractions of a point. I do not round up whole points under any circumstances.**

Calendar

Day/Date	Topic 1	Topic 2	Due	To prepare...
T, 01/10	Syllabus, Course Structure, Attendance, Moodle	Audience Analysis, Topic Selection		
F, 01/13	Speech Structure, Outlining	Introductions, Transitions, Conclusions		
T, 01/17	Research and Forms of Evidence	Visual Aid Design		Bring a laptop or similar device
F, 01/20	Finding and Using Images ^{LP}	Intellectual Property, Licensing, and Plagiarism ^{LP}		Bring a laptop or similar device
T, 01/24	Common Informative Organization Patterns ^{LP}	Providing and Consuming Feedback, Workshop Outlines and Visual Aids		Bring a draft outline and visual aid
F, 01/27	Mediated and Asynchronous Presentations	Visual Presentation of Data ^{LP}	Presentation Outlines	Bring a laptop or similar device
T, 01/31	Asynchronous Presentations	Asynchronous Presentations	Asynchronous	
F, 02/03	Special Occasion Speeches ^{LP}	Verbal and Nonverbal Delivery	Presentation Reflection, Presentation Outlines	
T, 02/07	Prepared Demonstration and Peer Feedback	Persuasive Targets, Effects, and Appeals ^{LP}	Prepared Demonstration	
F, 02/10	Common Persuasive Organization Patterns ^{LP}	Crisis Response Presentations ^{LP}	Presentation Reflection, Presentation Outlines	
T, 02/14	Prepared Support Presentations	Support Presentations Peer Feedback	Prepared Support	

Day/Date	Topic 1	Topic 2	Due	To prepare...
F, 02/17	Logical Fallacies ^{LP}	Presenting in a Team ^{LP}	Presentation Reflection, Presentation Outlines	
T, 02/21	Prepared Persuasive Presentations	Persuasive Presentations Peer Feedback	Prepared Persuasive	
F, 02/24	Presenting Beyond the Classroom	Graded PowerPoint	Presentation Reflection, Presentation Outlines, Graded PowerPoint	Bring a laptop or similar device
T, 02/28	Short Notice PowerPoint Presentations	Short Notice PowerPoint Peer Feedback	Short Notice PowerPoint	
F, 03/03	Make-up day	Make-up day		

If you will be absent on a presentation day, you may turn in your presentation early by submitting a video of the presentation recorded outside of class in front of an audience of adults. **Requirements for these recordings are very strict!** See the guidelines for [submitting presentations by video](#) for more information. Presentations that are turned in late are graded as [late work](#).

Course Policies

Bottom Line Up Front: You are an adult. I will expect you to act professionally and respectfully to other students and to me.

Access

All students have the right to an accessible environment and to be able to focus on their learning to the greatest degree possible. Students who think they would benefit from accommodation (seating placement, arrangements for examinations, exceptions to policies, etc.) should inform me at the beginning of the course and coordinate with the [Academic Resource Center](#) so appropriate arrangements can be made. Act early, because it is not possible to make accommodations retroactively.

Attendance

Attendance at every meeting of this course is required. The organization of the course means that you will learn a lot by observing and providing feedback to others. Attendance is required for the entire class session. Missing minor portions of a class meeting will result in being counted late. Being counted late twice is equivalent to one absence. Students who miss a significant portion of class will be counted absent. Students who leave class early will be counted late/absent depending on the amount of class that they miss. **Tusculum College attendance policy mandates that the fourth absence from class will result in a failing grade for the course.**

Official Absences: Tusculum College allows three absences for school-sponsored events, including collegiate sports (not practice). Planned official absences still count toward the maximum number of absences. Coordinate ahead of time to ensure that assignments are turned in on time. **Students are not excused from due dates that conflict with planned official absences.**

Emergencies: The handling of emergency official absences will be evaluated on a case-by-case basis. Other emergencies will count toward the maximum number of absences. Depending on circumstances and documentation alternate due dates may be assigned. Contact your instructor as soon as possible to make any arrangements.

Students in classes that meet online will be counted present if they complete all activities for the week prior to the beginning of the next work week.

Campus Emergencies and Inclement Weather.

There are two predominant types of emergencies: evacuation and shelter-in-place. I am familiar with the proper course of action in both cases, so please follow directions as appropriate. In addition the weather can be quite variable in East Tennessee. Inclement weather may result in the cancellation or delay/early dismissal of classes at one or more of the

Tusculum College sites. Due to the nature of the focused calendar, these instances may significantly impact academic class time. Should any event result in the alteration of class meeting times, instructors will communicate to their students a plan for completing missed classes. Location-specific schedule changes will be communicated through the Tusculum College Pioneer Alert System and local media outlets as soon as possible. After an emergency or inclement weather, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised calendar or other circumstances beyond the instructor's control. Information about course changes related to campus emergencies can be accessed through email and on the class schedule.

Grade Checks

Many students participate in university activities which require regular grade checks, including sports teams. If you need a signed grade check form, you need to prepare the form before class, filling out information such as the number of absences and current grade based on information available to you through course management systems. If you bring the form with the relevant sections already completed, I will sign it after class is dismissed. **I will not respond to grade check requests that are made by email and will not sign grade check forms that have not already been completed.**

Late Work

Late work turned in within 7 days of the original due date will be graded pass/fail for 1/2 credit. After 7 days, late work will not be graded and will not receive any credit. Students turning in late work will not receive any feedback from the instructor, regardless of how late it is. **Absences that can be planned for, including school-sponsored events, do not excuse students from coursework due dates.** In some rare cases an emergency may require you to miss class and turn in work after the assigned deadline. These situations are handled on a case-by-case basis and late work may be excused and graded for full credit depending on the situation and documentation. **No late work of any kind will be accepted after the last class meeting.**

Grade Disputes

You must wait 24 hours after receiving a grade to discuss it with your instructor. This ensures that you have the opportunity to prepare a solid case **with documentation and evidence** to support your claims. A meeting outside of the classroom should be scheduled with the instructor to contest a grade. I will not discuss grades (good or bad) in front of other students, in the classroom before/during/after class, in the hallway, or if you run into me around campus or in town. I will not discuss student grades in the presence of other students, friends, family, etc. **Your grades and scores are considered final unless you initiate contact within one week of their return (or within 3 days of the last class meeting)**

Technology

We will often use laptops/tablets/phones or other personal electronic devices for class activities. Outside of these activities, you may not use electronic devices or leave them out – not even for such activities as checking the time, taking notes, or accessing copies of readings for the class. Research clearly shows lower GPAs and lower test performance are associated with increases in classroom cell phone use.² Please silence electronic devices during class. The sound on my phone will be on during class in the event of emergency notifications. Wearing headphones during class will not be tolerated.

Studies show that students remember information better when they hand-write their notes³ and that, like second-hand smoke, using laptops in the classroom has negative effects on the learning of those around you.⁴ Nevertheless, if you will benefit from using an electronic device or require an exception to these policies for other reasons, please see the sections on [Access](#) and [Student Services](#). Additionally, students may have commitments outside of the classroom that require exceptions to classroom rules on electronic devices. Please contact me and the [Academic Resource Center](#) if you require an exception to any course policy.

Technology Issues

Using technology is an expectation of this course. **Issues with technology are not an excuse for late or missing work.** Anticipating, avoiding, identifying, and resolving these issues prior to due dates is your responsibility. Preparing and submitting materials at the last minute significantly reduces your ability to anticipate, avoid, identify, and resolve technology issues for many reasons, including the difficulty in getting assistance outside of normal working hours. For this reason you should not wait until the last minute to complete and submit assignments. **Your instructor is not tech support.** If you need assistance with technology, contact [Information Services](#).

Academic Misconduct

Academic misconduct is bad and will not be tolerated in this course. Tusculum has strong policies against academic misconduct. Anyone engaging in academic misconduct will be reprimanded and subject to disciplinary action which can result in a minimum of a ZERO on an assignment, but may include failure of the course, suspension, or expulsion from the college. Students are advised to become familiar with Tusculum's [academic policies](#) on academic misconduct, which can also be found in the Course Catalog (p. 39), which provides the following list of examples of academic misconduct:

1. Failing to identify direct or word-for-word quotations by use of appropriate symbols and reference to the source.
2. Restating in your own words the work (ideas, conclusions, words) of another without reference to the source.
3. Presenting as your own the creative work (for instance, music or photographs) of another without proper acknowledgment. Besides plagiarism, other forms of academic dishonesty include the following:
4. Submitting the same work in two or more courses without significant modifications or expansion and without the approval of the instructors involved.
5. Submitting purchased, borrowed, copied or specially commissioned work as if it were one's own.
6. Knowingly permitting others to submit your work under their names.
7. Copying the work of others during an examination or other academic exercise.
8. Knowingly allowing others to copy your work during an examination or other academic exercise.
9. Using "cheat sheets" or any other unauthorized form of assistance during an exam, quiz or other academic exercise.
10. Manipulating or fabricating data to support erroneous conclusions.

NOTE: AUTHORIZED HELP is encouraged and includes:

- attendance at help sessions.
- tutoring received with your instructor's knowledge (responsible tutoring does not provide answers to specific assignments but focuses on general principles, concepts, rules and information, as well as on skills development).
- work with Academic Resource Center or Student Support Services staff done with the knowledge of your instructor.¹

Note: Using images in presentations without citation and license is plagiarism and academic misconduct (items 3 and 5). Furthermore, using work without license may be illegal.

Students with Disabilities:

Tusculum College makes available to qualified students with disabilities those reasonable accommodations or services as are necessary to provide such students with unrestricted access to the learning environment and the opportunity to demonstrate academic achievement. In order to procure services or classroom accommodations, the qualified student is responsible for self-identifying and directing all requests for accommodations or services to the [Academic Resource Center](#) counselors. Contact information: Bobbie Greenway, Academic Resource Counselor; 423-636-7300, ext. 5154; bgreenway@tusculum.edu; Room 113, Annie Hogan Byrd.

Research Assignments and Library Resources:

To ensure that residential candidates become fluent, competent users of information, faculty develop assignments that incorporate research that requires using the information resources available in the TC Library or from the TC Library website: <http://library.tusculum.edu>. Librarians are available to candidates in their research. Several of the online resources may also be accessed from home with a username and password provided by library staff. For more information, contact: Crystal Johnson, Education Librarian NE & Webmaster, (423) 636-7320; 1-800-729-0256, extension 5801, cjohnson@tusculum.edu. In Knoxville, contact Mary Halliburton, Knoxville Library Administrator, at (865) 693-1177 or (800) 729-0116, extension 5016, mhalliburton@tusculum.edu.

Tutoring:

Free tutoring is available for students during hours set up by the TC Tutoring Center located in the Garland Library. Students should familiarize themselves with tutoring services, hours, and location; this information can be found at: <http://web.tusculum.edu/tutoring/>.

End Notes

1. Tusculum College. (n.d.). *Academic Policies*. Retrieved from: <http://web.tusculum.edu/academics/academic-policies/> ↩ ↩²
2. Bjornsen, C. A., & Archer, K. J. (2015). Relations between college students' cell phone use during class and grades. *Scholarship of Teaching and Learning in Psychology, 1*(4), 326–336. <https://doi.org/10.1037/stl0000045> ↩
3. Mueller, P. A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological Science, 25*(6), 1159–1168. <https://doi.org/10.1177/0956797614524581> ↩
4. Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education, 62*, 24–31. <https://doi.org/10.1016/j.compedu.2012.10.003> ↩