

**COMM 1315\_WAL – Public Speaking  
Spring 2026  
Course Syllabus**

<b>Professor:</b>	<b>Dr. Amy Post-McCorkle</b>
<b>Office Hours:</b>	Online; by appointment only
<b>Office Location:</b>	Online
<b>Telephone:</b>	Cell#4054017820
<b>Email Address:</b>	Amy.post-mccorkle@sulross.edu
<b>Class Schedule:</b>	Online
<b>Classroom Location:</b>	Online
<b>Required Text:</b>	Lucas, S., & Stob, P. (2023). <i>The art of public speaking</i> (13 <sup>th</sup> ed.). New York: McGraw-Hill.
<b>Required Equipment &amp; Software:</b>	Internet connection; computer with webcam & microphone; Microsoft Word, Microsoft PowerPoint (available free to SRSU students via <b>Office 365</b> )

RESOURCES

Bookstore

Graduate  
Student  
Center

Human  
Resources

Library

Lobo looka t

Lobo Pass

Office 365

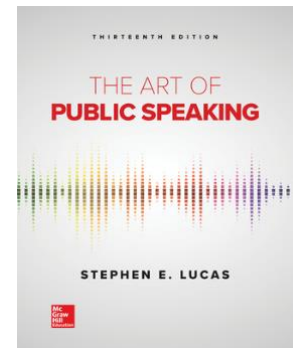
**Introduction Welcome Video**

<https://www.youtube.com/watch?v=8yAqrI0WN2A>

**Section I. Course Objectives**

After successfully completing this course, you will be able:

1. To demonstrate information literacy by verbally citing credible sources.
2. To specify a central idea and specific purpose for speaking in an audience-centered way.
3. To write informative and persuasive speeches.
4. To effectively perform informative and persuasive speeches to a live audience.
5. To analyze informative and persuasive messages for logical development and support.
6. To conduct secondary research using university library resources.



**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.**

**2023-2024 Core Assessment (Critical Thinking & Communication):**

In addition to other outcomes listed here, as required by the Texas Higher Education Coordinating Board (THECB), I will promote and assess the following in this class:

**Teamwork.** Students will develop teamwork skills to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

### 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)	50	C = 695-794
Peer Evaluation (Persuasive)	50	D = 595-694
Introduction Speech	25	F = < 595
YOU Speech	50	
Impromptu Speech	25	
Informative Speech	150	
Informative Speech Outline	100	
Persuasive Speech	300	
Persuasive Speech Outline	100	
Final Exam	50	
<b>Total Points Possible</b>	<b>1000</b>	

**Introduction 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 Blackboard Collaborate 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?

**YOU Speech** is designed to be a "beginning" point for an informative speech. The student will bring **three** items that communicate who **they were** in the past, who **they are** now in the present, and **who they see themselves to be** in the future. The items need to be large enough for the entire class to see. Each item should be presented as the student shares their story of their past, present, and future. **TIME:** (2) minutes. The student must make it to the (2) minute mark for full credit. The student has a grace period of (30) seconds over the (2) minute mark making 2:30 the total time the student should speak. Over the 2:30 mark the student will be deducted five points. That means at 2:31 it becomes a five point deduction from the student's speech grade.

#### OTHER INSTRUCTIONS:

- No notecards or notes of any kind will be allowed for the YOU Speech.
- No outline/bibliography is required for the YOU Speech.
- (3) Items are **required** for the YOU Speech.

- The speech should not be memorized, rather well practiced.
- The YOU Speech is worth (50) total points.

**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.

**Informative/Persuasive Outline.** For each major speech, you will need to write a full-sentence outline of your entire speech. Significant points are added for the inclusion of a specific purpose and central idea written at the top (as modeled in the samples provided). You will also include a list of credible references you cited in your speech. If you are using MLA, call it Works Cited. For APA, call it References. For that section, pick a style and stick to it.

**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. Still, there's 30 seconds of grace on the backend, as described for the Informative Speech. 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. Lastly, to make

sure we are all present and participating, **everyone must be on camera throughout the class session.** This will be especially important when we are audience members for student speeches.

**(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.** Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as 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. Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

**Late Work:** All 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 my response which may (or may not) include an accommodation.

## **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](mailto: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](http://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](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

***Counseling.*** Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](https://www.timelycare.com/srsu). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Course Calendar  
(Calendar subject to change)

Week	Date	Topic	Reading	Due or To Do:
<b>One</b>	Jan. 15	Course Introduction Student Introductions Speaking in Public	Chapter 1	
<b>Two</b>	Jan. 20 Jan. 22	<i>MLK Jr. Day Holiday – No Class</i> Ethics and Public Speaking; Listening	Chapters 2 & 3	<b>Introduction Speech</b>
<b>Three</b>	Jan. 27 Jan. 29	Giving Your First Speech: Speaking to Inform Topic & Purpose Selection	Chapters 4 & 15 Chapter 5	
<b>Four</b>	Feb. 3 Feb. 5	YOU Speech Analyzing the Audience & Researching Your Speech Topic	Chapters 6 Chapter 7	<b>YOU Speech</b>
<b>Five</b>	Feb. 10 Feb. 12	Supporting Materials & Organization Introductions, & Conclusions	Ch. 8 & 9 Ch. 10	<b>Online Exam 1</b>
<b>Six</b>	Feb. 17 Feb. 19	Outlining Your Speech Using Language Delivery	Chapter 11 Chapter 12 Chapter 13	
<b>Seven</b>	Feb. 24 Feb. 26	Using Visual Aids Informative Peer Evaluation Online Exam 2 – <i>No Class</i>	Chapter 14	Peer Evaluation <b>Online Exam 2</b>
<b>Eight</b>	March 3 March 5	Research Informative Speech Prepare Informative Speech Outline		
<b>Nine</b>	March 10 March 12	Spring Break (March 9-13) – No Classes Spring Break (March 9-13)– No Classes		
<b>Ten</b>	March 17 March 19	Rehearse Informative Speech Informative Speeches Due		<b>Informative Speech &amp; Outline</b>
<b>Eleven</b>	March 24 March 26	The Persuasive Speech Making Arguments Claim/Evidence/Reasoning	Chapter 16 Chapter 17	
<b>Twelve</b>	March 31 April 2	Persuasive Peer Evaluation Delivery Exercises		Peer Evaluation <b>Impromptu Speech</b>
<b>Thirteen</b>	April 7 April 9	Delivery Exercises Delivery Exercises		
<b>Fourteen</b>	April 14 April 16	Research Persuasive Speech Prepare Persuasive Speech Outline		
<b>Fifteen</b>	April 21 April 23	Rehearse Persuasive Speech Persuasive Speeches Due		<b>Persuasive Speech &amp; Outline Due</b>
<b>Sixteen</b>	April 28 April 30	Makeup Speeches Due Prepare for Finals		
	Finals	<b>Final Exam Day &amp; Time TBA</b>		<b>Final Exam</b>