

SPCM 200: PUBLIC SPEAKING

(Contact Hours: 3-0-0 | Mode of Instruction: Face-to-Face)

Department of Communication Studies | Colorado State University

Instructor (multiple): _____ Office Hours: _____

COURSE DESCRIPTION

Description from CSU Catalog:

Fundamentals of public speaking, emphasizing content, organization, delivery, and audience response.

Intended Learning Outcomes:

By the end of this course, students who successfully complete SPCM 200 will:

- Become more competent speakers in public settings
- Learn about and perform different genres of public speaking (informative, invitational, persuasive, and commemorative)
- Understand communication theories applicable to public speaking
- Enhance their critical thinking and listening skills

Required Texts:

All students enrolled in SPCM 200: Public Speaking are required to purchase both the class textbook (Griffin's *Invitation to Public Speaking*, 5th edition) and the department's *SPCM 200: Speech Coursebook*. **NOTE:** Students enrolled in a Service Learning section of SPCM 200 should purchase the Service Learning Edition of the *SPCM 200: Speech Coursebook*. Additional readings, videos, and resources may be posted for free on the class's Canvas site. *Similarly, students enrolled in Section 24 should not purchase a textbook or coursebook; rather they will be provided a copy of the department's new text, *Public Speaking Now*, 1st edition (draft).

COURSE POLICIES

Attendance:

The credits you earn in this class are based on participation as well as performance. The learning experience is not confined to exams you take and speeches you give. A public speaking course involves not just speaking, but also listening, critique, feedback, and facilitation. In addition, speakers need an audience on performance days. Consequently, regular attendance and participation is required. Because illnesses and emergencies do arise during the course of the semester, one week's worth of absences are allowed without penalty:

Fall/Spring Semester

50 minute class: 3 unpenalized absences

75 minute class: 2 unpenalized absences

Summer 4-week session: 1 unpenalized absence

Summer 8-week session: 2 unpenalized absences

Provided it is not a performance or exam day, no explanation is required for the missed day; however the student is responsible for obtaining any lecture material, handouts, or announcements covered in class. These absences should be reserved for illness, emergencies, family engagements, and participation in university-sponsored activities. **After your unpenalized absences have been used, each unexcused absence will result in a 15 point per absence deduction from your final grade (30 points during the 4-week Summer sessions).** If your social, academic, extra-curricular, or employment schedule will interfere with attendance and participation in SPCM 200, ***please consider taking this course a different semester.***

Attendance on Speech Days: You must attend class on days you are scheduled to give a speech. **Failure to give your speech on the assigned day will result in the grade of “zero” for that assignment.**

Excused absences: Occasionally, a student may miss a speech or have an extra absence for which they may not be penalized. There are five standards by which we determine if an absence is excused. Before asking your instructor for an exemption, however, be certain that your situation conforms to *every one* of the following criteria:

1. The absence must be unexpected. There was no way you could prepare for it or plan ahead.
2. The circumstances of your absence must be beyond your control.
3. The nature of your excuse must be serious: a death or medical crisis in your immediate family; onset of an incapacitating illness; or a severe accident.
4. If you are physically able, you must contact your instructor or leave a message prior to the time you are expected to give a speech or complete an assignment.
5. You must be able to document your excuse in writing.

University activities: If you will miss class due to participation in university-sponsored sports or activities, please discuss your schedule with your instructor *early* in the semester. Provide a letter, signed by a coach or sponsor, verifying your participation in the activity. Given the participatory nature of the class, be sure to minimize your absences beyond those required for university-sanctioned events. In particular, please make every effort to schedule your speeches on days that do not conflict with your travel schedule. If your activity requires you to miss more than 4 classes during the course of the semester, please take SPCM 200 a different semester.

Tardiness: Tardiness is particularly disruptive in a public speaking class. **Never** walk in on another student who is giving a speech. Wait at the door until their speech is concluded. Additionally, it is important to come to class on time so that your instructor can make an accurate record of your attendance. If you come to class late, after attendance has been taken, you are *personally responsible* for informing the instructor that you were present. Habitual tardiness may result in the loss of attendance points.

Common Final: During the fall and spring semesters, all SPCM 200 students take a common final exam written by the Director of the Basic Course. All students are required to take the final exam at the time designated in the official university final exam schedule. Students will not be permitted to take the exam early due to travel or other plans, and they will not be able to make it up if they miss it. If students have multiple exams scheduled on the day of the SPCM 200 final and are hoping to re-arrange their testing schedule, they should **plan to re-arrange their other exams**. Since there are only a few common finals scheduled by the university, they must take precedence.

Cell Phones: Cell phones are also particularly disruptive in a public speaking class. Please turn your phone off prior to entering class. If your cell phone is a continual disruption, your instructor will assess an appropriate penalty.

Freedom of Speech: In the spirit of the First Amendment, students are encouraged to select any speech topic that fits the assignment criteria in SPCM 200. That includes controversial and even unpopular topics; indeed, equipping students on how to navigate difficult subject matter is one of the main goals of SPCM 200. However, students should be mindful that the right to free speech is not unconstrained and must always be balanced with the other rights of members of the class and community, as well as the criteria of the assignment. Students are encouraged to speak to their instructors (or if necessary, the Director of the Basic Course) on the best way to balance these rights in their speech assignments.

Topic Selection and Campus Safety: Students will approve all speech topics with their instructor. Though acceptable speech topics will be determined by each individual instructor in conjunction with the expectations of the particular speech assignment, campus safety is a determining factor for all topics in all sections. Therefore, students will not bring any dangerous or illegal objects/substances to their public speaking class, even if intended to enhance a public speaking situation. If a student has questions regarding whether their topic and/or speaking aid is appropriate, they should speak with their instructor at least 48 hours prior to the day they are scheduled to speak.

Signing Up for a Speaking Slot: It is the student's responsibility to sign up for a day to speak for each speech assignment in class. Students who are absent on sign-up days are responsible for contacting the instructor as soon as possible to sign up for a slot. In the event a student is absent on speech day, it is *possible and likely* that they will automatically be slotted to speak on the first day of speeches. In that event, please plan accordingly.

Computer/Technology Problems:

Computer malfunctions do not constitute an "excuse" or an "emergency." Prepare your assignments far enough in advance so that when your computer malfunctions (*and it will*) you will be able to rectify the problem and turn in the assignment on time. Allow for printer, disk, server, service provider, and other technology problems. Also, have a back-up plan in case classroom technology fails during your speech. You will be expected to go on with the presentation, just as you would if you encountered a technology problem on the job.

Academic Integrity:

Students in SPCM 200 are expected to do their own work. Research, visual aids, and outlines for speeches must be products of a student's individual, original work. You may not work with students in your own or other sections of SPCM 200 on the same speech topic, and any information you obtain from outside sources for use in your speech must be cited orally in the speech, in the outline with in-text citations, and credited in the bibliography. Additionally, **providing another SPCM 200 student a copy of your original work will also be reported to the Conflict Resolution and Student Conduct Service (CRSCS) office.** Students should also be aware that the Department of Communication Studies considers "**self-plagiarism**"—when a student presents drastically similar versions of their own work for credit in multiple classes (i.e. "double dipping")—an equally troublesome offense and will also be reported to CRSCS. Failure to conform to Colorado State University's standards for academic integrity can result in failure of the assignment, failure of the course, and/or reporting of the student's conduct to the university's Conflict Resolution and Student Conduct Service office. For a detailed explanation of CSU's academic integrity guidelines, see the *General Catalog*.

VeriCite:

The Department of Communication Studies uses VeriCite software built into Canvas as a tool to deter plagiarism and educate students on how to properly cite other sources in their work. VeriCite is a service that assesses the originality of every outline and manuscript submitted in this class. The service "compares the content in the submitted paper to two repositories – a repository of student submissions that is private to the university and a repository of publicly accessible, academically-oriented Internet resources" (<http://info.canvas.colostate.edu/vericite.aspx>). The software then identifies substantial overlaps between submitted work and material in these repositories that suggest plagiarism may have occurred. You will be required to submit assignments electronically to the service; it is no more difficult than emailing an attachment. **Students who do not submit their assignments to VeriCite on time will receive a zero on their assignment until the matching document is submitted successfully.**

While the instructor will provide detailed instructions for using VeriCite at the appropriate time, here are a few important points to remember:

- VeriCite simply assesses originality. In cases of matches to other sources (common in a research-based speech outline), your instructor will assess whether or not proper citation form was employed.
- Be sure you complete your work early enough to deal with unexpected delays in submission. Failure to post required assignments successfully on VeriCite may result in a score of zero for the corresponding assignment.
- In order to protect your privacy, do not put your name on the electronically submitted paper; the program will properly link you with your paper internally.
- It is important to understand how the University defines plagiarism: Plagiarism: copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgement (CSU General Catalog 2012-2013, 1.6, page 8, <http://catalog.colostate.edu/Content/files/2012/FrontPDF/1.6POLICIES.pdf>).

VeriCite identifies the portion of your work that is original and flags instances of copying. Copying, with proper citation, is not plagiarism. One of the objectives of this course is to teach speakers how to incorporate research into their speeches ethically and effectively, supporting their own analysis with high-quality research.

Honor Pledge

To assist and remind students, faculty, and other community members that we aspire to form a culture of academic integrity at Colorado State University, students are encouraged to write and/or sign the CSU Honor Pledge on all assignments for this class. The honor pledge is: **“I have not given, received, or used any unauthorized assistance.”**

Accommodating Special Needs

Students who require special accommodations during testing or instruction should first contact Resources for Disabled Students, 100 General Services, Fort Collins, CO 80523, (970) 491-6385 (V/TDD). Information about Resources for Disabled Students can be found online at <http://rds.colostate.edu/>. The SPCM 200 staff is happy to accommodate the specific needs of our students, provided the policies and procedures outlined by Resources for Disabled Students are followed. Please discuss your needs with your instructor at the beginning of the semester so that the requisite accommodations may be put in place. Failure to contact your instructor at the beginning of the semester will not justify retroactive grade changes. Be advised that speech deadlines are firm. A last-minute extension will not be granted.

If students have questions or concerns about the quality of the accommodations they are receiving in SPCM 200 or any course at CSU, they are encouraged to contact any or all of the following individuals:

Dr. Allison Prasch, Interim Director of the Basic Course and GTA supervisor (SPCM 200)

Allison.Prasch@colostate.edu

Dr. Greg Dickinson, Department Chair, Communication Studies

Greg.Dickinson@colostate.edu

RDS Accommodation/Advocacy Specialists:

Kathleen Ivy: Kathleen.Ivy@colostate.edu

Rhondda Walker: Rhondda.Walker@colostate.edu

Terry Schlicting: Terry.Schlicting@colostate.edu

COURSE SCHEDULES

A general course schedule laying out expected speech days, course readings, and the exam will be distributed by instructors on the first day of class. If students do not receive a course schedule, they should follow up with their instructor immediately. These are general scheduling guidelines and do not reflect specific speech days,

assignment due dates, etc. Actual due dates will vary by class due to changing enrollments, snow days, etc. Please follow assigned due dates for all work provided by instructors in class.

SPEECH ASSIGNMENTS*

*Students will have additional assignments and exams in this class besides the speech assignments below. See the grading scale and your instructor's syllabus addendum for further information.

Diagnostic Speech (0 points)

Prepare and present a 2-3 minute speech on a topic specified by your instructor. This speech is designed to "diagnose" your speaking strengths and areas that need improvement. It will be graded on a pass/fail basis. If you attempt to complete the assignment in good faith, **you will pass**.

Informative Speech (100 points)

Prepare and present a 4-6 minute speech that conveys useful or interesting information to an audience. Cite at least 4-6 different sources for your audience during the speech (put the names of your sources in parentheses when you cite them within the body of your outline, as well as an additional and appropriate citation information), and include a minimum of one visual aid prepared specifically for this assignment. Prior to the delivery of the speech, submit one copy of a typed complete-sentence outline, including a works cited page, to your instructor. Upload that identical file (with your name removed) to VeriCite. Avoid spelling, typographical, or grammatical errors.

Invitational Speech (200 points)

You will prepare a 5-7 minute speech to explore an issue or articulate a position, and then moderate a 3-4 minute dialogue with your class colleagues (Maximum of 12 minutes total for the speech and dialogue). Then you will present a brief conclusion (no more than one minute) summarizing your speech content and dialogue. Your topic should be potentially suitable for the policy speech assignment, and you should use the invitational dialogue as an opportunity to 1) find a topic for your policy speech, and/or 2) gain a greater understanding of and appreciation for your audience's diverse perspectives before you design your policy speech. Cite at least **5-7 different sources** for your audience during the speech (put the names of your sources in parentheses when you cite them within the body of your outline). On the day of your dialogues, turn in one copy of a typed outline of your invitational speech with dialogue question prompts listed at the end and a works cited page. Upload that identical file (with your name removed) to VeriCite. Avoid spelling, typographical, or grammatical errors.

Policy Speech (250 points)

Prepare and present a 6-8 minute speech that proposes a plan to solve a current public problem. After your 8 minute speech, field 2-3 minutes worth of questions from the audience. You may arrange your policy speech into either the problem-solution organizational pattern or the problem-cause-solution pattern. Make sure to relate your discussion of the problem and proposed solution specifically to your class audience. Cite at least 6-8 different sources for your audience during the speech (put the names of your sources in parentheses when you cite them within the body of your outline). Prior to the delivery of the speech, submit one copy of a typed complete-sentence outline, including a works cited page to your instructor. Upload that identical file (with your name removed) to VeriCite. Avoid spelling, typographical, or grammatical errors.

Commemorative Speech (100 points)

Prepare and present a 4-5 minute speech that pays tribute to a person, concept, organization, or institution. This speech will be delivered from manuscript. Organize your speech's main points according to those virtues exhibited by the subject you have chosen to amplify. Incorporate examples of both imagery and rhythm into your speech, and label them on your manuscript. **Be sure to select a topic that is praiseworthy for general audiences** (praising excessive alcohol use or violence are bad topics for general audience, for instance).

Making sure your topic is approved by your instructor will ensure you pick an appropriately praiseworthy topic. Prior to the delivery, submit a typed, double-spaced copy of your manuscript to your instructor. Upload that identical file (with your name removed) to VeriCite. Avoid spelling, typographical, or grammatical errors.

Grading Standards

Although each assignment has a distinct set of grading criteria, there are general standards that can be applied to all of the speeches:

The “**B**” or “**A**” speech presents a thesis that is significantly challenging for college students. The analysis reflects superior understanding of the subject and its appropriate development. The central idea is introduced so as to engage the concern as well as the interest of the listener. The organization of main points and supporting materials is strikingly clear. The delivery of the speech is marked by excellent choice of language, articulation, and animation. The speech reflects a high degree of polish as presented in final form. While a “**B**” speech is above average, an “**A**” speech is clearly superior in all areas.

The “**C**” speech meets the basic requirements of the assignment. It develops a clearly defined idea that is phrased and presented in a manner significant for the audience. There is supporting material for the main points. The speech has a recognizable developmental pattern. The speaker makes adequate use of basic physical and vocal delivery. The “**C**” speech is an average speech.

The “**D**” or “**F**” speech treats a topic in a trite or inconsequential way, or it may not conform to the assignment. The thesis may be vague or too broad to cover in the allocated time. There is a lack of structure and often a considerable amount of irrelevant, superficial material. There is little attempt to adapt to the audience and situation. Delivery is broken or lacks variety, and there may be problems with the choice of language. While the “**D**” speech is below average, it does have some saving grace. The “**F**” speech has none.

You should understand assignment criteria and your instructor’s expectations before you prepare each speech. If you are unclear about assignment specifications, visit with your instructor about your questions and concerns. If you do not understand why you received a particular grade on a speech, schedule an appointment to talk with your instructor. Our goal is to help you become the best speaker you can be. That goal can only be accomplished if 1) the instructor evaluates your work frankly and accurately, and 2) you and your instructor work together to improve your performance. If you discuss problems and concerns with your instructor early in the semester (rather than two weeks before the end of the semester) the chances are greatly improved that this class will be a productive and positive experience for you.

You will be evaluated by the excellence of your work alone. Effort, per se, is not a factor in grading.

Grading Scale

Below is the point distribution and corresponding letter grade for each assignment in class:

| Letter Grade | Informative | Invitational | Policy | Commemorative | Quizzes or Midterm | Final Exam | Misc. (homework, participation, activities) |
|--------------|--------------|---------------|---------------|---------------|--------------------|--------------|---|
| A+ | 100 | 200 | 250 | 100 | 100 | 150 | 100 |
| A | 96 | 192 | 240 | 96 | 96 | 144 | 96 |
| A- | 93 | 186 | 233 | 93 | 93 | 140 | 93 |
| B+ | 89 | 178 | 223 | 89 | 89 | 134 | 89 |
| B | 86 | 172 | 215 | 86 | 86 | 129 | 86 |
| B- | 83 | 166 | 208 | 83 | 83 | 125 | 83 |
| C+ | 79 | 158 | 198 | 79 | 79 | 119 | 79 |
| C | 76 | 152 | 190 | 76 | 76 | 114 | 76 |
| C- | 73 | 146 | 183 | 73 | 73 | 110 | 73 |
| D+ | 69 | 138 | 173 | 69 | 69 | 104 | 69 |
| D | 66 | 132 | 165 | 66 | 66 | 99 | 66 |
| D- | 63 | 126 | 158 | 63 | 63 | 95 | 63 |
| F | 59 and below | 118 and below | 148 and below | 59 and below | 59 and below | 89 and below | 59 and below |

Here is the 1000-point scale we will use to assign final course grades:

| | |
|---------------|----|
| 1000-933 | A |
| 932-900 | A- |
| 899-867 | B+ |
| 866-833 | B |
| 832-800 | B- |
| 799-767 | C+ |
| 766-700 | C |
| 699-600 | D |
| 599 and below | F |