Syllabus for SPCH 101-40 – 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, but **students who need to complete ENGL 100 are strongly encouraged to complete it prior to taking 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

How to be Successful

The keys to success in this class are similar to most other classes. If you want to ensure that you pass:

1. Turn in all of your assignments by the deadline.
2. Deliver every presentation by the deadline.
3. Participate in class.
4. Talk to me if you are having trouble.

I have taught hundreds of students. I have never seen a student do all four of these things and fail.

If you want to get at least a B:

1. Do everything in the first list.
2. Take notes, including a short paragraph summary at the end of each class.
3. Review these notes when you get home.
4. Review the notes again right before we start the next class.
5. Work on your assignments before the day that they are due.
6. Read the directions on assignments and ask for help if you aren't sure how to follow them.
7. Work ahead. Do not wait to start an assignment until the current assignment has been turned in.

I have *rarely* seen a student do all seven of these things and not be satisfied with their final grade.

Course Information

SPCH-101-40 (8027)	Public Speaking
Block:	4
Starts:	2018-01-08
Ends:	2018-03-03
Meets every:	Monday, Thursday
Meets between:	8:30 AM – 11:30 AM
Building:	Meen Center for Science and Math

SPCH-101-40 (8027)	Public Speaking
Room:	004

Instructor Contact Information

Kurtis D. Miller

- Office: Virginia 311
- Office Hours:
  - 1:00 pm – 3:30 pm, Tuesdays
  - 1:00 pm – 3:30 pm, Thursdays
  - also by appointment

- kdmiller@tusculum.edu
- kurtisdmiller.com
- 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 the news forum on Moodle, which also forwards to your student email address.

I do not accept assignments by email. 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
- ☐ White, 3x5 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 access 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 standard white, 3x5 index cards and writing utensils for this class. Index cards are **the only** acceptable medium for any notes that you refer to during your presentations (except the Debate assignment). This includes presentations as part of in-class activities. If you have notes on anything else (torn up scraps of paper, etc.) you will have to present without them.

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, which are available in the computer labs on campus. If you would like to use other software, please speak to me about it first. 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 Account: 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 chose 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[1]

There are four graded presentations in this class. These presentations are graded in stages, with separate due dates for different components of the presentation. See the calendar for details.

Challenges	Points
Asynchronous Presentation	
→ Outline	20
→ Graded PowerPoint	20
→ Presentation	50
→ Reflection	10
Support Presentation	
→ Outline	20
→ Graded PowerPoint	20
→ Presentation	50
→ Reflection	10
Persuasive Presentation	
→ Outline	20
→ Presentation	50
→ Reflection	10
Debate	
→ Debate	50
→ Reflection	10
Other Grades	
→ Participation	20
→ Peer Evaluations (based on your average)	40
→ Extra Credit	

There are no exams or quizzes in this class.

Presentation Topics

Presentation topics should be appropriate for a classroom of college-aged professionals. Students should not present on duplicate topics. You can claim topics using 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 have their work graded for half credit.** For guidance on picking great presentation topics, as well as topics to avoid, see the Presentation Topics resource.

Missing a Deadline

If you haven't turned in any work by the due date, you will automatically earn a zero for that assignment. I accept late work up to 7 days after the deadline but, unlike many other classes, the penalties for late work are not determined by how late it is turned in. Late work will be graded pass/fail. Late work which is acceptable for a student at this level of study (would normally receive a "C" or higher) will receive half of the maximum points available for the assignment. Late work which is not acceptable for a student at this level of study will receive no credit (the 0 will remain). Work turned in after 7

days past the due date will not be graded. Regardless of how late it is turned in, **your grade is the only feedback you will receive on late work.**

Absences that can be planned for, including school-sponsored events, do not excuse students from coursework due dates. 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 at least five adults (18+ years old). Presentations may also be turned in late by submitting a video of the presentation. Students may only replace a limited number of in-class presentations with videos recorded outside of class. **Requirements for these recordings are very strict!** See the guidelines for submitting presentations by video for more information.

In some rare cases an emergency may require you to miss class and turn in work after the assigned due date. These situations are handled on a case-by-case basis and, depending on the situation and documentation, this work may be assigned an alternate due date. Like late work, coursework assigned an alternate due date will not receive feedback beyond a grade. **No late work of any kind will be accepted after the last class meeting.**

Final Grades[1]

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 ranges for each letter grade are based on the number of quality points Tusculum awards for each letter grade.

Total Points	Letter Grade	Quality Points[2]
372+	A	4.0 per semester hour
360+	A–	3.7 per semester hour
352+	B+	3.5 per semester hour
332+	B	3.0 per semester hour
320+	B–	2.7 per semester hour
312+	C+	2.5 per semester hour
292+	C	2.0 per semester hour
280+	C–	1.7 per semester hour
272+	D+	1.5 per semester hour
252+	D	1.0 per semester hour
less than 252	F	0.0 per semester hour

Extra Credit

Students may earn 10 points of extra credit by participating in debate team practice sessions, up to a total of 30 points.

Students may also earn up to 10 points extra credit by submitting a Presentation Reflection on a presentation that they give outside of this class during the current block. **Any presentation is acceptable** as long as it is in front of an audience of 5 or more adult humans (18+ years old), given during the current block, and not in this class. Presentations in other classes, presentations at your job, presentations as part of a club or other organization **(such as at a debate team practice)**, presentations as part of a sport or volunteer opportunity, even presentation opportunities you create for yourself because you are trying to earn extra credit are all acceptable examples. Group presentations are also acceptable, as long as you personally speak in front of the audience during a reasonable portion of the presentation. This extra credit reflection is graded according to the same standards as all other presentation reflections.

Additional extra credit opportunities may also be announced as they become available. **Extra Credit may not be turned in after the last class meeting.**

Calendar[1]

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 at least five adults (18+ years old). Presentations may also be turned in late by submitting a video of the presentation. Recorded presentations that are turned in late are graded as late work. **Requirements for these recordings are very strict!** See the guidelines for submitting presentations by video for more information. Students may only replace a limited number of in-class presentations with videos recorded outside of class.

Day/Date	Topic 1	Topic 2	Due	To prepare...
M, 1/08	Syllabus, Course Structure, Attendance, Moodle, Website, Grading, How to Succeed	Audience, Environment, and Topic Selection & Analysis[LP]	-	-
R, 1/11	Introductions, Transitions, Conclusions[LP]	Speech Structure, Preparation Outlines, Walk through Example Outlines[LP]	-	-
M, 1/15	No Class (Martin Luther King Jr. Day)	-	-	-
R, 1/18	Common Informative Organization Patterns[LP]	Citations, Research, and Forms of Evidence[LP]	-	-
M, 1/22	Providing and Consuming Feedback, Practice Presentation Feedback, Workshop Outlines	Visual Aid Design[LP, VA]	**Asynchronous Outline**	Bring a completed outline for Asynchronous
R, 1/25	Intellectual Property, Licensing, and Plagiarism[LP]	Finding and Using Images[LP]	-	-
M, 1/29	Visual Presentation of Data[LP]	Mediated and Asynchronous Presentations, YouTube Walkthrough, Visual Aid Workshop	**Graded Asynchronous PowerPoint**	Bring a completed visual aid for Asynchronous
R, 2/01	**Asynchronous Presentations** and Peer Feedback	Logical Fallacies[LP]	**Asynchronous Presentation**	-
M, 2/05	Crisis Response Presentations[LP]	Verbal and Nonverbal Delivery[LP]	**Asynchronous Reflection**	-
R, 2/08	Common Persuasive Organization Patterns[LP]	Persuasive Targets, Effects, and Appeals[LP], Visual Aid Workshop	**Support Outline** & **PowerPoint**	-
M, 2/12	**Support Presentations** and Peer Feedback	**Support Presentations** and Peer Feedback, cont.	**Support Presentation**	-
R, 2/15	Competitive Debate	Competitive Debate	**Support Reflection** & **Persuasive Outline**	-
M, 2/19	**Persuasive Presentations** and Peer Feedback	**Persuasive Presentations** and Peer Feedback, cont.	**Persuasive Presentation**	-
R, 2/22	Special Occasion Speeches[LP]	Presenting Beyond the Classroom	**Persuasive Reflection**	Interview a friend or family member
M, 2/26	**Debate Presentations** and Peer Feedback	**Debate Presentations** and Peer Feedback, cont.	**Debate**	-
R, 3/01	**Debate Presentations** and Peer Feedback	**Debate Presentations** and Peer Feedback, cont.	**Debate** & **Debate Reflection**	-

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.

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.**

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. Students using cell phones during class take less detailed notes, and score an average of one full letter grade and a half lower on multiple choice tests.[3] Research clearly shows that increases in student cell phone use during class are associated with lower GPAs and lower test performance[4]. Please silence electronic devices during class. The sound on my phone will be on during class in order to receive any emergency notifications. Wearing headphones during class will not be tolerated, whether they are in your ears or not.

Studies show that students remember information better when they hand-write their notes[5] and that, like second-hand smoke, using laptops in the classroom has negative effects on the learning of those around you.[6] 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 provide 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.[2]

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.

Accommodations

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 Centercounselors. Contact information: Academic Resource Counselor; 423-636-7300, ext. 5153; Suite 412, Niswonger; learningsupportservices@tusculum.edu; https://home.tusculum.edu/gps/disability-accomodations/.

Attendance

Students are responsible for all work from the first day of class and are expected to attend all meetings of the class for which they are registered. Absence for whatever reason, including participation in a college-sponsored event, does not relieve a student from responsibility for any part of the work covered in the class during the period of absence. Students may miss up to three classes per course to participate in college-sponsored events without penalizing their grade. Students who miss more than three classes, without instructor approval, will fail the course. Students should refer to specific course syllabi for additional attendance policies. All students must attend three or more classes to be considered for a refund of any Financial Aid monies if a refund is due.[7]

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

The Tusculum College Tutoring Center is a cooperative venture between the College and the Student Support Services program. The mission of the center is to help students hone academic skills to ensure success in their scholarly pursuits. The Tutoring Center offers a variety of free services including course-specific tutoring in mathematics, writing, laboratory sciences, humanities and social sciences. To deliver high quality services, the Tutoring Center employs degreed and peer tutors who are nationally certified by the National Tutoring Association to provide high quality individualized and group tutoring sessions. Furthermore, the Tutoring Center staff collaborates with faculty members to ensure that services address specific academic challenges so that students successfully master course content. Additionally, the Tutoring Center offers a variety of academic workshops and schedules DSST testing for Tusculum College. The Tutoring Center is located on the top level of the Thomas J. Garland Library and the hours of operation are Monday-Friday from 8 a.m. - 5 p.m. Evening tutoring sessions take place Sunday-Thursday from 7p.m.-9 p.m., on the second floor of the Garland Library, behind the circulation desk. The complete schedule tutoring center can be viewed at http://web.tusculum.edu/tutoring/.[8]

End Notes

1. The syllabus for this course is subject to change at any time, including but not limited to required assignments, grading requirements/scales and the course calendar. ↵ ↵2 ↵3

2. Tusculum College. (n.d.). *Academic Policies.* Retrieved from: http://web.tusculum.edu/academics/academic-policies/ ↵ ↵2

3. Kuznekoff, J. H., & Titsworth, S. (2013). The Impact of Mobile Phone Usage on Student Learning. *Communication Education, 62*(3), 233–252. https://doi.org/10.1080/03634523.2013.767917 ↵

4. 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 ↵

5. 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 ↵

6. 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 ↵

7. 2017-18 Tusculum Catalog, p. 41. ↵

8. 2017-18 Tusculum Catalog, p. 31. ↵