

**COMM 1315.001 – Public Speaking
Spring 2023
Course Syllabus**

RESOURCES

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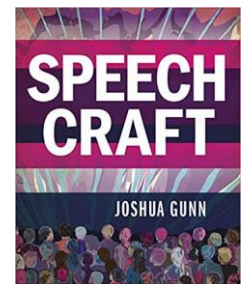
[Lobo Pass](#)

[Office 365](#)

Professor:	Joseph Velasco, Ph.D.
Office Hours:	MW: 10-11am (in MAB 301), 2-3pm; TTh: 2-3pm; & Fri (web) 1pm-5pm
Office Location:	LH 307; Online Classroom via Blackboard Collaborate
Telephone:	432-837-8370
Email Address:	jvelasco@sulross.edu
Class Schedule:	9-9:50am, MWF
Classroom Location:	MAB 302
Required Text:	Gunn, J. (2018). <i>Speech craft</i> . Boston: Bedford/St. Martin's.
Required Equipment & Software:	Internet connection; computer with webcam & microphone; Microsoft Word, Microsoft PowerPoint (available free to SRSU students via Office 365)

Introduction

My name is Dr. Joseph Velasco (most students call me Dr. V), and I am happy to be on this public speaking journey with you. Over the span of recorded history, public speaking has been valued for its ability to help humans affect each other in numerous ways, including teaching, persuading, celebrating, entertaining, and more. Whether it is in a courtroom in Alpine, in the public assembly (the Ekklesia) in Athens, around a campfire in Botswana, in a locker room in Odessa, or on the tundra of Alaska, across every culture of the world, public speaking helps people make an impact. This course is designed to unlock the science and art of public speaking, building on nearly 2,500 years of philosophy, practice, and research.



In addition, this course is designed to compel you to enter the discipline of Communication Studies – a discipline that moves way beyond public speaking to consider the many ways that humans communicate. Regardless of your decision to enroll in more Communication courses, this course will provide you with a solid foundation of speaking, writing, and research skills to benefit you throughout your college experience and the rest of your life. For those of you who will take advanced courses in Communication and possibly begin a major in Communication, this course will provide the essential foundation for more advanced and specialized study.

Section I. Course Objectives

After completing this course, you will be able to:

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

2022-2023 Core Assessment (Personal Responsibility):

In addition to other outcomes listed here, I will also be promoting the following in this class:

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 and global communities.

Section II. Student Learning Objectives

This course is designed to meet one or more of the student learning outcomes applied to all Communication majors:

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.

Section III. Marketable Skills

This course offers you the opportunity to develop the following skills:

- Informative and Persuasive Speaking
- Audience-centered Writing
- Critical Analysis
- Research
- Effective Message Construction Using Technology

Section IV. Course Requirements, Assignments, and Grading

Assignment	Points Possible	Grading Scale
Exam One	50	A = 895-1000
Exam Two	50	B = 795-894
Peer Evaluation (Informative)	25	C = 695-794
PitchVantage Practice (2 times @ 10 pts each) – INF	20+	D = 595-694
PitchVantage Practice (3 times @ 10 pts each) - PER	30+	F = < 595
Peer Evaluation (Persuasive)	25	
Interview Speech	25	
‘More About Me’ Speech	25	
Oral Reading	50	
Impromptu Speech	25	
Informative Speech	150	
Informative Speech Outline	100	
Persuasive Speech	300	
Persuasive Speech Outline	100	
Final Exam	50	
Total Points Possible	1000	

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 will introduce yourself to the class on Zoom by responding to the following prompts:

1. What's your name?
2. Where are you from?
3. What do you do for fun?
4. What is your major?
5. What is your biggest fear?
6. Who/what inspires you?
7. What was your most embarrassing moment?

'More About Me' Speech through PitchVantage. The Interview Speech (listed above) will be performed for the class, but the 'More About Me' Speech will be for an audience of one – me. This speech will accomplish two goals: (1) It will give you an opportunity to tell me more about yourself beyond what was covered in the Interview Speech, and (2) it will get you using a very important tool for practicing speeches – PitchVantage. Use this opportunity to use this online tool to tell me anything about you. For example, this might be a good opportunity to tell me about your fears and concerns regarding this class. Remember to have fun with this, so you can get very personal, or you can keep it light and silly. I'll award full points for

About PitchVantage and How to Get Started:

PitchVantage is a speech simulator (with a simulated environment and audience) that records video and audio of your practice sessions so that you can watch and hear yourself present. The cloud-based software also automatically analyzes the tone of your voice, your pauses, your pace, and several other delivery elements, provides both real-time and instant follow-up feedback to help you identify weak points in your delivery, and makes suggestions on how you can improve them.

How to register: look for a registration link in Blackboard under your course section. The best way to use this tool is to practice, pay close attention to the feedback, review your videos, and apply the feedback in your next practice. To improve your speech delivery, you must rehearse anyway; you might as well do so using a tool that gives you feedback about how to improve. This interactive approach has shown to more rapidly and dramatically improve your skills than practicing without feedback.

If you run into any issues, please check the [support website](#) for solutions or reach out directly to PitchVantage at support@pitchvantage.com.

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. Points will be deducted for reading from a screen or a textbook.

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. All exams will be done through Blackboard.

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 outside of class for an audience of at least one of your peers. This can be done through MS Teams or our Online Classroom. While one student listens and evaluates, the other

will fill out a peer evaluation form. Each/both of you will take turns practicing, being the captive audience, and writing feedback on a peer evaluation form. You will send your evaluation to your peer and they will share their evaluation of you. Submit your evaluation through Blackboard Assignments.

Impromptu Speech. There are four different modes of public speaking: 1) extemporaneous, 2) manuscript, 3) memorized, and 4) impromptu. Impromptu speeches involve little or no preparation. For this speech, I will likely assign you a topic, and you will 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. Presentations will be made through our Online Classroom. Your presentation must include your face being visible while you are speaking.

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 five credible sources. Presentations will be made through our Online Classroom. Your presentation must include your face being visible while you are speaking.

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

Basic Class Expectations: It is expected that you spend at least a few hours each week to complete the course readings and assignments. Since this class has online resources, I expect that you have reliable internet service and that you check your university email at least once a day. It is also recommended that you set up course notifications in Blackboard to receive alerts (e.g., email, text, etc.) when I post announcements, grades, or other course-related items. See instructions in Blackboard.

(Online) Classroom Demeanor: Communication issues tend to be emotionally charged. It is highly unlikely in a class this size that everyone will share your personal values, beliefs, and opinions. Believe it or not, this is a good thing! The presentation of varying perspectives will help all of us to learn. This can be accomplished if ideas, beliefs, and opinions are presented in a respectful way. I will be expecting all students to follow basic ground rules for our interactions whether they are face-to-face or virtual. We will discuss and establish these ground rules in class.

Academic Integrity. Intellectual development requires hard work. Academic dishonesty severely interferes with this development and reduces the value of college degrees. Presenting the ideas or work of others as your own, submitting the same paper for multiple classes, doing someone else's work, and/or failing to cite your sources when you utilize the ideas of others, are all examples of dishonest academic conduct. As an SRSU student, it is your responsibility to read and understand the university's expectations about academic integrity. All violations will be taken seriously and handled through the appropriate university process. The policy can be found at: <https://www.sulross.edu/about/administration/university-policies/>

Late Work: All of the assignments for the entire course will be posted and available as soon as the course is open. It is expected that all assignments are completed by the stated deadlines. Please plan your time carefully. If something does come up, prompt and clear communication will facilitate an accommodating response.

Section VI. Notes on University Programs and Policies

ADA. 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. Students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, 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"). The office is located on the first floor of Ferguson Hall (Suite 112), and their mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832. **Please note that instructors are not permitted to provide classroom accommodations to a student until the appropriate verification has been received.**

SRSU Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. **Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.** Directions for filing a student complaint are located in the student handbook.

Technical Support. SRSU 24/7 Blackboard Technical Support: Toll Free: 888.837.6055.
Email: blackboardsupport@sulross.edu

SRSU Library Services. The Sul Ross Library 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. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Course Calendar
(Calendar subject to change)

Week	Date	Topic	Reading	Due or To Do:
One	Jan 16	<i>MLK Day – No Class!</i>		Register for PitchVantage
	Jan 18	Course Introduction		
	Jan 20	Student Introductions		
Two	Jan 23	Building Confidence	Chapter 1	‘More About Me’ Speech
	Jan 25	Listening & the Ethics of Speech	Chapter 2	
	Jan 27	Audience Analysis	Chapter 3	
Three	Jan 30	Informative Speaking	Chapter 14	Oral Reading
	Feb 1	Topic & Purpose Selection	Chapter 4	
	Feb 3	Oral Reading		
Four	Feb 6	<i>Library Workshop – Arrive Early</i>	Chapter 5	Library Classroom
	Feb 8	Researching Your Speech Topic		
	Feb 10	Exam 1 - Online		
Five	Feb 13	Supporting Materials & Reasoning	Chapter 6	
	Feb 15	Organizing & Outlining Your Speech	Chapter 7	
	Feb 17	Transitions, Introductions, & Conclusions	Chapter 8	
Six	Feb 20	Style & Language	Ch. 9 & 10	Exam 2
	Feb 22	Presentation Aids	Chapter 11	
	Feb 24	Exam 2 - Online		
Seven	Feb 27	Review Exam 2		Review Exam 2 Informative Speeches
	Mar 1	Informative Peer Evaluation		
	Mar 3	Informative Speeches		
Eight	Mar 6	Informative Speeches		Informative Speeches Informative Speeches Informative Speeches
	Mar 8	Informative Speeches		
	Mar 10	Informative Speeches		
Nine	Mar 13	SPRING BREAK – NO CLASS		
	Mar 15	SPRING BREAK – NO CLASS		
	Mar 17	SPRING BREAK – NO CLASS		
Ten	Mar 20	Informative Speeches		Informative Speeches Informative Speeches Informative Speeches
	Mar 22	Informative Speeches		
	Mar 24	Informative Speeches		
Eleven	Mar 27	The Persuasive Speech	Chapter 15	
	Mar 29	Making Arguments	Chapter 16	
	Mar 31	(Continued)	Chapter 16	
Twelve	Apr 3	Impromptu Speeches		Impromptu Speeches Impromptu Speeches
	Apr 5	Impromptu Speeches		
	Apr 7	University Holiday – NO CLASS!		
Thirteen	Apr 10	Persuasive Peer Evaluation		Peer Evaluation Persuasive Speeches Persuasive Speeches
	Apr 12	Persuasive Speeches		
	Apr 14	Persuasive Speeches		
Fourteen	Apr 17	Persuasive Speeches		Persuasive Speeches Persuasive Speeches Persuasive Speeches
	Apr 19	Persuasive Speeches		
	Apr 21	Persuasive Speeches		
Fifteen	Apr 24	Persuasive Speeches		Persuasive Speeches Persuasive Speeches Persuasive Speeches
	Apr 26	Persuasive Speeches		
	Apr 28	Persuasive Speeches		
Sixteen	May 1	Persuasive Speeches		Persuasive Speeches Persuasive Speeches Persuasive Speeches
	May 3	Persuasive Speeches		
	May 5	Persuasive Speeches		
Seventeen	May 8	Persuasive Speeches		Persuasive Speeches Course Evaluation Final Exam
	May 10	Course Evaluation		
	May 16?	Final Exam TBA @8am?		