

**SUL ROSS STATE UNIVERSITY  
COMM 1315 Public Speaking**

Section 002  
Fall 2022  
T/TH 12:30-1:45  
BAB 305

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M/W 11:00am-12pm, walk-in basis  
All others by appointment – email me.

**Required Text:** SPEECH CRAFT by Joshua Gunn  
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## **Introduction**

Communication is largely unavoidable in our everyday lives. Generally, humans send and receive messages both verbally and nonverbally every day. As humans, it is practically impossible for us to not communicate. Understanding human communication can be useful to everyone no matter what field they intend to study. The knowledge and skills you acquire in this course have the potential for developing and assisting you in numerous ways. Throughout this course you may become a more critical receiver of messages, you may gain insight on how to improve your relationships, you may become a better citizen, and you may increase your confidence.

This course is designed to introduce you to the major areas and skills of the broad discipline of communication. By studying the processes of communication and applying communication theory and principles to diverse real-life situations, you will have an opportunity to practice and analyze communication skills in various contexts.

## Section I. Course Requirements, Assignments, and Grading

Assignment	Points Possible	Grading Scale
Exam One	50	A: 1000-900
Exam Two	50	B: 899-800
Peer Evaluation (informative)	50	C: 799-700
Peer Evaluation (persuasive)	50	D: 699-600
Interview Speech	25	F: 599-0
Oral Reading	50	
Impromptu Speech	25	
Informative Speech	150	
Informative Speech Outline	100	
Persuasive Speech	300	
Persuasive Speech Outline	100	
Final Exam	50	
Possible Points	1000	

**Exams.** There will be two exams in this course. Exams cover assigned reading and lecture material. The exams likely will include a mix of matching, multiple-choice, and short-answer items.

**Peer Evaluation.** It is my view that people often improve their public speaking skills when given appropriate and immediate feedback. You will find that the most important feedback (in life) is from that of your audience. Before you present both your informative and persuasive speeches, you will have the opportunity to practice your speech during class for an audience of around two other students. While one student listens to you and provides eye contact, the other will fill out a peer evaluation form. Each of you will take turns practicing, being the captive audience, and writing feedback on a peer evaluation form.

**Interview Speech.** One important function of this course is to build your confidence when speaking publicly. This speech is designed to build your confidence by giving you an opportunity to practice in front of an audience; however, you won't be alone. For this assignment, you and a partner will interview each other according to a set of questions that I will give you to guide your interview. The two of you will then be able to go to the front of the room together and introduce each other.

**Oral Reading.** You will need to select a piece of literature, poem, sonnet, song (within reason), or a selection from a speech. What I am looking for is for you to bring something to read in front of the class. The purpose of this assignment is to further acclimate you to the world of communicating with others. Your selection, when read, must not exceed three minutes and must be at least one minute in length.

**Impromptu Speech.** There are three different types of public speaking: 1) extemporaneous, 2) manuscript, and 3) impromptu. Impromptu speeches involve little or no preparation. For this

speech, you will likely choose a topic from a hat and have about 5 minutes or less to prepare. Your speech must be persuasive.

**Informative Speech.** This will be your first of two major speeches. For this speech your specific purpose will be to inform the audience on a particular topic. You will be required to speak for at least 4 minutes, but no longer than 7. For every 30 seconds you speak over 7:30 minutes (e.g., I give a 30-second pad on the back end), I will deduct 10 points from your grade. For every 30 seconds you go under 4 minutes, I will deduct 10 points from your grade. This rule applies to both major speeches. You are required to verbally cite a minimum of three credible sources.

**Persuasive Speech.** This will be your second and final major speech. For this speech your specific purpose will be to persuade the audience on a particular topic. You will be required to speak for at least 4 minutes, but no longer than 7. You are required to verbally cite a minimum of 5 credible sources.

**Final Exam.** The final exam is quasi-comprehensive. It will largely cover the chapters not tested for in the previous exams; however, it will also cover chapters throughout the semester.

## Section II. Policies

### LATE PAPERS

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Deadlines are an inescapable part of responsible, professional, adult life. Late papers will lose a letter grade for each day that the paper is late.

If you discover, *a week or more in advance*, that you have multiple deadlines converging on the same day, you may request a change in deadline. Such a change may be granted at the instructor's discretion. Once the deadline has passed, it's too late to ask for exceptions. Manage your time and deadlines wisely.

### TARDINESS / ABSENCE POLICY

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Attendance is 10% of your grade. That's the difference between an "A" and a "B"...or an "F" and a "D."

#### TARDINESS

Class BEGINS EXACTLY AT THE APPOINTED TIME. It is your responsibility to be prepared to begin BEFORE the class starts.

Three instances of tardiness is equivalent to one absence. See below for the class absence policy.

THE INSTRUCTOR RESERVES THE RIGHT TO DENY ENTRY TO STUDENTS WHO ARE NOT PRESENT AT THE START OF CLASS\* – ON THE HOUR. **PLAN ACCORDINGLY. ON-TIME is EARLY!**

\*Exceptions will be made only for those with classes located in RAS whose end time makes on-time arrival impossible.

Punctuality is essential in this business. Tardiness will not be tolerated.

Absence Policy, from the Sul Ross State University 2012-2014 Course Catalogue:

## **CLASS ATTENDANCE**

Regular class attendance is important to the attainment of the educational objectives of the University. Each instructor will keep class attendance records, and the instructor's policy on class attendance will be explained at the beginning of the semester or term.

The instructors will drop a student from a course when the student has a total of nine absences. A student will be dropped for excessive absences in remedial courses after nine absences.

An absence is defined as non-attendance in fifty minutes of class; for example, non-attendance in a one and one-half hour class will constitute one and one-half absences and non-attendance in a three hour class will constitute three absences. An absence because of participation in an official University activity is considered to be an authorized absence.

## **AMERICANS WITH DISABILITIES ACT STATEMENT**

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SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine, Texas, 79832.

## **Section IV. Course Objectives**

After completing this course, you will be able to

- understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
- understand the importance of specifying audience and purpose and to select appropriate communication choices.
- understand and appropriately apply modes of expression (i.e. descriptive, expository, narrative, scientific, and self-expressive) in written, visual, and oral communication.
- participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
- develop the ability to research and write a documented paper and/or to give an oral presentation.

## **Communication Program Student Learning Outcomes**

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SLO 1: Students will be able to analyze communication content for argument, including identification of major elements, such as claim, warrants, and data.

SLO 2: Students will be able to effectively construct messages appropriate to audience, purpose, and context; including electronic media technologies.

SLO 3: Students will be able to apply Communication theories, perspectives, principles, and concepts to the analysis of communication situations.

**Communication Program  
Marketable Skills**

1. Informative and Persuasive Speaking
2. Audience-centered Writing
3. Critical Analysis
4. Research
5. Effective Message Construction Using Technology

**Communication Program  
Core Curriculum Objectives**

**Personal Responsibility**

Students will develop principles of personal responsibility for living in a diverse world; to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.

**Social Responsibility**

Students will develop principles of social responsibility for living in a diverse world, to include the ability to connect choices, actions, and consequences to ethical decision-making.

**THIS CALENDAR IS SUBJECT TO CHANGE  
AT THE INSTRUCTOR’S DISCRETION**

<b>DATE</b>	<b>TOPIC</b>	<b>CHPT</b>	<b>ACTIVITY</b>
8/23	INTRO TO COURSE / SYLLABUS REVIEW	N/A	INTRODUCTIONS
8/25			Interview Speech
8/30	Perception, self, and communication	1	
9/1	Language and Meaning	2 & 3	
9/6			ORAL READING
9/8	Nonverbal Communication	4	
<b>9/13</b>	<b>EXAM ONE</b>		
9/15	Listening and Critical Thinking	5	Review Exam One
9/20	Informative Presentations BLACKBOARD ASSIGNMENT – CLASS DOESN’T MEET	14	
9/22	Informative Presentations	14	
9/27	Topic Selection and Audience	10	
9/29	Source Credibility and Evidence	11	
10/4	Organizing your presentation	12	

10/6	Delivery and Visual Resources	13	
<b>10/11</b>	<b>EXAM TWO</b>		
10/13	More on Delivery		Review Exam Two
10/18			Peer Evaluation
10/20			Peer Evaluation
10/25	RESEARCH DAY – Class does not meet.		
10/27			Informative Speeches
11/1			Informative Speeches
11/3	NO CLASS – VETERAN’S DAY		
11/8	The Persuasive Speech	15	
11/10	The Persuasive Speech	15	
11/17	Peer Review Persuasive Speeches		Persuasive Speeches
11/22	RESEARCH DAY – Class does not meet	15	
11/23-25	<b>THANKSGIVING – NO CLASS. EAT TO THE POINT OF PAIN, AND BE THANKFUL FOR IT.</b>		
11/29	<b>PERSUASIVE SPEECHES DUE</b>		
<b>12/7</b>	<b>MONDAY 10:15AM-12:15PM FINAL EXAM 10:15AM FINAL EXAM 10:15AM FINAL EXAM 10:15AM</b>	<b>10:15 AM</b>	

**Libraries**

The Bryan Wildenthal Memorial Library in Alpine. Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library’s website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass. Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, [library.swtjc.edu](http://library.swtjc.edu). The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

**Academic Integrity**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person’s work as one’s own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

**Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

**Diversity Statement**

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.