

SPC 1301-01 - SPEECH



Speech Semester Theme

Exploring, Speaking & Performing
Identities in an Uncertain World

[FALL 2014]



Instructor:	Dr. Carol Johnson-Gerendas "Dr. CJG"
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Meeting Day(s), Times, & Location:	TTH 9:25-10:40 a.m. Room: NBC 102

Learning Community Thematic Connections:

Dr. Johnson-Gerendas will be using integrative assignments to foster deep learning and collaboration within your speech class this semester. We will explore ways to connect your real lived experiences with our ever-changing world. **The over-arching question we will try to answer this semester is: How Do We Explore-Create-Perform Our Public/Private Identities in both Social Media and Face-to-Face Environments?** You will have opportunities to engage in a personal study of your own strengths by examining your ethos and impact as a speaker writing and performing authentic speech events in real-world scenarios. I am excited to join you on this journey as you explore different rhetorical strategies and analyze how they affect you and your intended audiences. Your speech course will offer active problem-based assignments and will conclude with a final project demonstrating collaboration, undergraduate research, and multimodal communication, culminating in a pecha-kucha presentation.

About the Instructor:



Dr. Johnson-Gerendas holds a Ph.D. in Rhetoric from Texas Woman's University. Her master's degree is in English and Literature, and her bachelor's degree is in English. Dr. Johnson-Gerendas is an Assistant Professor of Communication and Coordinator of Liberal Studies, as well as member of the Learning Community Advisory Council, and teaches speech and multimodal professional writing/communication for the Communication Department TWU. Her research interests include rhetorical theory, social theory, new media writing pedagogies, discourse analysis, and the rhetoric of women and poverty. She enjoys teaching writing and speech with new media at all levels. She loves research, reading, gardening, biking, and especially spending time with family and friends—and her dog, Caesar.

Course Description:

Speech 1301 is a beginning course in platform theory and practice designed to provide instruction in the essentials of effective public oral communication, as well as principles of human communication. This learning community course includes the use of Web 2.0 technologies to advance student skills in multimodal/web presentations. In this course, students develop skills in public speaking (research, outlining, and presentation), how to overcome fear and nervousness, how to analyze audiences, and how to prepare speeches using multiple media platforms. Also, students learn the principles of interpersonal communication in groups and communication mediated through technology. Students are encouraged to select topics about relevant social issues related to one of five domains. Student learn both speaking and listening (oral and aural) skills and effective methods for responding to audience questions, as well as verbal and non-verbal communication basics. **[No prerequisites] Students will create and use Youtube and Twitter accounts, plus learn to use iPods and projectors (provided in class).**

Learning Objectives:

- Acquire skills to use English effectively in oral communication.
- Acquire skills to research, synthesize, organize, and document materials for presentation in both written and oral formats.
- Acquire ability to analyze rhetorical components of speeches, including audience, purpose, and occasion, as well as the three rhetorical appeals: ethos, pathos, and logos.
- Learn to adapt to different audiences by tailoring presentations to match audience's interests and needs.
- Acquire skills to develop speeches in various formats using different technologies: web supported presentations, MSPowerPoint presentations, Flipcam video segments, impromptu & extemporaneous speeches, and a new performance presentation using Pecha Kucha format.
- Learn how to use various outline strategies for speech presentations.
- Demonstrate mastery of key presentation and communication concepts on exams.
- Learn how to evaluate the performance of both his/her own speeches and that of others.

Entrance Competencies: No prerequisite. Students are expected to have basic word processing skills.

Required Materials: Textbook	
Author(s):	Lisa A. Ford-Brown
Title:	<i>DK Guide to Public Speaking</i>
ISBN:	(ISBN: 978-0-205-75011-5)
Publisher Name:	Allyn & Bacon, Pearson
University Bookstore:	http://www.bkstr.com/

Recommended Materials:

The instructor will provide access to supplementary materials as handouts.

Acting at the Speed of Life, Timothy Mooney (2011)

Introduction to the Speech Making Process; Ross, Leonard, Hotchkiss, and Winston (2013)

Instructional Methods:

SPC 1301 will be a multimedia-lecture/seminar format with in-class written/oral-speech responses; small group discussion and group projects will be part of this course. Students will screen several contemporary speeches via video/web and text.

Special connections will be made between types of public speaking assignments and career preparation and requirements.

Course Requirements:

A. Assignments

Students will respond to assigned readings via Twitter and through periodic quizzes. Students may be given a mid-term exam over specific textbook reading assignments. Students will compose outlines and publicly present their speeches in class (both outlines and speeches contribute to total points for an assignment). Speeches will be recorded and reviewed as a learning tool. Some of the best student speeches may be shown in class as examples for learning. **Students will create Youtube accounts and upload videos of their speeches to this account for review and reflection PLUS create a Twitter account and tweet on a regular basis as part of the course for class participation, reflection, and research. Students will learn how to use Twitter for research purposes.**

Students will present speeches as delineated below: One speech introducing another person and one personal introductory speech (2 minutes each), one mini-resume video (2 minutes each), one public discussion (about a social issue related to one of the research domains below) as part of a panel (2 minutes each), one Informative speech (3-4 minutes), two persuasive speeches (Rogerian and Toulmin Rhetorical Models) using Digital Storytelling and PowerPoint/Zen methodology (3-5 minutes each), one unit about communication dynamics and listening, and (FINAL) one Pecha-Kucha/mixed media creative performance (20 slides/6:40 minutes). **Each speech will be**

accompanied by a working & formal outline in the appropriate format. In addition, students will write a brief twitter reflection with a link to further related information for each assignment.

Umbrella Theme: Ethos & Impact

Ethos --> Speaker/Writer

Impact --> Audience/Reader

Driving Question: How Do We Explore-Create-Perform Our Public/Social Identities in both Social Media and Face-to-Face Environments?

Research Domains (Issues selected for research will fall under one of the following domains):

- 1) Hierarchy of Human Needs / Motivations (What drives people to act?)
- 2) Relational Boundaries / In(ter)dependence / Values
- 3) (Mis-)Perceptions of Youth / What do young people really need?
- 4) Authenticity / Deception / Scandal
- 5) Celebrity / Performing Identities / Private-Public Representations
- 6) International/Global Relations / Activism Today / Rights
- 7) Technology / Interfaces / Multimodality



Independentskies.com



mashable.com

Blogstring.com

Speech 1301-: MAJOR ASSIGNMENTS	
Twitter reflections on daily reading and class discussion--KEY TO SUCCESS IN COURSE! Attendance, Reading Quizzes.	10%
1) Special Occasion Speeches Speaking to introduce yourself: 2 minutes [In-class and Video to YouTube] [This is who I am, what I hope to do with my life, and how I want to be perceived by others.] REFLECTION: 1 page paper. How your goals (impact) and projected image (ethos) relate to specific human needs, motivations, or urges]	10%
2) Two-minute Video Resume	10%
3) Issue-related Informational Speech (3-4 minutes): Students will create informational speeches and elaborate in precise manner key points related to issue. (In-class & Video to YouTube.) [Groups of 3 or 4 form around a domain, but each group member selects a unique issue under that domain.]	10%
4) Formal-#1 Speech/Speaking to Persuade (5 minutes): Collaborative Toulmin/Classical model—advocating! PowerPoint	10%
5) Formal-#2 Speech/Speaking to Understand (3 minutes): Collaborative Empathizing with the audience and moving them towards your position using Rogerian Argument Model & Monroe's Motivated Sequence [Focus on Modern Appeals: Need, Harmony, Gain, Commitment PLUS Maslow's Hierarchy of Needs and Thompkins' Motivators]	
6) Communication Dynamics Readings and In-Class Communication Exercises [Integrating Listening, Body Language, Intra/Inter Communication Skills, and Phone Etiquette]	15%
7) E-portfolio Upload your two best Youtube speech videos to your E-portfolio	15%
8) SPC Collaborative Final – Pecha Kucha Creative, performative Powerpoint (20 x 20 – 6:40) Mixed-Media presentations	20%

B. Submitting and Returning Assignments



Twitter Posts: Posting twitter responses will allow you to express your own analytical responses to ideas presented in your textbook, other students' speeches, in-class lectures, and class discussion. Grades from Twitter writing will be averaged and worth 10% of your grade.

SPEECH OUTLINES: All OUTLINES must be word-processed and formatted using MLA or APA documentation style. They should be turned in on their due date in your calendar. Give credit where credit is due, even if that

means numerous citations—all research to support your speech must be identified and cited. Revised drafts and peer review sheets should be turned in with every major project packet. **Outlines lose ten points per class day they are late—Speeches will not be presented without an outline unless otherwise directed by the professor. Projects turned in more than three class days after the due date will not be accepted for evaluation unless prior arrangements with the professor have been made. TWO FINAL COPIES OF EVERY ASSIGNMENT MUST BE TURNED IN. The second copy is for departmental files.** Your grade will not be recorded UNTIL THE SECOND FINAL COPY IS TURNED IN. Typically, outline assignments will be graded and returned within two weeks of their due date or sooner.

POLICY ON LATE WORK (Speeches & Outlines):

All Speeches should be submitted on the due date. **Late Speech projects will be penalized one letter grade for each class day beyond the due date. Quizzes and collaborative assignments, and any other in-class daily work may NOT be made up.** Late Speeches and Outlines will not be penalized if a) the student had an official university absence and b) the course instructor has agreed to late submission in advance of the due date.

Rewrite policies: Missed in-class informal writing and impromptu presentation assignments and homework may not be made-up or rewritten. However, if a student has turned in the **outline** of an out-of-class project on time **AND** has followed all other writing assignment requirements, that student may rewrite an out-of-class outline that earns less than a passing grade for a better grade. Here is how:

1. Consult with your instructor or go to the Academic Success Center for help or both.
2. Take your writing assignment, your original outline, and your texts from which to work.
3. Do not only correct grammar or punctuation; if you need to rewrite, you probably need to work on organization, style, development, transitions, within the outline.
4. Carefully heed the professor's comments on the original outline and follow her suggestions.
5. Turn in **the original outline** with your **rewritten copy (I will not grade a rewrite without the original)**:
 - a. print out a **fresh rewritten copy** of your outline.
 - b. include a **new** Works Cited page, if required.

The new grade will be an **average** of your original grade and the rewrite grade. If the rewrite grade is lower than the original, then the original grade will stand. **NOTE:** Rewritten outlines are due one week from the day the original outline is returned to you—no later.

Document Format Requirements for Outlines:

We will use MLA or APA style format on each typed outline assignment that requires research. This means using:

1. clean, white 8 ½-by-11-inch paper
2. one-inch margins on all four sides of the paper
3. double-spacing throughout—unless otherwise indicated
4. size 12 font in Times New Roman or Calibri
5. headings and page numbering according to the MLA

This information can be found online at Purdue OWL or in an MLA or APA handbook, or on your instructors website where there are links to online documentation resources.

Standards:

Rubrics will be used to grade each oral speech. Written comments will be provided on each graded outline assignment in order to help students understand the grade earned. However, general criteria for grading Speeches are summarized below.

Oral presentation grades are based on topic selection, energy, interest, enthusiasm, organization and content of materials, verbal and non-verbal skills, practice and preparation, and proficiency with the topic, as well as specific requirements on each assignment sheet. Students are expected to show growth and development with each successive speech.

Speeches will be graded on the following basic criteria with some exceptions based on the type of speech (categories are adapted from MyCommunicationLab):

General

- Did the speaker seem committed to the topic?
- Did the speech fulfill the specifics of the assignment?
- Was the speech adapted to fit the audience?
- Did the speech promote identification among topic, audience, and speaker?
- Was the purpose of the speech clear?
- Was the topic handled with imagination and freshness?
- Did the speech meet high ethical standards?

Substance

- Was the topic worthwhile?
- Had the speaker done sufficient research?
- Were the main ideas supported with reliable information?
- Was testimony used appropriately?
- Were sources documented properly?
- Were examples and narratives used effectively?
- Were appropriate proofs used?
- Was the reasoning clear?
- Did the reasoning follow an acceptable logical pattern?

Structure

- Did the introduction arouse interest?
- Did the introduction adequately preview the message?
- Was the speech easy to follow?
- Could you identify the main points of the speech?
- Were transitions used to tie the speech together?
- Did the conclusion help you remember the speech?

Presentation

- Was the language clear, simple, and direct?
- Was the language colorful?
- Were grammar and pronunciations correct?
- Was the speech presented extemporaneously?
- Were notes used unobtrusively?
- Was the speech presented enthusiastically?
- Did the speaker maintain good eye contact?
- Did the presentation sound “conversational”?
- Did gestures and body language complement ideas?
- Was the speaker’s voice expressive?
- Were the rate and loudness appropriate to the material?
- Did the speaker use pauses appropriately?
- Did presentation aids make the message clearer or more memorable?
- Were presentation aids skillfully integrated into the speech?
- Was the presentation free from distracting mannerisms?

NOTE: All speeches will require an accompanying outline as specified in the assignment and by the instructor. These formats will help you develop your ideas in a cohesive and thoughtful manner. Outline formats will be provided in class.

NOTE: Work with your instructor and/or the Academic Success Center to avoid the following writing errors on your outline and resume: 1) comma splice, 2) fragment, 3) misspelling, 4) punctuation, 5) lack of subject-verb agreement, 6) lack of pronoun-antecedent agreement, 7) tense shifts or misuse, 8) Misplaced or dangling modifiers, 9) inadequate or illogical paragraphs, 10) pronoun reference errors, 11) careless proofreading and/or typing errors.

THE ACADEMIC SUCCESS CENTER

I strongly encourage students to seek additional personal instruction and tutoring at the Academic Success Center in the West Library. The consultants can help you plan and revise a specific paper or with developing general writing skills. This academic support service is free to all enrolled students.

Please note the following statement of ethics regarding tutorials:

- A text should reflect the student's own work and efforts; thus, consultants do not write any portion of a student's paper.
- For the same reason, consultants do not proofread what a student has written.
- Consultants do not guarantee a particular grade or even suggest what grade a student is likely to receive on an assignment.
- Consultants do not assist students with take-home exams or final portfolios.

Going over an essay with a writing specialist at any stage in your writing process is a wise choice. However, remember that you will be responsible for what you turn in. All judgment calls regarding your writing before it is turned in are yours and yours alone. Students in Speech 1301 who receive tutoring, formal or informal, are responsible for assuring that any assistance adheres to the ethical standards described above.

Student Responsibilities:

1. To ask for help when needed.
2. To visit the Academic Success Center or to talk with the instructor when help is needed or when asked to do so by the instructor. This help must be obtained in a timely fashion, not the day before a written assignment is due.
3. To attend class regularly. If you miss class, you must, nonetheless, be prepared for the next class and must have completed any work missed during your absence.
4. To turn in out-of-class assignments on time and in the format designated.
5. To complete reading assignments before class and to be prepared to discuss them.
6. To participate in class discussion and to read aloud when requested to do so.
7. To make a friend in class so that notes and assignments can be exchanged.
8. NOT to expect the instructor to repeat a lecture given during an absence.
9. Respect for classmates and instructor (No cell phone use, no text messaging, no checking email during class, no hats or sunglasses, no food unless treating the whole class, no noisy eating, no liquids near the computers, no disrupting class, no verbal harassment of a classmate, no sleeping on your neighbor, no talking while someone else is speaking to the class, and no outside reading material.

C. Instructor Feedback

1. Class discussion of concepts, review of out-of-class assignments, discussion via class Facebook and text.
2. In-class brief reading quizzes/reflections.
3. Word-processing of outlines outside of class time and revision of those outlines both inside and outside of class.
4. At least one individual conference with the instructor during the semester.
5. In-class presentations of reflections and speeches—sharing of ideas and key concepts.

D. Exams

Final Exam (20% of grade): *Pecha-Kucha* & Mixed Media Creative Performance Presentation (20 slides, 20 seconds per slide, using PowerPoint and visual graphics). [Individual Presentation]

E. Absence Policy & Participation

Regular and punctual attendance at all scheduled classes is expected of all students. University regulations authorize certain absences of students when representing the University (e.g. participation in intercollegiate athletic competitions, and student government, student development, or fine arts events). Absences that may be necessary to fulfill course requirements and are approved by the Provost are also considered to be authorized. **The maximum number of authorized absences during one semester is five for a Monday-Wednesday-Friday class, three for a Tuesday-Thursday class, and two for a class or laboratory meeting once a week.** Additional authorized absences may be granted on an individual basis when extreme circumstances warrant (e.g. advancement to and representation of the university at regional or national level intercollegiate athletic, academic, or fine arts competition). Individual faculty may not enforce a more restrictive policy than what is set by the University. Students are **required** to notify instructors prior to any missed class and will be held responsible for all class and laboratory assignments.

F. Evaluation & Grading

All assignment will be graded on a point scale.

- Twitter Posts and Quizzes (100 pts.)
- Outlines and Speeches (400 pts.)
- Portfolio 150 pts.)
- Communication Dynamics (150 pts)
- Final Creative Performance Presentation (200 pts.)

Course grades are based on final averages (outlined below).

Final Grade	Final Average
A	900 pts. and above
B	800-899 pts.
C	700-799 pts.
D	600-699 pts.
F	Below 600 pts.

Course Schedule: (Attached as Separate Document: Course Calendar)

Note: Course syllabi are intended to provide students with basic information concerning the course. The syllabus can be viewed as a 'blueprint' for the course; changes in the syllabus can be made and students will be informed of any substantive changes concerning examinations, the grading or attendance policies and changes in project assignments.

****IF YOU DECIDE TO DROP THIS COURSE AND FAIL TO FILL OUT THE APPROPRIATE PAPERWORK, YOU WILL RECEIVE A GRADE BASED ON WHATEVER WORK YOU HAVE COMPLETED—EVEN IF THIS MEANS YOU RECEIVE AN “F.” IT IS YOUR RESPONSIBILITY TO DROP THE COURSE!!!!**

University Policies:

A. Academic Integrity

Students should read the current Texas Wesleyan University Catalog and Student Handbook to become familiar with University policies. These policies include but are not limited to grade appeal, sexual harassment, student access to records, and others; policies specified in the [current catalog](#) are applicable unless otherwise stated in this syllabus.

Cheating, plagiarism (submitting another person's material as one's own), or completing assignments for another person who will receive academic credit are impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the course instructor. Course exams may not be printed out. Any person possessing a hardcopy of a course exam will be in breach of copyright and may be held liable.

B. American's with Disabilities Act (ADA)

Texas Wesleyan University adheres to a disability policy which is in keeping with relevant federal law. The University will provide appropriate accommodation as determined by the Director of the Counseling Center, Dr. Michael Ellison. Students must notify instructors of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. For assistance, students should consult with [Dr. Ellison](#), who may be reached at (817) 531-7565.

C. Absence Policy

Regular and punctual attendance at all scheduled classes is expected of all students. University regulations authorize certain absences of students when representing the University (e.g. participation in Intercollegiate athletic competitions, and student government, student development, or fine arts events). Absences that may be necessary to fulfill course requirements and are approved by the Provost are also considered to be authorized. **The maximum number of authorized absences during one semester is five for a Monday-Wednesday-Friday class, three for a Tuesday-Thursday class, and two for a class or laboratory meeting once a week.** Additional authorized absences may be granted on an individual basis when extreme circumstances warrant (e.g. advancement to and representation of the university at regional or national level intercollegiate athletic, academic, or fine arts competition). Individual faculty may not enforce a more restrictive policy than what is set by the University. Students are **required** to notify instructors prior to any missed class and will be held responsible for all class and laboratory assignments.

D. Additional Policies

Due to the limitless variety of potentially hazardous chemicals which may be found in a scientific or other laboratory environment, students having known, or potential, health-related concerns, such as allergies, asthma, contact dermatitis, pregnancy, or other physiological sensitivities should check with their physician on the advisability of laboratory work. The instructor and/or chair of the teaching department will provide, upon request, a list of chemicals

that will be used in experiments during the semester. More detailed information (that is, Material Safety Data Sheets) will be furnished by the deans upon written request.

D. Repeating Courses

Any course taken at Texas Wesleyan University and repeated for a grade must be repeated at Texas Wesleyan University. Any course taken at another institution may be repeated at Texas Wesleyan, and the most recent grade on the course will be counted. When a course is repeated, the grade point average will be computed using the most recent grade achieved.

Useful Links:

The following links are provided to give useful information and help for students taking online courses:

Student Technical Assistance Help Desk

Online: <http://www.txwes.edu/distanceeducation/technicalresources/helpdesk.htm>

Local Telephone: (817) 531-4428 ext. 1

Toll free: 1-877-362-2638

Blackboard CE 6.0 Help

Tutorials and Help: <http://tutorials.webct.com/student/>

CE 6.0 Resources: <http://www.txwes.edu/distanceeducation/studentresources.html>

West Library

<http://ezproxy.txwes.edu/index.php>

Distance Education Website

<http://www.txwes.edu/distanceeducation>

Texas Wesleyan University Website

<http://www.txwes.edu/>

Texas Wesleyan University Counseling Center

For assistance, contact: Scott Methvin at smethvin@txwes.edu