

**COMMUNICATION**  
**Student Learning Outcome Alignment Form**

**Course Prefix/Number: SPCH 1315**

**Course Title: Public Speaking**

Core Objective	Course SLO	General Learning Activities	Assessment				
<p><b>Critical Thinking Skills</b></p>	<p>1. Demonstrate an understanding of the foundational models of communication.            2. Apply elements of audience analysis.            3. Demonstrate ethical speaking and listening skills by analyzing presentations for evidence and logic            4. Research, develop and deliver extemporaneous speeches with effective verbal and nonverbal techniques.            5. Demonstrate effective usage of technology when researching and/or presenting speeches.            6. Identify how culture, ethnicity and gender influence</p>	<p>General Learning Activities include lecture, collaborative engagement of content, dyad or triad conversations/evaluations, and written demonstration and/or formal/informal presentation of students' understanding.</p>	<p><u>Informative Speech</u>            For this assignment, students will deliver an extemporaneous informative speech. This must be a substantive, relevant topic, approved by the instructor. It is expected to be approximately 5 minutes in length. Included in this assignment are a full preparation outline, a listing of works cited (in appropriate style), and a PowerPoint presentation. Students are expected to formally evaluate their peers.</p>				
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			Organization				
			Preparedness				
			Confidence/ Fluidity				
			Delivery Elements				
			Topic & Message Clarity				

	<p>communication.</p> <p>7. Develop proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative or persuasive).</p>																																
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# CRITICAL THINKING VALUE RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

## Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

	<b>Does Not Meet Any Expectations</b> <b>1</b>	<b>Meets Few Expectations</b> <b>2</b>	<b>Meets Expectations</b> <b>3</b>	<b>Exceeds Some Expectations</b> <b>4</b>	<b>Exceeds All Expectations</b> <b>5</b>
<b>Explanation of Issues</b>	Did not state issue.	Issue is stated without clarification or description.	Issue is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined and/or backgrounds unknown.	Issue is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
<b>Evidence</b>	Does not identify the basic components of an issue	Information is taken from sources without any interpretation. Viewpoints of experts are taken as fact, without question	Information is taken from sources with some interpretation but not enough to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a comprehensive analysis or synthesis.
<b>Influence of Context and Assumptions</b>	Did not show awareness of the issue.	Show an emerging awareness of present assumptions.	Questions some assumptions. Identifies relevant information when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
<b>Student's Position</b>	Takes no position on issue	Specific position is stated but is simplistic and obvious.	Specific position acknowledges different sides of an issue.	Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position.	Specific position is imaginative. Limits of position acknowledged. Other points of view are synthesized.
<b>Conclusions and Related Outcomes</b>	Does not use previously learned information in new situations.	Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified.	Conclusion is logically tied to information; some related outcomes are identified.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order

# Communication RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric and Making Learning Real

## Definition

Written communication is the development and expression of ideas in writing.

Oral Communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Visual Communication is the use of images to persuade, entertain, inform, and enlighten an observing audience of products, ideas, and messages.

	<b>Does Not Meet Any Expectations</b> 1	<b>Meets Few Expectations</b> 2	<b>Meets Expectations</b> 3	<b>Exceeds Some Expectations</b> 4	<b>Exceeds All Expectations</b> 5
<b>Quality of Information and Organization</b>	Presentation lacks main points and related details. Information lacks connection to the presentation topic. Information is not organized.	Main points are not clear and lack significant detail. Some information is linked to the presentation topic. Information is loosely organized.	Main points are somewhat clear but could use more detail. Most information is linked to the presentation topic. Information is organized.	Main points are clear and detailed. Information is linked to presentation topic. Information is well organized.	Main points are very clear and very detailed. Information is directly linked to presentation topic. Information is very organized.
<b>Nonverbal Communication</b>	Speaker appears very uneasy and insecure. Speaker faces away from the audience or makes no eye contact. Speaker appears disengaged from the audience. Speaker uses few body motions or gestures or has gestures or movements that distract the audience.	Speaker appears uneasy and somewhat insecure. Speaker rarely faces the audience or makes eye contact. Speaker rarely appears to be engaging with the audience. Speaker uses few body motions or has gestures or movements that distract the audience..	Speaker appears generally at ease and confident. Speaker sometimes faces the audience and maintains eye contact. Speaker sometimes appears to be engaging with the audience. Speaker's body motions and gestures neither support nor detract from presentation.	Speaker appears fairly comfortable and confident. Speaker generally faces the audience and maintains good eye contact. Speaker generally appears to be engaging with the audience. Speaker uses body motions and gestures well.	Speaker appears very comfortable and confident. Speaker consistently faces the audience and maintains good eye contact. Speaker consistently appears to be engaging with the audience. Speaker uses body motions and gestures very effectively.
<b>Quality of Verbal Communication</b>	Speaker's voice is consistently too weak or too strong. Speaker fails to use inflections to emphasize key points and create interest or often uses inflections inappropriately. Speaker's talking paces is consistently too slow or too fast.	Speaker's voice is frequently too weak or too strong. Speaker rarely uses inflections to emphasize key points and create interest or speaker sometimes uses inflections inappropriately. Speaker's talking pace is often too slow or too fast.	Speaker's voice is generally steady strong and clear. Speaker sometimes uses inflections to emphasize key points and create interest. Speaker's talking pace is appropriate.	Speaker's voice is steady, strong, and clear. Speaker often uses inflections to emphasize key points and create interest. Speaker's talking pace is mostly appropriate.	Speaker's voice is very confident, steady, strong, and clear. Speaker consistently uses inflections to emphasize key points or to create interest. Speaker's talking pace is consistently appropriate.
<b>Visual Tools</b>	Visual aids demonstrate no creativity or clarity and are often difficult to read. Presentation is weakened by the visual tools.	Visual aids have limited creativity or clarity or are sometimes difficult to read. Presentation is not enhanced by the visual tools.	Visual aids are reasonably creative, clear, and easy to read. Presentation is sometimes enhanced by the visual tools.	Visual aids are usually creative, clear, and easy to read. Presentation is often enhanced by the visual tools.	Visual aids are very creative, clear, and easy to read. Presentation is consistently enhanced by the visual tools.
<b>Appropriate Use of Vocabulary</b>	Few or no terms are included in the presentation. May or may not be used	Several terms are included in the presentation. May or may not be used	Most terms are included in the presentation. Generally used appropriately.	All terms are included in the presentation. Used effectively. Used in context.	All terms are included in the presentation. Used in unique and creative ways. Used in

	appropriately. Lacks context.	appropriately. May lack context.	Generally used in appropriate context.		context
<b>Precision and Detail in Documents Produced</b>	Written documents have numerous errors and lack detail. Little care taken in the production.	Documents may have some errors and show some detail. Some care has been taken in production.	Evident that written documents are correct and show a general attention to detail and accuracy. General care has been taken in production.	Clearly evident that written documents are correct, detailed and accurate. Care has been taken in production.	Documents are clear, well-constructed, accurate, and show attention to detail. Extra care has been taken in the production of written documents.
<b>Overall Presentational Effectiveness</b>	The presentation was weak and not effective.	The presentation was average and somewhat effective.	The presentation was good and effective.	The presentation was very good and effective.	The presentation was exceptional and extremely effective.

# Teamwork Skills RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

## Definition

Teamwork is behaviors under the control of individual team members, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.

	<b>Does Not Meet Any Expectations</b> <b>1</b>	<b>Meets Few Expectations</b> <b>2</b>	<b>Meets Expectations</b> <b>3</b>	<b>Exceeds Some Expectations</b> <b>4</b>	<b>Exceeds All Expectations</b> <b>5</b>
<b>Contributes to Team Meetings</b>	Does not collect any relevant information; no useful suggestions to address team's needs;	Shares ideas but does not advance the work of the group.	Offers new suggestions to advance the work of the group	Offers alternative solutions or courses of action that build on the ideas of others.	Helps the group move forward by articulating the merits of alternative ideas or proposals
<b>Facilitates the Contributions of Team Members</b>	Often argues with team mates; doesn't let anyone else talk; occasional personal attacks and "put-downs"; wants to have things done his way and does not listen to alternate approaches;	Engages group by taking turns and listening to others without interrupting.	Engages group by restating the views of other members and/or asking questions for clarification.	Engages group by constructively building upon or synthesizing the contributions of others..	Engages group by both constructively building upon and synthesizing the contributions of others as well as noticing when someone is not participating and inviting him/her to engage.
<b>Individual Contributions Outside of Team Meetings</b>	Completes no assigned tasks outside of team meetings.	Completes some assigned tasks by deadline.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline; work accomplished and is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.
<b>Fosters Constructive Team Climate</b>	Is argumentative and does not work with the team.	Supports a constructive group climate by treating other members respectfully.	Supports a constructive group climate by treating other members respectfully and conveying a positive attitude about the group and its work.	Supports a constructive group climate by treating other members respectfully, conveying a positive attitude about the group and its work, and motivating other group members.	Supports a constructive group climate by treating other members respectfully, conveying a positive attitude about the group and its work, motivating other group members, and providing assistance to group members.



<b>Responds to Conflict</b>	Is not present enough to engage in conflict.	Passively accepts alternate viewpoints/ideas/opinions.	Redirects focus toward common ground, toward task at hand (away from conflict)..	Identifies and acknowledges conflict and stays engaged with it.	Addresses conflict directly and helps to manage/resolve it in a way that strengthens overall group cohesiveness.
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# Personal Responsibility RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

## Definition

Personal Responsibility is taking responsibility for your actions, accepting the consequences that come from those actions and understanding that what you do impacts those around you.

	<b>Does Not Meet Any Expectations</b> <b>1</b>	<b>Meets Few Expectations</b> <b>2</b>	<b>Meets Expectations</b> <b>3</b>	<b>Exceeds Some Expectations</b> <b>4</b>	<b>Exceeds All Expectations</b> <b>5</b>
<b>Inquiry</b>	Is unable to identify or describe simple personal dilemmas in scenarios from life situations and/or theoretical scenarios.	Difficulty describing the inquiry. Has difficulty either identifying or describing simple personal dilemmas in scenarios from life situations and/or from theoretical scenarios.	Ability to identify the inquiry. Identifies and describes simple personal dilemmas in scenarios from life situations and/or from theoretical scenarios.	Ability to express understanding of the inquiry. Identifies but is not able to describe personal dilemmas in scenarios from life or theoretical scenarios	Ability to analyze the inquiry. Identifies and fully describes personal dilemmas in scenarios from life situations and/or from theoretical scenarios.
<b>Connection</b>	Provides no connection to knowledge of the content area <u>or</u> fails to express a personal value.	Little connection to knowledge of the content area made <u>or</u> little expression of a personal value made.	Uses insights to connect actions and choices to consequences of a decision made in relation to the dilemma.	Ability to use other resources to connect actions and choices.	Uses insights and other sources to connect actions and choices to consequences of a decision made in relation to the dilemma.
<b>Response</b>	Response is poor due to lack of inquiry and connections. Fails to articulate an understanding of the personal values which influenced the decision.	Response is weak because of weak inquiry and/or limited connections. Begins to articulate personal values.	Provides an ethical response. Is able to connect personal values to responses to ethical questions.	Provides incorporated response that includes personal values. Can explain cause/relationship between personal values and decisions	Provides incorporated response that includes personal values. Thoroughly articulates an understanding of the personal values which influenced the decision.

**Syllabus:** Public Speaking 1315

**Course Number:** SPCH 1315

**Semester & Year:** Spring 2013

**Instructor Information :**

Name: Cindy Ramage

Professor Speech/English

Office: Room 215, upstairs in Humanities

Telephone: 903-823-3363

E-mail: [cynthia.ramage@texarkanacollege.edu](mailto:cynthia.ramage@texarkanacollege.edu)

Office Hours: MW 7:30-8; 2-3

TTh 8:30-9:30; 12:30-3

T 5:30 p.m.-6:00 p.m.

F 10-12

(I will be happy to make arrangements for additional office time with students.)

**Textbook Information:**

Ford-Brown, Lisa A. (2012). *DK Guide to Public*

*Speaking*. Boston: Pearson Education, Inc.

ISBN: 978-0-205-75011-5

It will also be helpful for you to register on [www.myspeechlab.com](http://www.myspeechlab.com). This website contains helpful information and templates that will be of great help to you. While I do not require that students register, if you have a new text, it is already available to you free of charge. Students may choose to pay the small fee and have access to the vast resources available. You will also be given a code for engrade that will allow you access to your grades and other information associated with the class.

I also want students to activate their TC student e-mail accounts if they have not already done so. I will not communicate with students through other e-mail accounts.

**Course Description:**

Public Speaking is an introductory course in the theory and practice of public speaking, with the emphasis on the speaker-audience relationship. Skills include analyzing the speaking situation, choosing appropriate topics, conducting research, organizing ideas, utilizing evidence, delivering speeches effectively, and developing the ability to critically listen.

You will spend much time working collaboratively with others in the class. You will be placed in a “base” group that will function in several ways. Use this group to assist you should you need to be absent or if you need handouts that were distributed that you did not get. Several activities throughout the semester will come from this collaboration and sometimes with a partner that will be determined by various methods.

**Student Learning Outcomes for the Course:**

**Upon successful completion of this course, students will:**

- (1) Recognize and understand the foundational models of communication.
- (2) Apply elements of audience analysis.
- (3) Demonstrate ethical speaking and listening skills.
- (4) Research, develop, and deliver extemporaneous speeches with effective verbal and nonverbal techniques.
- (5) Demonstrate effective usage of technology when researching and presenting speeches.
- (6) Understand how culture, ethnicity, and gender influence communication.
- (7) Develop proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative, persuasive).

**Student Requirements for Completion of the Course and Student Assessment:**

The semester is set up on a point system containing 1000 points.

Details regarding each speech and the accompanying grading rubric for each speech will be provided as each speech is assigned and will be posted on your engrade site.

Here is the breakdown of assignments and the point values given for each:

Speeches:

Introduction Speech	50 points-speech
*Informative Speech	100 points-50 speech/50 outline
Impromptu Speech	25 points
Persuasive Speech	50 points-speech + visual (25 + 25)
Commemorative Speech	100 points-50 speech/50 outline
*Group Persuasive Speech	125 points-50 speech/50 outline/ 25 for individual effort

\* denotes speech which can have required Power Point

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Total 450 points

Quizzes:

Quizzes totaling 100 points will be given randomly throughout the semester over the reading material. Quizzes cannot be made up if they are missed.

\_\_\_\_\_ Total 100 points

Exams:

There will be two major exams, one of which will be the final exam. Each exam is worth 100 points.

\_\_\_\_\_ Total 200 points

Student Participation:

This is a grade for positive class participation that will include filling out speech critiques, participating in class discussions, completing out of class assignments and participating in class activities. Five points will be deducted for each absence in day classes and ten points for a night class. Two points will be deducted for each tardy in a day class and four for a night class. This grade is from which points may be deducted for cell phone use and other distracting behaviors, as mentioned elsewhere in this syllabus. Please be sure to attend class regularly so that you can earn the maximum number of participation points and so that you understand the concepts and assignments in this class. One hundred (100) of these points are for attendance/tardies and fifty (50) are for participation.

\_\_\_\_\_ Total 150 points

Power Points:

During the semester, you will be required to use at least one PowerPoint presentation in your speech. It can be used with either your informative speech or your group persuasive speech. If you choose to use it for the group presentation, it will need to be an individual effort for the Power Point in order to meet the requirement. You will need to follow the guidelines for proper Power Point construction as discussed in class.

\_\_\_\_\_ Total 50 points

Self-Critique Paper:

Upon completion of the group presentation at the end of the semester, each student will assess his own speech experience and write a 2-page, typed, double-spaced, speech critique paper. The paper should focus on the aspects in the speeches that stood out in relation to content and delivery. The student should discuss some of the improvements which may have been made in his or her speaking by the end of the semester or what still needs improvement and how improvement might be made in future speeches. This self-critique paper is worth 50 points.

\_\_\_\_\_ Total 50 points

During the semester, there will be various opportunities to earn extra points during class.

Basic Requirements for Written Work:

1. All outlines must be typed and double-spaced using 12 or 14 point Times New Roman in black ink. Computer emergencies can, and do,

happen, but will not be an excuse for a late paper or speech.

2. Outlines must be submitted prior to speaking. They will not be accepted after the fact, and you will not be allowed to give your speech without it.
3. All outlines will contain the following information, unless otherwise instructed:
  1. Purpose
  2. Thesis Statement
  3. Introduction (Attention getter, credibility statement, relevance to the audience, and preview statement)
  4. Conclusion (Summary, audience response, WOW statement)
  5. Main points (indicated by use of Roman numerals)
  6. Sub points (indicated by use of capital letters)
  7. Details (indicated by Arabic numerals)
  8. Links (Connectives)
  9. Bibliography or Works Cited
4. Unless otherwise instructed, the cover (title) page should include the following:
  1. Title of Speech
  2. Student's Name
  3. Course and Section number
  4. Professor's Name
  5. Date



5. Any speech that is not delivered on the assigned day will be penalized with a 20% reduction in total points and will be scheduled to deliver the speech at a later date in the semester on a specified “make up” day. No student will be allowed to have more than one make up speech, so any and all subsequent “late” speeches will receive no credit. The one impromptu speech can not be made up. If you miss this one, you will receive a zero.

If you are scheduled to be gone with a group from Texarkana College (i.e. choir, Phi Theta Kappa, or other campus group), you will be responsible for making arrangements with me *before* you leave.

You are responsible for all reading assignments. The lectures will correspond with the reading assignments to some degree, but additional information will sometimes be included that is not in your text and everything in the chapter may not always be repeated during the class, but you will still be expected to know it. It is imperative that you read the assigned material so that you will be a more informed participant, have a better understanding of the subject matter, and can contribute positively to the learning environment of the class.

### **Grading Scale:**

The following point system will be used in determining the semester grades:

1000-900 points=A

899-800 points=B

799-700 points=C

699-600 points=D

599 points and below=F

**Class Schedule:**

Class calendars will be given to students on the first day of class. This calendar shows all of the due dates for speeches, exams, and some assignments. Some due dates will be determined based on the needs of the class.

**Attendance Policy**

Students should attend all classes because we discuss concepts and go over assignments during class. You will also be required to participate in classroom activities, take quizzes and serve as evaluators for your classmates. It will be very difficult to pass this class if your attendance is poor. In-class work may not be made up and it is your responsibility to find out what you missed when absent. Please take care of this before or after class and not during class time. A student may not miss more than two weeks (four classes in a day class or two in a night class). Rather than withdraw you, once you exceed the allowable absences, your grade for the class will be reduced by one letter grade for each day you exceed the number of allowed absences. If you earn a B and have missed one above the allowed number, you will receive a C. If you have exceeded the allowed absences by two, you will receive a D. Once a student has been absent more days than he or she has been present, I reserve the right to withdraw you from the class. It has been my experience that students will make time for that which is important to them. If this class and your success are important, then you will be in class. If you are not in attendance, I can only assume that you felt it was more important to be somewhere else (and sometimes it is). Whatever choices we make, we must be certain that we can live with them.

Please note that it is your responsibility to get any missed notes, handouts, or assignments given for any days you miss. Having a classmate as a contact might help, in addition to coming by my office. Not hearing about an assignment or extra credit opportunity is not a reason for failing to do it or for asking for an extension.

If you are absent on the day an exam is scheduled, you will take the make-up exam in the testing center within a week of the date it was missed. The make up exam will be a combination of short answer and essay questions.

**Tardies:**

Please make every effort to be on time. While an occasional late arrival does not pose a problem, students who frequently walk in late disrupt the class and detract from the learning environment. In addition, it is your responsibility to make sure you were marked present for the day if you walked in after the roll was taken. If a student walks in after I have started taking roll, he or she will be considered tardy up until the ten-minute mark. A student who arrives ten

minutes after class or later will be considered absent, whether he or she remains for the class or not. A student who walks in late during a quiz will not be allowed to take the quiz. Leaving class early will result in the student being counted absent. Three tardies are equal to one absence.

Students who are late on their speaking days will automatically lose 10 points (if the student is not over 10 minutes late) and may lose the chance to give the speech, depending on the circumstances. Do NOT come in late to class on a day you are speaking, telling me you had computer problems and were printing your formal outline. You should print it several days in advance so you can practice with it and condense it to your delivery outline. Do NOT wait until the last minute to print it out.

Finally, students who are frequently late to classes will have their participation grades penalized.

#### Instructor's Absence:

I will try to let you know if I am going to miss class for any reason, but if I have an unexpected circumstance and must miss for any reason, I will either have someone else meet the class with instructions or post instructions for the next class. If a sign in sheet is left, be sure and sign in so that you will not be counted absent. Additionally, I will be communicating with you through the engrade site.

#### Classroom Etiquette:

You must be present for the entire class and give the class your full attention. Physical presence alone is not enough; you must come to work, not to just watch. Being an active participant in this class will allow you to learn so much more. Because each student is here to get the most he can from this class, any form of behavior that is disruptive will not be tolerated, which includes the use of vulgar language or rudeness to other students or the instructor. Part of what I consider to be rude behavior is the wearing of caps, hats, or any other head gear in the classroom. If you plan to be counted present in this class, you will follow this rule. If you have a special situation which requires you to wear something on your head, you will need to speak with me about it privately.

Since this is a public speaking class, you will spend a considerable amount of time being an audience member. Please be courteous and attentive when listening to other speeches. Do not do homework, try to learn your speech, or do anything else except listen during student speeches. You should have your formal outline and your brief speaking outline written a few days before your speech is due, so there is no excuse for working on speaking notes during class. Any student who does this will automatically lose 10 points off his/her speech grade. Do not walk in while a student is speaking. Wait until he has finished and you hear applause, and then walk in as unobtrusively as possible. You probably will want to make sure your face is seen in the window if you are close to that 10-minute mark.

Don't ask if it is "ok" for you to leave after delivering your speech or tell me you have an appointment and must leave. You will be counted absent.

Please turn off your cell phones! I mean OFF! I do not want you texting, talking, tweeting, or checking your e-mail or Facebook during my class. If someone has an emergency situation that necessitates keeping one's cell phone on vibrate, please discuss this with me prior to class. Don't bring food to eat during class. You may bring a drink if it has a lid and you are not disruptive with it. Discourteous audience behaviors will be reflected in a lowering of the participation grade.

### Speech Etiquette:

I expect any student who is due to speak on a particular day to be dressed professionally. A speaker's appearance has as much to do with his speech as the speech itself. You should "dress for success", in other words. I will be showing examples of the dress expectations for your speeches. An automatic 20% point deduction will be made for students who have not dressed appropriately. Since you are not to come to class with anything on your head, it goes without saying that no student will be allowed to give a speech wearing a hat, cap, bandana, or other head attire unless he/she has previously convinced me of the relevance for doing so and been given special permission by me. Do not wear sunglasses on your face or on top of your head. Eat, drink and use the restroom before coming to class. Speaking with gum in your mouth is considered the ultimate faux pas. If you must arrive late due to some catastrophic event, please make sure that another student is not speaking when you enter the room. Wait until he or she has finished, and then enter quietly. Profanity and vulgarity are not to be part of anyone's speech. Make sure the subject of your speech is in good taste. Your speech should not offend anyone in the audience. I will always know your topics ahead of time, so anyone who is unsure about the suitability of his/her topic will have an opportunity to select another topic should a topic be deemed unsuitable.

Any student who brings a manuscript in front of the class and/or reads a speech word-for-word rather than speak using a brief key-word outline, unless otherwise instructed, will receive zero points on the delivery portion for his/her grade. IF YOU FOLLOW THE GUIDELINES FOR WRITING A SPEAKING OUTLINE, THIS SHOULD NOT BE A PROBLEM. I will take up your speaking outline/note card(s) at the conclusion of your speech.

Students should choose speech topics that are fresh and are of genuine interest to the student. Some topics have been overdone. Be creative. You will be placed in a speaking group and that group will rotate over the course of the semester, so if you are in Group One, you will not always be the first speaking group. Any changes due to your participation in a TC-related activity or another unusual situation must be worked out with me prior to the speaking rounds. Being absent and then trying to arrange something is unacceptable and the missed speech will be considered a make up speech.

### **Make-up Policy**

Students will be allowed to make up one (1) speech with a 20% reduction in the overall grade. This speech will be given on a scheduled make up day at

the end of the semester. All of the rules stated elsewhere must be followed.

The first exam may be made up in the testing center within one week and it is the student's responsibility to arrange that with me. Missed quizzes and the one impromptu speech, if missed, cannot be made up. All assignments given must be turned in on their due dates or arrangements must be made with me prior to the student's absence or before the next class meeting.

**Academic Integrity Statement:**

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature will result in the student being dropped from the class with an "F".

This policy applies campus wide, including TC Testing Center, as well as off-campus classroom or lab sites, including dual credit campuses. This information can be found in the Student Handbook at <https://texarkanacollege.edu>.

**Plagiarism:**

One of the goals of this course is to teach students how to document sources appropriately. Any violation of the following principles in students' completed work constitutes plagiarism:

1. All written work submitted for credit is accepted as your own work. Another person may not, therefore, have composed it, wholly or partially, without sufficient credit given.
2. The wording of written work is taken as your own, therefore, you may not submit work that has been copied, wholly or partially, from a book, article, essay, newspaper, another person's paper or notebook, the Internet, or any other written, printed, or broadcast media source without proper

citation. Another writer's phrases, sentences, or paragraphs may only be included if presented as quotations and the source acknowledged both verbally and in the properly formatted bibliography or works cited page.

3. The ideas expressed in a paper or report are accepted as originating with you, the writer. Written work that paraphrases any written, printed, or transmitted media material without acknowledgements may not be submitted for credit. Ideas from books and essays may be incorporated into your work as starting points, governing issues, illustrations, and the like, but in each case, the source must be cited.
4. Remember that any online materials you use in your speech, both written and visual, are also governed by rules about plagiarism, so you need to learn how to cite anything taken from any electronic source, as well as all other sources.

When you use any source for information in a speech, you must give credit for the information, both visual and textual, to the author or creator, both verbally and in the typewritten bibliography.

**Disability Act Statement:**

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact Larry Andrews at 903.823.3283, or go by the Recruitment, Advisement, and Retention Department located in the Administration building for personal assistance.

If you have an accommodation letter from their office indicating that you have a disability which requires academic accommodations, please present it to me so we can discuss the accommodations that you might need for this class. *It is best to request these changes at the beginning if not before the start of class* so there is ample time to make the accommodations..

**Statement of Discrimination/Harassment:**

Texarkana College and the Texas State Board of Education are committed to providing both educational and employment environments free of harassment and discrimination related to an individual's race, color, gender, religion, national origin, age, or disability. Any practice or behavior that constitutes harassment or discrimination will not be tolerated.

**Financial Aid:**

**Attention!** Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before making a decision.

Because the successful completion of this course is important to both you and me, I will do my best to help you resolve any difficulties you may have. As your professor, I respect each of you as learners. I promise to answer your questions, be available to help you, and to treat you with respect. However, I also expect to be treated with respect. Disrupting the class by talking at inappropriate times, sleeping, and repeatedly coming to class late are signs of disrespect. Let's pledge to respect each other during the semester and treat one another the way we want to be treated. If you have any problems in this class, I will be more than happy to talk to you during my posted office hours or make arrangements to meet with you at another time. You may also e-mail me, phone me, or leave me a voice mail. Communication is important and it is that very subject on which we will be concentrating our efforts this semester. I look forward to making that journey with you. Let us make it a pleasant one because I sincerely want each and every one of you to do well in here.

IF YOU EVER CONSIDER DROPPING THIS CLASS, PLEASE COME AND TALK TO ME BEFORE MAKING YOUR DECISION. I WILL MAKE EVERY EFFORT TO WORK WITH YOUR SITUATION IF I CAN.

The following information is the official absentee policy of Texarkana College:

**ABSENTEE POLICY**

Texarkana College's absentee policy allows instructors to withdraw a student from a course due to excessive absences. If a student leaves and returns during

class or leaves the class before the class is over, he/she **may** be considered absent. Three tardies constitute one absence. It is the student's responsibility to check the syllabus for each instructor's tardy policy.

In some workforce/vocational areas, such as nursing and cosmetology, certification requirements necessitate an absentee policy that is more stringent than the institutional policy. In these instances, the matter of certification takes precedence over local policies, since certification policies are established by the State of Texas.

Faculty members **are not** obligated to provide opportunities for students to make-up missed assignments and tests as a result of a student's absence from class. The institution is not required to take attendance with the exception of workforce/vocational areas, where certification requirements require taking attendance. However, experience demonstrates that regular attendance enhances academic success. As such, students are expected to attend each meeting of their registered courses.

A student should not stop attending a class without formally withdrawing from the course by the institutions published Last Day for Students to Drop. If a student stops attending class after the published Last Day for Students to Drop, the student **may** receive a grade of "F" in the class. The instructor will submit the last date of attendance for students receiving a grade of "F" or "W".

Withdrawal from a course(s) **may** affect a student's current or future financial aid eligibility. Students should consult the Financial Aid Office to learn both short and long term consequences of a withdrawal.

### **EXCUSED ABSENCES**

A student's absence due to school trips and/or school business will not be counted against a student's allowable number of absences. Military duty and absences for Holy Days (FBD LEGAL) are covered in a separate section of the catalog and the student handbook. These are the only excused absences that are considered by Texarkana College. Responsibility for work missed for any absence is placed on the student. Instructors are required to allow students to make up work missed if the absence is due to military duty\* or religious holy days when students follow the correct notification procedures. Instructors are not required to allow students to make up work for absences due to other reasons. Make-up policies are listed in each individual instructor's syllabus.

*\*Students interested in Health Occupations should check with the division chair prior to entering the program.*

### **ONLINE/HYBRID COURSE ABSENCES**

Absence in an **online course** is defined as the lack of an active post or submission within the course including discussion board posts, written assignments, and tests. This standard will be used to determine all absentee issues, including but not limited to, 12<sup>th</sup> Day Census Reports, last date of attendance, and involuntary withdrawal from a course due to absences. All online students must complete an Enrollment Verification activity within the first week of class (activity depends upon the professor); otherwise the professor **may** drop the student for not having attended. Students must complete at least one activity in their online class per week. Each week in which a student does not complete an activity will be counted as an absence.

If a student is taking a hybrid course, and it does not meet during the first week of class, the student must also complete an Enrollment Verification activity within the first week of class; otherwise the student **may** be dropped for not having attended.

### **MAXIMUM ALLOWABLE ABSENCES**

After official registration, the following number of unexcused absences will be the maximum allowable before a student **may** be dropped from the class. Mandated program certification requirements detailed for certain programs regarding the maximum allowable unexcused absences takes precedence over the following information.



## Academic Classes

<b>A COURSE THAT MEETS FOR THE FULL 16 WEEK SEMESTER</b>	
Class or Lab Meets:  Once a week (Night classes or Friday classes) Twice a week (MW or TR classes) Three times a week (MWF or TRF classes) Four times a week (MTWR classes)	An instructor <b>may</b> withdraw a student from a course if absences exceed:  2 4 6 8  Three tardies count as one absence
<b>A COURSE THAT MEETS FOR 14 WEEKS OF THE SEMESTER</b>	
Class or Lab Meets:  Twice a week (MW or TR classes)	An instructor <b>may</b> withdraw a student from a course if absences exceed:  4  Three tardies count as one absence.
<b>A COURSE THAT MEETS FOR 8 WEEKS OF THE SEMESTER (Fast-Track)</b>	
Class or Lab Meets:  Four times a week (MTWR classes)	An instructor <b>may</b> withdraw a student from a course if absences exceed:  4  Three tardies count as one absence.
<b>A COURSE THAT MEETS FOR 5 WEEKS OF THE SEMESTER (Summer Sessions)</b>	
Class or Lab Meets:  3 times a week (MTW) (evening classes) 4 times a week (MTWR) (day classes)	An instructor <b>may</b> withdraw a student from a course if absences exceed:  2 2

Three tardies count as one absence.

**Workforce Classes (This does not include Health Occupations. See Health Occupations Handbook regarding absences for that program.)**

Day Classes	Evening Classes
<p>Class meets:</p> <p>5 days a week (MTWRF)</p> <p>The instructor <b>may</b> withdraw a student from a course if absences exceed five (5) up until the published Last Day for Students to Drop. Absences that exceed this number after the drop day may result in the student receiving an “F” in the program for that semester.</p> <p>Three tardies count as one absence.</p> <p>You are considered tardy from the designated class start time through the first 15 minutes of class. After that you will be counted absent.</p>	<p>Class Meets:</p> <p>4 evenings a week (MTWR)</p> <p>The instructor <b>may</b> withdraw a student from a course if absences exceed five (5) up until the published Last Day for Students to Drop. Absences that exceed this number after the drop day may result in the student receiving an “F” in the program for that semester.</p> <p>Three tardies count as one absence.</p> <p>You are considered tardy from the designated class start time through the first 15 minutes of class. After that you will be counted absent.</p>