

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

Section 002  
Fall 2023  
M W F 11:00-11:50  
BAB 304

Bret Scott, Assoc. Professor  
Office: FAB 208  
432/837-8794  
[bscott@sulross.edu](mailto:bscott@sulross.edu)  
M/W 12:00pm-1pm, walk-in basis  
All others by appointment – email me.

**Required Text:** SPEECH CRAFT by Joshua Gunn  
**Publisher:** Bedford/St. Martin's; Second edition (October 1, 2020)  
**ISBN-10:** 1319201563  
**ISBN-13:** 978-1319201562

---

## Introduction

Fear of public speaking affects approximately fifteen million Americans, according to the National Institute of Mental Health.

Other surveys place public speaking on the top ten list of most common fears or phobias, along with heights, spiders, flying, dogs, claustrophobia, and snakes. By some estimates, more than 52% of people globally experience fear or anxiety when asked to speak in front of a group.

Maybe you're one of them.

Or *maybe* you're the kind of weirdo (like me!) who enjoys public speaking. Even if you're not, this course is intended to give you the skills to speak (and think) clearly, to help manage any public-speaking anxiety you may experience, and to organize your thoughts and ideas into different kinds of speeches.

## Course Requirements, Assignments, and Grading

Assignment	Points Possible	Grading Scale
Exam One	5	A: 100-90
Exam Two	5	B: 89-80
Peer Evaluation (informative)	5	C: 79-70
Peer Evaluation (persuasive)	5	D: 69-60
Interview Speech	5	F: 59-0
Oral Reading	5	

Informative Speech	15
Informative Speech Outline	10
Persuasive Speech	30
Persuasive Speech Outline	10
Final Exam	5
<hr/>	
Possible Points	100

**Exams.** There are three exams – two over your reading and lecture material, and the third is a final, which is comprehensive.

**Peer Evaluation.** Your audience is never wrong. If you think you're exciting and interesting and funny, and the audience falls asleep, guess what? You're not as interesting and funny as you thought. Rehearsing in front of your peers will help you improve your skills and the draft of your speech.

**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 supply. The two of you use the answers to these questions to introduce each other to the class.

**Oral Reading.** You're going to read something meaningful to you personally to the class.

**Informative Speech.** This is a 4-7 minute speech on a topic you've researched. You are required to verbally cite a minimum of three **credible** research sources, as well as have a Works Cited page for your outline.

**Persuasive Speech.** This is a 4-7 minute speech that is intended to persuade your audience to take some kind of action. You are required to verbally cite a minimum of 5 credible research sources, as well as have a Works Cited page for your outline.

**Final Exam.** Everything we cover this semester from reading and lecture is fair game on this test.

## **LATE PAPERS**

---

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**

---

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.

### **ADA STATEMENT**

---

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 Schwartz Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203, or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) Our office is located on the first floor of Ferguson Hall – room 112, and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine. Texas, 79832.

### **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**

---

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

**CORE CURRICULUM GOALS**

---

**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>
8/28	INTRO TO COURSE / SYLLABUS REVIEW	N/A	INTRODUCTIONS

8/30			Interview Speech
9/1	Read Chapter 1	1	Interview Speech
9/4	LABOR DAY – class does not meet. Thank a union member today.		
9/6	Listening and Ethics	2	
9/8			ORAL READING
9/11		3	ORAL READING
<b>9/13</b>	TBD	4	
9/15	Audience analysis		
9/18	<b>EXAM ONE – BLACKBOARD – NO CLASS</b>	5	
9/20	Topic and Purpose	6	
9/22	Researching your speech	7	
9/25	Supporting materials	8	
9/27	Outlining		
9/29	Introductions, transitions, and conclusions	14	
<b>10/2</b>	Informative Speaking		
10/4	<b>EXAM TWO – BLACKBOARD – NO CLASS</b>		
10/6	OUTLINES DUE		Review Exam Two
10/9	Peer Evaluations in class		Peer Evaluation
10/11	Peer Evaluations in class		Peer Evaluation
10/13	RESEARCH DAY – Class does not meet.		
10/16			Informative Speeches
10/18			Informative Speeches
10/20		15	Informative Speeches
10/23	The Persuasive Speech	16	
10/25	Making Arguments		
10/27	Persuasive Outlines Due		
10/30	Peer Review Persuasive Speeches		
11/1	Peer Review Persuasive Speeches		
11/3	<b>Research Day – CLASS DOES NOT MEET</b>		
11/6			<b>Persuasive Speeches</b>
11/8			<b>Persuasive Speeches</b>
11/10			<b>Persuasive Speeches</b>
11/13	Critical Thinking		
11/15	Other kinds of speeches		
11/17	<b>Present topics for Final Speech</b>		
11/20	<b>Research Day – CLASS DOES NOT MEET</b>		
11/22-11/24	<b>THANKSGIVING – NO CLASS. EAT TO THE POINT OF PAIN, AND BE THANKFUL FOR IT.</b>		
11/27	Outline for Final Speech Due		

11/29	<b>Peer Review Final Speech</b>		
12/1	<b>Peer Review Final Speech</b>		
12/4			<b>FINAL SPEECHES</b>
12/6			<b>FINAL SPEECHES</b>
<b>12/12</b>	<b>WEDNESDAY 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 LobolD 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.