

SPCH 106
Sections: 25560, 25670
Public Speaking Guidelines

Instructor:

Mr. Anthony Wachs
amwachs@ksu.edu
Phone number: O: 532-6784

Office: East Stadium 124
Office Hours:
Wednesday: 10am-12pm
Thursday: 1pm-2pm
By appointment also

Class:

If things go as planned, during this semester you should gain some knowledge about and experience in public speaking and “talking” in general. We should also be able to have some fun along the way. Though, this is heavily dependent upon the quality of **your** participation **as a class**. The more you get to know one another, the more comfortable you should be with speaking (“giving a speech”) **to** the class.

***In addition to the general course syllabus:

Attendance:

Attendance will be taken daily. It is expected that you will be present and on time. If you must miss class I must be notified **before hand**. Documentation of the reason for absence will need to be provided expediently. Though attendance will not be formally given a grade it will be a factor in your final grade.

Cell phones will be turned off during class! If your phone rings you will be required to answer the phone and politely tell the caller that you are in speech class and that they should not call during this hour.

Rude actions or speech will not be tolerated in class, especially towards other students during or after their speeches. Failure to be civil will result in the loss of points from the “violators” overall grade. Walking into class **while** another student is speaking is also considered a rude action. Wait until the speech is done to enter into the classroom.

Assignments:

Assignments must be typed in Times New Roman 12 font, unless otherwise indicated. I have a hard time reading my own handwriting so please type. This excludes assignments from the book and the workshop workbook.

Speeches can be over any topic but must be done in good taste. Anything done uncouthly will result in a reduction of speech grade. If you have a problem with a grade I will discuss it with you in my office not our classroom.

Late work:

If your assignment is not ready to be turned in when assigned let me know after class. **Once notified** I may give you until 4:00PM that day to turn it into me. This allowance is dependent upon your participation in class. Additionally, if you begin to abuse this privilege it will be taken away. This does not include speeches or quizzes. You must be present and on time to get credit for speeches and quizzes.

SPCH 106, PUBLIC SPEAKING I

THREE-CREDIT SYLLABUS

Spring 2008

SPCH 106, PUBLIC SPEAKING I

THREE-CREDIT COURSE

COURSE GOALS AND PLAN

Your personal goals for improvement in speech making may be considered as sub-goals of the overall objectives of this course:

- (1) to help students become better public speakers,
- (2) to help students become more effective critical listeners.

More specifically, the course aims to give students the opportunity to learn to **compose** and **present** speeches that:

- (1) maintain audience interest,
- (2) create a change in the minds of audience members by promoting understanding and introducing new knowledge,
- (3) change audience attitudes and behaviors,
- (4) leave audience members with strong memories of the speech content.

Although these goals are related to both what a speaker has to say and how the speaker delivers the speech content, the approach followed in this course is to **emphasize speech content and composition** rather than the delivery or presentation of the speech. You may come into the class with the expectation that course work will primarily focus on improving voice and body behaviors and eradicating distracting behaviors. That is not the case in Public Speaking I, IA at Kansas State. If a student wishes help with significant delivery problems, help is available through the Speech and Hearing Center on campus. There just is not time within a college level public speaking course to work with each student to change life-long behavior patterns. The good news is that when most students focus on content they want to share with the audience and prepare a speech thoroughly, their delivery behaviors naturally support and enhance the content of the speech. Your instructor will give you individual feedback about your delivery and may suggest some minor changes you can make, but for the most part, the class will work on building speeches and the delivery will take care of itself.

The following methods will be used for helping students acquire knowledge and skills of public speaking:

- (1) reading from the text,
- (2) class lecture, discussion and activities related to theory and practices of public speaking,
- (3) constant practice preparing speeches and speaking in the classroom,
- (4) analysis of both classroom and outside speakers and speeches

COURSE POLICIES

Attendance

You are expected to regularly attend class. You will be held responsible for all announcements given at class meetings.

Required Assignments

In order to pass the class you must present **all** of the major graded individual speeches. Failure to complete any one of these assignments will result in an "F" for the course. This requirement does not include critiques, quizzes, homework, outside speech reports, or exams.

Prohibited Speaking Materials

In your presentations, there will be no firearms, no illegal drugs, no alcohol, and no nudity. Do not bring to class any object that might be perceived by your classmates or instructor as dangerous or threatening. You must get instructor permission to bring any live animals into class. Other topics and presentational aids may be prohibited by your instructor. It is your responsibility to discuss the appropriateness of any topic or presentational aid with your instructor prior to preparing or delivering the speech.

Plagiarism

Students are often tempted to take well-written sentences, clear organization, or unique approaches from magazine articles, books or other students' speeches without giving credit to the original thinker or writer. The "borrowing" of another's work is sometimes an only half-conscious action stimulated by admiration for the author's expertise and skill. Nevertheless, public speakers must not plagiarize. This "intellectual thievery" is not only a serious ethical offense; but when students use other's work, they cheat themselves of vital first-hand experiences in speech preparation. The speaker's lack of familiarity with organization, ideas, or word choices that he or she did not generate often shows up in ineffective delivery. Speakers ultimately pay when they skip steps in the speech building process.

Kansas State University has an Undergraduate Honor System based on personal integrity which is assumed to be sufficient assurance in academic matters one's work is performed honestly and without unauthorized assistance. Undergraduate students, by registration, acknowledge the jurisdiction of the Undergraduate Honor System. The policies and procedures of the Undergraduate Honor System apply to all full and part-time students enrolled in undergraduate courses on-campus, off-campus, and via distance learning.

A component vital to the Honor System is the inclusion of the Honor Pledge that applies to all assignments, examinations, or other course work undertaken by undergraduate students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work."

Examples of some (but not all) Honor Council violations can be found here: <http://www.k-state.edu/honor/students/examples.htm>. Students in this course will be held accountable for engaging in the activities described on this webpage, and it is the student's responsibility to read and make sure he or she understands these examples. If you are in doubt about whether an activity violates the Honor Pledge, it is your responsibility to ask your instructor ahead of time.

What may be acceptable to other instructors or in other courses may be considered dishonest in this course, and you should always ask before you act.

A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Collaboration on Assignments

Assignments in this course are to be completed individually (without help or input from others), unless your course instructor expressly states that students may collaborate on a particular assignment. This means you may not seek help of any kind from other people (classmates, friends, etc.) unless your instructor has given you prior permission to do so. If you have questions or need help on an assignment, you should ask your instructor first.

If someone else asks for your help on an assignment, you should tell that person to ask the instructor. Just because your instructor has authorized a certain type of collaboration does not mean that all instructors have done so, and you may violate the Honor Pledge by offering help that has not been authorized by that student's instructor.

All unauthorized collaboration will be considered a violation of the Honor Pledge.

Missed Speeches and Major Quizzes

Students are expected to give speeches and take major quizzes on the day scheduled. In the event of an emergency, it is the student's responsibility to notify the instructor **before** class time on the date of the scheduled speech or major quiz. There is no guarantee that a student will be able to give a speech or take a major quiz on a date other than that originally scheduled. Please be prepared to document your emergency circumstances, should your instructor ask for documentation. If your instructor arranges for a make-up speech or major quiz, he or she may choose to impose a substantial grade penalty. No speeches can be made up after the class has completed the cycle of a speech. For example, you may not give the Narration Speech after all class members have completed the Narration Speech.

Final Exam Policies

Make-up final exams are a privilege, not a right, and requests for make-up final exams are not routinely granted. Make-up exams are generally reserved for students who exhibit outstanding effort (through excellent class participation, completion of assignments, near-perfect attendance, etc.) who have missed the exam under extraordinary circumstances. It is the student's responsibility to request a make-up exam in a timely manner, and to make arrangements to take the exam prior to the end of the final exam period, if possible. All final exam makeups must be approved by the Director of Public Speaking in consultation with the student's instructor, and students should be prepared to document their particular circumstances. Make-up final exams will not be the same exam given to the student's class during the final exam period, and students taking make-up exams may, at the discretion of the instructor, incur a grade penalty. Final exams will not be given early.

Pop Quizzes

There may be several pop quizzes throughout the semester. If you are absent the day of a pop quiz, you CANNOT make it up.

Speech Delivery

All major speeches will be delivered extemporaneously. See pp. 139-141 in the text for more

information on extemporaneous speaking. You may use the note cards provided in the textbook.

Auxiliary Written Materials

There are required SPEAKING ASSIGNMENT preparation forms that must accompany each speaking assignment.

Students With Disabilities

Any student who needs an accommodation or other assistance in this course should make an appointment to speak with his or her instructor as soon as possible.

GRADING STANDARDS

These are the general guidelines instructors will follow when assigning letter grades to assigned speeches.

An "A" Speech: Speaker appropriately fulfills all the requirements of the assignment, including the items listed on the Instructor's Evaluation Sheet for the assignment, and the planning guide. Speaker produces a speech that stands out above other speeches because of creative elements, unique approaches, content, ideas, or impeccable execution of assignment requirements.

A "B" Speech: Speaker appropriately fulfills all the requirements of the assignment, including the items listed on the Instructor's Evaluation Sheet for the assignment, and the planning guide. While technically the speech meets expectations, it does not stand out as a unique or superior speech.

A "C" Speech: Some requirements of the assignment are missing or are not well executed. Nevertheless, the speaker in a general way fulfills the assignment.

A "D" Speech: Speaker violates significant requirements of the assignment such as time-limit guidelines or speech does not fit the type of speech described in the assignment or speech is very weak in content or organization, or delivery prevents audience from listening to speech.

An "F" Speech: Speaker grossly violates significant requirement of the assignment such as time-limit guidelines, speech description, content, organizational, and delivery expectations.

SPCH 106 Grading Scale

Possible Points

Speeches

Narration	50
Comparison	75
Memorization	25
Argument	75
Final	100

Workshops and Outlines

Comparison	15
Argument	15
Final	20

Argument Analysis 25

Quizzes and Exams

Quiz 1	20
Quiz 2	25
Quiz 3	30
Quiz 4	30
Final Exam	100

Critiques

Narration	10
Comparison	10
Argument	10
Final	10

Outside Speech Reports

#1: Global Decisions	25
#3: Entire Speech	25

Quizzes, Homework,
In-Class Work,
Participation 75

TOTAL **770 Points**

Your Points

Narration	_____ points
Comparison	_____ points
Memorization	_____ points
Argument	_____ points
Final	_____ points

Comparison	_____ points
Argument	_____ points
Final	_____ points

Argument Analysis _____ points

Quiz 1	_____ points
Quiz 2	_____ points
Quiz 3	_____ points
Quiz 4	_____ points
Final Exam	_____ points

Narration	_____ points
Comparison	_____ points
Argument	_____ points
Final	_____ points

#1: Global Decisions	_____ points
#3: Entire Speech	_____ points

Quizzes, Homework
In-Class Work,
Participation _____ points

Your total: **_____ points**

Scale:

693-770=A

616-692= B

539-615=C

462-538=D

0-461=F

ASSIGNMENTS

Overview of Speeches:

Simple Support Material Speeches: There are four simple support material speeches. These are 2-5 minute speeches used to practice discovering and presenting support for claims. Speakers plan the speeches using written planning guides. Each assignment includes presentation of audience significance, a specific claim that is being developed, and the development of the claim, using unique strategies appropriate to the specific support material.

Each speech uses the format of Introduction, Development or Body, Conclusion. If the speech assignment is listed on the Grading Scale, the speakers will turn in the planning guides and either the note card or a plan in the form of an outline or organizational map of their speech. In addition each speech will be audio-taped.

3 credit hours

Narration

Definition* (grading is instructor's choice)

Description (grading is instructor's choice)

Memorization*

*planned and presented individually or in groups

Definition Speeches and Memorization Speech Activity may, as the instructor requires, be created individually or by students working in small groups. If done in groups, each student will present one part of the speech (introduction, development, or conclusion). These presentations may be impromptu rather than rehearsed. Description speeches may also be impromptu, but will be constructed by individual students working alone. Instructors may choose to evaluate and/or grade Definition and Description Activities. Memorization Activity will be graded. If the activities are completed in groups, the grade should reflect both individual and group planning and presentation.

Complex Speeches: These two speeches provide the opportunity for more extensive development of the body of the speech and also include more structured introductions and conclusions. The body of the speech will be based on a subdivision of the thesis into two or more supporting claims. The Comparison Speech (3 to 5 minutes) emphasizes support of the claims through comparison strategies such as analogy and metaphor. The Argument Speech (5 to 7 minutes) focuses on the development and support of one major argument through reasoning and evidence. The longer Final Speech (8 to 10 minutes) provides a opportunity for synthesis of the variety of support materials and experience in building a complete **informative or persuasive** speech using the familiar speech model of 3 to 5 main points to support an argument claim. The Argument and Final speeches rely on outside research.

Speakers will also turn in written preparation forms and note cards or written plans in the form of outlines or organizational maps of these speeches. The performance of the speeches will be audio-taped.

3 credit hours

Comparison

Argument

Final

Other Assignments:

Critiques of Classroom Speeches

Each student will complete written critiques of class room speeches. Critiques may be self-evaluations of the speaker's own speech(es), based on listening to tapes of the speech(es), or peer evaluations of speeches of other students in the class. Individual instructors will provide guidelines as to speeches to be critiqued and the format of the written critiques.

3 credit hours

Narration

Comparison

Argument

Final

Reports on Outside Speakers

The two written reports analyzing speeches the students have observed outside of the Public Speaking class are each approximately two pages in length and will reflect a specific emphasis for each assignment. These experiences provide students with an opportunity to improve listening, analysis, and synthesis skills as students observe, report, and evaluate speech construction elements.

3 credit hours

Global Decisions

Final Report

Additional Assignments and Activities

Instructors may choose to assign class work, homework, or quizzes in addition to those assignments listed above. Your instructor may assign up to 75 points for additional assignments and activities.

SUGGESTED CALENDAR FOR: SPCH 106, 3 Credits, MWF, Ref. # _____

Instructor _____

Office Hours _____

Text: Goulden and Schenck-Hamlin, Creating Speeches: A Decision-Making Approach, 2nd Edition.

Week	Day	Class	Reading Assignment
1	-- 1/18	Introduction and Orientation	Syllabus
2	1/21 1/23 1/25	MLK DAY—NO CLASSES Decision Making, Decision Factors Global Decisions: Topic Selection	Ch. 1 & 2 Ch. 3, App. D & E
3	1/28 1/30 2/1	Global Decisions: Speech Goals, Thesis, Supporting Claims Local Decisions: Lower Level Supporting Claims, Support Materials, Legal/Ethical Issues, Delivery Narration (on Quiz 2)	Ch. 4
4	2/4 2/6 2/8	QUIZ 1 (ch 1, 2, & 3, App. D & E) NARRATION SPEECHES NARRATION SPEECHES	
5	2/11 2/13 2/15	NARRATION SPEECHES Definition, Outside Speech Report #1 Due DEFINITION PRESENTATIONS	Ch. 5
6	2/18 2/20 2/22	Description DESCRIPTION PRESENTATIONS Comparison; Assign Comparison Speeches	Ch. 6 Ch 8
7	2/25 2/27 2/29	QUIZ 2 (ch 4, 5, 6, & 8) Global Decisions for Comparison Speech, Whole Speech Review, Intros & Conclusions, From Plan to Speech Source Citations; Comparison Speech Outlines Due	Ch. 7
8	3/3 3/5 3/7	Workshop Day for Comparison Speeches COMPARISON SPEECHES COMPARISON SPEECHES	
9	3/10 3/12 3/14	COMPARISON SPEECHES Memorization MEMORIZATION PRESENTATIONS	Ch. 9
10	3/17 3/19 3/21	NO CLASSES – SPRING BREAK NO CLASSES – SPRING BREAK NO CLASSES – SPRING BREAK	
11	3/24 3/26 3/28	Evidence; Assign Argument and Final Speeches Research Class @ Library QUIZ 3 (ch 7, 9, & 10, App. A)	Ch. 10 At Library
12	3/31 4/2 4/4	Argument Argument; assign argument analysis Workshop day for argument speeches; Outside Speech Report #3 Due	Ch. 11 Ch. 12
13	4/7 4/9 4/11	QUIZ 4 (ch 11 & 12); argument speech outlines due ARGUMENT SPEECHES ARGUMENT SPEECHES	
14	4/14 4/16 4/18	ARGUMENT SPEECHES ARGUMENT SPEECHES ARGUMENT SPEECHES	
15	4/21 4/23	Final speech outlines due; workshop day for final speeches Workshop/revision day for final speeches	

	4/25	FINAL SPEECHES	
16	4/28	FINAL SPEECHES	
	4/30	FINAL SPEECHES	
	5/2	FINAL SPEECHES	
17	5/5	FINAL SPEECHES	
	5/7	FINAL SPEECHES	
	5/9	Review for final exam	
18	5/12	Final Examination; 7:30-9:20 am	

SUGGESTED CALENDAR FOR: SPCH 106, 3 Credits, T/TH, Ref. # _____

Instructor _____ **Office Hours** _____

Text: Goulden and Schenck-Hamlin, Creating Speeches: A Decision-Making Approach, 2nd Edition.

Week	Day	Class	Reading Assignment
1	-- 1/17	Introduction and Orientation	Syllabus
2	1/22 1/24	Decision Making, Decision Factors Global Decisions and Local Decisions	Ch. 1 & 2 Ch. 3, App. D & E
3	1/29 1/31	Narration (on Quiz 2) QUIZ 1 (ch 1, 2, & 3, App. D & E), Work on narration speeches	Ch. 4
4	2/5 2/7	NARRATION SPEECHES NARRATION SPEECHES	
5	2/12 2/14	Definition, Outside Speech Report #1 Due DEFINITION PRESENTATIONS, Description	Ch. 5 Ch. 6
6	2/19 2/21	Comparison, Assign Comparison Speeches DESCRIPTION PRESENTATIONS, QUIZ 2 (ch 4, 5, 6, & 8)	Ch. 8
7	2/26 2/28	Whole Speech Review, Intros and Conclusions, From Plan to Speech; workshop day for comparison speeches; comparison speech outlines due Talk about source citations; Revisions/workshop comparison speeches	Ch. 7
8	3/4 3/6	COMPARISON SPEECHES COMPARISON SPEECHES	
9	3/11 3/13	Memorization, Planning of Memorization Activity MEMORIZATION PRESENTATIONS; Evidence	Ch. 9 Ch. 10
10	3/18 3/20	NO CLASSES – SPRING BREAK NO CLASSES – SPRING BREAK	
11	3/25 3/27	Research Class @ Library QUIZ 3 (ch 7, 9, & 10, App. A); Assign Argument and Final Speeches	Library
12	4/1 4/3	Argument Argument; assign argument analysis	Ch. 11 Ch. 12
3	4/8 4/10	Argument; argument speech outline due; workshop day for argument speeches Quiz 4 (ch 11 & 12); Argument speech revisions; Outside Speech Report #3 Due	
14	4/15 4/17	ARGUMENT SPEECHES ARGUMENT SPEECHES	
15	4/22 4/24	ARGUMENT SPEECHES; final speech outlines due Workshop day for final speeches	
16	4/29 5/1	FINAL SPEECHES FINAL SPEECHES	
17	5/6 5/8	FINAL SPEECHES Review for final exam	
18	5/12	FINAL EXAM, 7:30-9:20 AM	