

## Course Description

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Students will learn the skills and strategies needed to prepare and deliver special occasion and informative speeches, as well work with others to design presentation and address arguments in a public setting. Special consideration is given to adapting communication styles and content to diverse speakers and audiences. This course emphasizes how to compose meaningful and coherent messages; how to conduct responsible research on appropriate topics; and how to argue, develop, and polish effective presentation skills.

## Course Objectives

Students the course, you will be asked to stand before a group and deliver information, argue a position, present an award, introduce a guest speaker, or honor a special event. It is important that you command the audience's attention and present yourself as a competent and credible speaker. In this course, you will be asked to present four speeches. The goal is for you to gain more confidence in communicating in public contexts.

## Student Learning Outcomes

1. Students will construct (research, outline, and organize) public speeches for delivery to audiences.
2. Students will deliver special occasion, informative, and persuasive speeches.
3. Students will apply analytical and critical listening skills.
4. Students will manage their apprehension about communicating in public contexts.

## Course Materials

*Empowering Public Speaking* by Deanna L. Fassett and Keith Nainby

## Course Assignments

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### Online Course Assignments

Detailed assignment instructions, grading criteria, and study guides for examinations are provided separately. Each student is responsible for meeting all requirements specified in the assignment instructions and study guides.

### MODULES (Quiz and Discussions)

- Week 1 – Chapters 1-4 80 points
- Week 2 – Chapters 5-8 80 points
- Week 3 – Chapters 9-12 80 points
- o **Section total 240 points**

### ASIGNMENTS

- Advocacy Analysis 25 points
- Topic & Thesis Development 10 points

- **Section total 35 points**

## **SPEECHES and OUTLINES**

- Introductory Speech 25 points
- Informative Speech 75 points
- Informative Speech Outline 25 points
- Persuasive Speech 85 points
- Persuasive Speech Outline 25 points

- **Section total 235 points**

## **CLASS TOTAL – 510 POINTS**

### **The Modules**

There is a total of 3 weekly MODULES that each contain 4 chapters. Each weekly MODULE will consist of readings, PowerPoints, and a quiz for each chapter. It may include external web-linked readings, readings placed into the course website, textbook readings, or multimedia information. Each weekly module is worth 80 points.

### **Speeches**

You will be giving 3 speeches in this class and all of the information for those speeches can be found in this module. The three speeches are:

- Introductory Speech
- Informative Speech
- Persuasive Speech

Each speech will have its own assignment page that will explain the assignment, provide guidance and information about due dates.

### **Other Assignments**

A total of 2 assignments. More information can be found on each assignment in the ASSIGNMENTS Module.

## **Course Policies**

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### **Class Climate**

The types of issues we will discuss in this class range from the politics of marriage to the politics of gun control. Some course participants will undoubtedly have strong reactions to some of our debate topics and discussions—strong reactions are not discouraged. However, reactions need to be framed as complete arguments (not just claims) and **presented respectfully**. We must create an **environment in which individuals feel comfortable** articulating their arguments and relaying their relevant experiences. Constructive critique is welcomed and expected. **Words or deeds that marginalize people because of their gender, race, ethnicity, class, age, sexual orientation, or ability disrupts the safety of our learning community and cannot be tolerated.**

### **UNT Acceptable Student Behavior Statement:**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students

engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr)

## **Accountability**

You are expected to complete all assignments by the due date. All submissions will be on Canvas. The majority of the class will be online asynchronous, but the mini-debates and a few discussions will be online synchronous either through Zoom or Canvas.

## **Academic Integrity**

It is expected that all students have read and understand the Center for Student Rights & Responsibilities expectations regarding Academic Dishonesty and Integrity. If you have misplaced your copy of their code, please surf the net to <http://www.unt.edu/csrr/development/dishonesty.html>.

It is of utmost importance that you understand what is meant by cheating, facilitating academic dishonesty, fabrication, plagiarism, etc. It is also important for you to understand your rights should I or any other instructors accuse you of academic dishonesty. Every graded assignment, unless otherwise indicated, requires you to do original, independent, and creative work. In addition to copying someone else's words or ideas, reusing your own work (from other courses) is considered academic dishonesty—you might be permitted to extend research from other classes, but you must clear this with your professors before proceeding with such research. Frequently, you will be asked to summarize and synthesize various course readings and additional research; if you are using more than three words of that text, they need to go in quotation marks and include the corresponding page number(s). Even if you are not quoting text directly, you need to indicate when you are using another scholar's thoughts/ideas/concepts/paradigms/etc by putting their name in parentheses after their idea. Violation of these expectations will result in swift and severe consequences (typically, failure for the assignment and, depending upon the severity of the infraction, the course).

## **Incompletes**

In accordance with university policy, a student can only receive a course grade of "I" if the student 1) has completed at least 75% of the coursework, 2) is passing the course, and 3) has a justifiable and documented reason beyond the control of the student for not completing the work on schedule (e.g., serious illness, military service).

## **Disability Concerns**

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. In accordance with the ADA and Office of Disability Accommodation (ODA), I will gladly provide reasonable accommodation to students who need it.

## **Sexual Discrimination, Harassment, & Assault**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal

Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources\\_0](http://deanofstudents.unt.edu/resources_0). Renee LeClaire McNamara is UNT's Student Advocate and she can be reached through e-mail at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

## **Crisis Contingency**

In the event of the university closing for weather-related reasons or illness outbreak (e.g. swine flu), you will be alerted by Eagle Alert. I will provide instructions on how to turn in assignments and how the class will precede utilizing campus email.

## **Email Policy**

All communication from me will be by email, blackboard, and/or in class. I will send information to your UNT emails. Please set up the forwarding function in your UNT email if you do not regularly check that email address. I will not attempt to track down all of your personal emails.

## **COMM Library Copier Use Policy**

Students conducting research in the Communication Studies Library associated with departmental coursework have access to a printer/photocopier located in the office adjacent to the library. We encourage students to make use of this resource to print research accessed online in the library or to copy essays from any of the department's holdings. Students may not use this resource for other purposes, such as printing courses assignments, class notes, scripts, etc. Students who use the copier for uses other than those outlined above will lose copying privileges.

## **Campus Firearms Policy**

Individuals who are licensed to carry may do so on campus premises except in locations and at Activities prohibited by law or by this policy.

## **Grading/Quality of Work**

All grades will be in the form of a letter grade (A-F) and weighted according to the demands of the specific assignments. Students are expected to produce written work that conforms to the "Writing Guide for Student Papers" in the "undergraduate program" section of the department website.

You can find that information and more at, [http://www.comm.unt.edu/writing\\_guide\\_for\\_student\\_papers.htm](http://www.comm.unt.edu/writing_guide_for_student_papers.htm) and [http://www.comm.unt.edu/faculty/gossett/writing\\_tips\\_for\\_comm\\_3010.htm](http://www.comm.unt.edu/faculty/gossett/writing_tips_for_comm_3010.htm)

If you need assistance with your writing, contact the writing lab or call the writing hotline at 565-4311

Your final grade will be accounted in the following manner:

**A – Exemplary:** work or performance that goes well beyond the basic expectations of the assignment to the point of providing a model of excellence to others.

**B – Commendable:** work or performance that not only meets all requirements but exceeds them, demonstrating depth, originality, and other marks of quality that give the work distinction.

**C – Satisfactory:** work or performance that fully meets all requirements competently and shows the ability to function as a college student.

**D – Marginal:** work or performance that either (1) fails to meet all requirements though what is done is considered competent, or (2) meets all requirements but not at a basic level of competence or (3) both of the above but not poor enough to be considered failing.

**F – Failing:** work or performance that falls significantly short of requirements or basic competence or both. And, of course, work not done.

## Course Schedule

All readings in “Empowering Public Speaking”. Deanna L. Fassett and Keith Nainby.

Date	Readings	Assignments
<b>Unit 1</b>	Chapter 1 – Public Speaking is Constitutive Chapter 2 – Public Speaking is Relational Chapter 3 – Public Speaking is Responsive Chapter 4 – Public Speaking is Specific to Time and Place	<b>Due Sunday, May 17</b> <ul style="list-style-type: none"> <li>• Quiz – Chapter 1</li> <li>• Quiz – Chapter 2</li> <li>• Quiz – Chapter 3</li> <li>• Quiz – Chapter 4</li> <li>• Advocacy Analysis</li> <li>• Introductory Speech</li> </ul>
<b>Unit 2</b>	Chapter 5 – Public Speaking is Pedagogical Chapter 6 – Public Speaking is Structured Chapter 7 – Public Speaking is Informed Chapter 8 – Public Speaking is Performance	<b>Due Friday, May 22</b> <ul style="list-style-type: none"> <li>• Topic and Thesis Development</li> <li>• Informative Speech Outline</li> </ul> <b>Due Sunday, May 24</b> <ul style="list-style-type: none"> <li>• Quiz – Chapter 5</li> <li>• Quiz – Chapter 6</li> <li>• Quiz – Chapter 7</li> <li>• Quiz – Chapter 8</li> <li>• Informative Speech</li> </ul>
<b>Unit 3</b>	Chapter 9 – Public Speaking is Impassioned Chapter 10 – Public Speaking is Accountable Chapter 11 – Public Speaking is Evolving Chapter 12 – Public Speaking is Empowering	<b>Due Wed, May 27</b> <ul style="list-style-type: none"> <li>• Persuasive Speech Outline</li> </ul> <b>Due Friday, May 29</b> <ul style="list-style-type: none"> <li>• Quiz – Chapter 9</li> <li>• Quiz – Chapter 10</li> <li>• Quiz – Chapter 11</li> <li>• Quiz – Chapter 12</li> <li>• Persuasive Speech</li> </ul>