



Speech

COM 125 [all sections]

Southwestern College Professional Studies

COURSE SYLLABUS

I. Course Description

Speech helps students majoring in any discipline become more effective communicators by developing strategies for eliciting desired responses from audiences in response to specific rhetorical situations where there is a clearly identified need to communicate a specific message. In this introductory course, students will focus on listening, evaluating, and delivering spoken discourse, as well as learning why some people are more effective than others as public speakers. Students will analyze speeches and audiences, study ethical considerations for speakers, research and organize findings on a topic, and present findings before an audience. Students will also learn techniques for identifying and reducing speech anxiety. As a result, students will strengthen and refine communication skills essential for success in academics and the workplace.

II. Required and Supplementary Instructional Materials

Textbook

Coopman, S. and Lull, J. (2015). *Public Speaking: The Evolving Art* (3rd ed.). Stamford, CT: Cengage Learning.

Print ISBN: 9781285432823

Course Delivery

There are two forms of course delivery, Ground and Online:

Ground courses, or those that meet face-to-face on a weekly basis, also have an online component, which means some of the course content is delivered online. Southwestern College utilizes the Blackboard (Bb) learning management system.

Online courses typically contain a blend of synchronous (real-time) and asynchronous (not real-time) material. Depending on the course, you may be required at times to interact “live,” which might mean attending a scheduled Collaborate session. You may also be required to view or listen to a lecture or other video on a specific date and time. Of course, if there are circumstances that prohibit you from logging in to a scheduled synchronous activity, an alternate assignment will be provided. Please refer to the [Course at a Glance](#) section which will note any synchronous activities.

III. Learning Outcomes

Learning outcomes describe the knowledge, skills, values, and attitudes that learners gain as the result of a particular learning experience. Southwestern College Professional Studies has learning outcomes specific to each course and each [undergraduate](#) and [graduate](#) program of study, as well as [institution-wide outcomes](#) related to the mission and vision of the college. Outcomes can help learners and instructors focus on the big picture of the learning experience and can help inform potential employers about a graduate’s knowledge and skills.

Upon successfully completing this course, the learner will be able to:

1. Develop techniques for reducing speech anxiety.
2. Identify rhetorical situations where a speech or spoken discourse is the most effective method for communicating.
3. Incorporate ethical public speaking principles into speech practice.

4. Listen to and critique public speeches effectively.
5. Conduct audience analyses to adapt speeches effectively to listener's values, beliefs, goals, and desires.
6. Develop effective speech content.
7. Organize spoken discourse effectively.
8. Deliver speeches effectively.
9. Utilize technological resources such as the Internet, PowerPoint, streaming media, and podcasts to review spoken discourse.

At the end of the course, learners may vary in their ability to achieve these outcomes. You are more likely to achieve these outcomes only if you attend class and/or online activities as required by the syllabus, complete the requirements for all assignments to the best of your ability, participate actively in class activities and group work as directed, and study diligently for exams.

IV. Expectations

Learners can expect the instructor to:

- Respond to e-mail and phone contact attempts promptly (if you do not receive a response after 48 hours please follow-up as a technology glitch may have occurred)
- Substantially participate in weekly discussions/lecture
- Employ impartial and consistent grading practices
- Provide assignment grades and feedback in one week or less

Instructors can expect the learner to:

- Review the syllabus in its entirety requesting clarification prior to beginning week 1 coursework
- Obtain access to the required course materials prior to the class start date or notify the instructor of any delay no later than Tuesday of week 1 of the course
- Submit course assignment questions with enough notice to receive and incorporate feedback prior to the assignment due date (see [course late policy](#))
- Possess basic skills in Microsoft Office, and have the ability to access Blackboard
- Include the [course ID](#) (Ex: CORE101) on all e-mail correspondence
- Check Blackboard course announcements often during the course
- Communicate with instructors and classmates in a professional and respectful manner
- Substantially participate in weekly discussion/lecture (it is strongly suggested that Bb posts be prepared in a word processing software application then checked for grammar errors prior to submission)
- Submit assignments via the appropriate avenue (e.g. discussion board, Bb assignment link, etc.)
- Adhere to the Southwestern College [Student Code of Conduct](#) and [Standards of Academic Integrity](#)
- Create and submit original work

V. Grading Scale and Criteria

<u>Grade</u>	<u>Quality Points</u>	<u>Course Scale</u>
A+	4.00	100%
A	4.00	94.0-99.9%
A-	3.67	90.0-93.9%
B+	3.33	87.0-89.9%
B	3.00	84.0-86.9%
B-	2.67	80.0-83.9%
C+	2.33	77.0-79.9%
C	2.00	74.0-76.9%
C-	1.67	70.0-73.9%

<u>Grade</u>	<u>Quality Points</u>	<u>Course Scale</u>
D+	1.33	67.0-69.9%
D	1.00	64.0-66.9%
D-	0.67	60.0-63.9%
F	0.00	< 60.0%

<u>Grade:</u>	<u>Criteria and Guidelines:</u>
A+	The grade of A+ is reserved for a perfect score (100%) of all work in a course.
A	Superior work: Superior performance that far exceeds the minimum expectations and demonstrates an excellent understanding of the concepts addressed in the course.
B	Above average work: Good performance that exceeds the minimum expectations and demonstrates a higher than average understanding of the concepts addressed in the course.
C	Average Work: Adequate performance that meets the minimal expectations and demonstrates a basic understanding of the concepts addressed in the course.
D	Minimally acceptable work for receiving credit: Below average performance that does not meet the minimum expectations and/or does not demonstrate a basic understanding of the concepts addressed in the course.
F	Failure: Unacceptable performance (in a professional context, this means “you’re fired.”)
WF	Withdraw/Fail: A final grade of WF will be recorded for learners who either never access/attend or submit any assignments for courses.
WD, AW, I, S, W, WM	Please refer to the Grading System section of the appropriate catalog.

VI. College Policies

Students are expected to read and abide by the college policies as listed in the appropriate catalog:

- [Undergraduate Catalog](#): For learners who do not possess a bachelor’s degree, are pursuing an additional bachelor’s degree or for graduate learners who are enrolled in 100-400 level courses.
- [Graduate Catalog](#): For learners who have earned a bachelor’s degree and are pursuing a master’s degree or graduate level certificate or learners who are enrolled in 500+ level courses.

[Non-Discrimination Policy](#)

[Student Code of Conduct](#)

[Academic Integrity Policy](#)

[Policies for Dealing with Violations of Academic Integrity](#)

[Incomplete Policy](#)

[Withdraw Policy](#)

VII. Course Policies

Students are expected to read and abide by the course policies found in the instructor-specific syllabus located in the Blackboard course.

VIII. [Technology Requirements](#)

IX. Citation

Check the Academic Resources link in the course menu of your Blackboard course to find the specific requirements and resources for formatting manuscripts and documenting various kinds of sources when submitting written work.

X. SafeAssign®

This instructor may use SafeAssign®, which is a system that allows for checking the originality of writing and proper citing. Your assignments may be run through this software.

XI. Course Requirements:

Requirements	Number of Assignments	Points Possible	Percent of Grade
Discussions	2	150	15%
Quizzes	4	120	12%
Audience Surveys	1	100	10%
Speech Presentations	5	350	35%
Speech Critiques	4	200	20%
Reflection on Speech Critique	1	30	3%
Revise and Reflect	1	50	5%
Total Points		1,000	100%

XII. Course at a Glance:

Unit	Reading & Preparation Activities	Graded Work Due
1	<ul style="list-style-type: none"> • <i>Public Speaking: The Evolving Art</i>, Chapters 1-2 • Lecture Slides: Chapters 1 and 2 • Interactive Video Activities: Chapters 1 and 2 • “Speech of Self-Introduction” video • Identifying an Excellent Speech activity 	Unit 1 Discussion Assignment 1.1: Speech Assignment 1.2: Quiz
2	<ul style="list-style-type: none"> • <i>Public Speaking: The Evolving Art</i>, Chapter 3 • Lecture Slides: Chapter 3 • Interactive Video Activities: Chapter 3 • Importance of Listening activity • “Impressionistic Painting” speech 	Assignment 2.1: Speech Presentation Assignment 2.2: Speech Critique Assignment 2.3: Quiz
3	<ul style="list-style-type: none"> • <i>Public Speaking: The Evolving Art</i>, Chapters 4, 6, 8, and 9 • Lecture Slides: Chapters 4, 6, 8, and 9 • Interactive Video Activities: Chapters 4, 6, 8, and 9 	Unit 3 Discussion Assignment 3.1: Speech Presentation Assignment 3.2: Quiz
4	<ul style="list-style-type: none"> • <i>Public Speaking: The Evolving Art</i>, Chapters 5 and 15 • Lecture Slides: Chapters 5 and 15 • Interactive Video Activities: Chapters 5 and 15 	Assignment 4.1: Speech Critique Assignment 4.2(a): Audience Survey (discussion) Assignment 4.2(b): Audience Survey (document) Assignment 4.3: Quiz
5	<ul style="list-style-type: none"> • <i>Public Speaking: The Evolving Art</i>, Chapter 11 • Lecture Slides: Chapter 11 • Interactive Video Activities: Chapter 11 	Assignment 5.1: Speech Presentation Assignment 5.2(a): Speech Critique (document) Assignment 5.2(b): Speech Critique (reflection)
6	<ul style="list-style-type: none"> • <i>Public Speaking: The Evolving Art</i>, Chapter 14 • Lecture Slides: Chapter 14 • Interactive Video Activities: Chapter 14 	Assignment 6.1: Speech Presentation Assignment 6.2: Speech Critique Assignment 6.3: Revise and Reflect

XIII. College Resources

- [Advising](#)
- [Self-Service](#)
- [Withdraw Form](#)

[Blackboard Learn](#)

[SCPS Bookstore](#)

[Deets Library](#)

[Online Writing Center](#): View this brief [video tutorial](#) that explains how to enroll in Blackboard

IT Support: Marilyn.clements@sckans.edu or 888-684-5335 x.121

XIV. ADA Compliance Statement

Students in this course who have a disability preventing them from fully demonstrating their academic abilities should contact Steve Kramer, Disability Services Coordinator. This will begin the disability verification process and allow discussion of accommodations. He can be reached at (620) 229-6307 or (toll free) at 1-800-846-1543, or by email at steve.kramer@sckans.edu. The web page for Disability Services can be found here: <http://www.sckans.edu/student-services/1st-class/sc-access/>.

XV. Senior Capstone and Graduate Projects:

The majority of the programs offered by Southwestern College Professional Studies conclude with a Senior Capstone or Graduate Project. During the Capstone or Project course students will be required to retrieve papers, assignments and projects that they created during their entire program of study. For this reason it is imperative that students design a method of storing program course work for use during their final class at Southwestern College Professional Studies.