Institutional Goals

Goal 1 - Offer Life-long Learning Opportunities
Offer high-quality, life-long learning opportunities in academic transfer programs, career and technical programs, continuing workforce development, developmental college-preparatory course work, faculty and staff development, and personal enrichment.

Course Description
Application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students’ speaking abilities.

Approval Number ...................................................................................... 23.1304.53 12
maximum SCH per student ............................................................................................. 3
maximum SCH per course ............................................................................................ 3
maximum contact hours per course .............................................................................. 48

Learning Outcomes
Upon successful completion of this course, students will:
1. Recognize and understand the foundational models of communication.
2. Apply elements of audience analysis.
3. Demonstrate ethical speaking and listening skills.
4. Research, develop and deliver extemporaneous speeches with effective verbal and nonverbal techniques.
5. Demonstrate effective usage of technology when researching and presenting speeches.
6. Understand how culture, ethnicity, and gender influence communication.
7. Develop proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative, or persuasive).

Transferability
Public Speaking generally transfers as a 3 hour credit. It is listed in the Core Curriculum as an institutional option in the Communication foundational component area.

Required Materials: Textbook adoptions are published under section and instructor on the Cisco College Bookstore webpage. Textbooks and additional materials are required in each course but vary by instructor. Each student should reference textbook and required materials information provided by the instructor.

Course Policies

Attendance
Because of the interactive nature of this class, attendance is critical. In presenting your speeches, you learn to be a good speaker. In listening to the speeches of your peers, you learn to be a good audience. BOTH are important. Attendance in this class is mandatory. Each instructor may provide more specific attendance requirements. See the current catalog for college-wide attendance requirements.

Due Dates/Late Work
Outlines and other written work must be typed and submitted on time. Speeches should be delivered on the assigned day. Speech instructors reserve the right to not accept late work in any form.

Student Conduct
Students are expected to take responsibility in helping to maintain a classroom environment that is conducive to learning. Inappropriate behavior in the classroom shall result, at a minimum, in a request to leave class and be marked
absent for that day. A more detailed list of inappropriate behaviors is found in the current student handbook. Instructors may also implement technology use guidelines for their individual courses.

**Free Speech and Responsible Speech**
Respect is key to any communication. Students have a right not only to have beliefs, ideas, and opinions, but also to freely and appropriately express those beliefs, ideas, and opinions. However, be aware that some audience members, in this case your classmates, may not agree with you. Keep an open mind. You can listen and even understand another person’s perspective without compromising your own. Being disrespectful to the instructor or a classmate may result in dismissal for the day or removal from the class.

**Academic Honesty**
It is the intent of Cisco College to foster a spirit of complete honesty and a high standard of integrity. As commonly defined, plagiarism consists of passing off another’s ideas, words, writings, etc. as one’s own. In accordance with this definition, you are committing plagiarism if you copy the work of another person and present it as your own, even if you should have the permission of that person. Plagiarism is one of the worst kinds of academic dishonesty. The attempt of students to present as their own any work they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offender liable to serious consequences, possibly suspension.

**Course Content**
College-level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.

**Special Accommodations**
Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify the instructor the first week of class. It is the student’s responsibility to provide the necessary documentation to the Special Populations Coordinator.

**Course Assignments and Grades**
60% or more of the final course grade will be determined by assignments requiring a variety of communication styles. Up to 40% of the course grade will be determined by varied individual, partner and/or group activities including but not limited to outlines, drafts, short essays, exams, impromptu speaking, audience activities, small group or class discussions, peer evaluations and partner or group activities, planning, or presentations.

**Course Topics**
Possible topics of study for the Public Speaking Course include but are not limited to:
- Speaking in Public
- Confidence
- Audience Analysis
- Topic Selection
- Research
- Support Material
- Organization
- Outlining
- Visual Aids
- Delivery
- Listening and Evaluating
- Persuasive Organization
- Persuasive Strategies
- Language Use
- Special Occasion Speaking

**Changes to the Syllabus**
The schedule and procedures in this syllabus are subject to change if deemed appropriate by the instructor. As speech courses depend on unfolding current events, students’ reading and writing abilities, available technology, required speech time length and number of students, daily schedules are assigned and updated during class.
Instructor: Elaine J. Dispo, PhD®, MA
Email: *elaine.dispo@cisco.edu
Sect. 80-151S (19512): AISD dual credit
8/24/15-12/11/15

Days & Times: MW 1:10-2:20PM
Location & Office: AEC 104
Office Hours: can confer before or after class as needed or via email*

Required Textbook:

Recommended Materials
✓ USB/flash/drive to save course materials and assignments; note cards for speeches
✓ Notebook or tablet to take notes

SPCH 1315 Public Speaking
Application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students’ speaking abilities, as well as ability to effectively evaluate oral presentations.

Approval Number 23.1304.53.12
Maximum SCH per course 3
Maximum SCH per student 3
Maximum contact hours per course 48

Learning Outcomes
Upon successful completion of this course, students will:
1. Demonstrate an understanding of the foundational models of communication.
2. Apply elements of audience analysis.
3. Demonstrate ethical speaking and listening skills by analyzing presentations for evidence
4. Research, develop and deliver extemporaneous speeches with effective verbal and nonverbal techniques.
5. Demonstrate effective usage of technology when researching and/or presenting speeches.
6. Identify how culture, ethnicity and gender influence communication.
7. Develop proficiency in presenting a variety of speeches as an individual or in a group (e.g., informative, persuasive).

Transferability: This course generally transfers as a 3 hour credit. It is listed in the Core Curriculum as an Institutional Option.

Attendance: Because of the interactive nature of this class, attendance is imperative. In presenting your speeches, you learn to be a good speaker. In listening to the speeches of your peers, you learn to be a good audience. BOTH are important. Your punctual presence is mandatory to participate. See the current student handbook for specific requirements.

Teaching Philosophy: Students are #1 in my book. My goal is to help you succeed! You’re all here to maximize your potential as effective speakers and listeners, not just in our classroom, but also in your personal conversations, your formal presentations, and your work interactions.

Policies: We conduct our class with these two Rs: RESPECT and RESPONSIBILITY, as we maintain an ETHICAL CODE.

- **Respect ~ Appreciate our diversity**
  - 1st Amendment: We all have the freedom to express ourselves. However, we must accept each other’s differences and refrain from attacking each other by being open-minded, listening to what others have to say, and defending your arguments.
  - Cell Phones: Let’s refrain from talking or texting on your phone, especially when your classmates are presenting. If you choose to take a phone call during our class, then please leave our classroom discretely.

- **Responsibility ~ Hold ourselves accountable**
  - Attendance: Let’s treat our class as you would your career by showing up to class as scheduled. Not “gracing us with your presence” will negatively affect your participation grade because you’ll miss interaction, exams and speeches.
  - Late Work: NO LATE WORK will be accepted under any circumstance, so if you know ahead of time that you’ll miss a due date, then you can inform me in advance to make early arrangements to turn in an assignment or take a test.

- **Ethical Code ~ Practice ethics and integrity**
  - Cheating: All of your graded work must be originally written by YOU for this class. If you’re caught cheating on an exam or proven to have plagiarized (copied) a paper or presentation or recycled one you that you’ve done for another class, then the Dean will be notified, and you’ll earn an “F”  
    \[\text{Cheating (e.g., Plagiarism) } \rightarrow \text{ grade } = \text{“F”}\]
  - Lying: If you’re caught in a lie about your original work or circumstance, then you’ll automatically earn an “F” for this course  
    \[\text{Lying } \rightarrow \text{ grade } = \text{“F”}\]

Concerns: If you have any issues about your grade or any other class-related matter (EXCEPT for what you missed when you were absent), then you’re more than welcome to email, call, or visit me during my office hours.

**Grading Scale**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value (points)</th>
<th>Letter</th>
<th>Grade (out of 1000 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>100</td>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>Person Informative Speech</td>
<td>100</td>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>Demonstrative Info. Speech</td>
<td>200</td>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>Persuasive Speech</td>
<td>300</td>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>Resume and Interview</td>
<td>200</td>
<td>F</td>
<td>&lt;59%</td>
</tr>
</tbody>
</table>
Special Event Final Speech 100
Total 1000 possible

Students with Special Needs: Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify the instructor the first week of class. It is the student's responsibility to provide the necessary documentation to the Special Populations Coordinator.

Course Timeline: Our course schedule is subject to change. You are responsible to attend class for any updates. If you miss class, then please refer to this schedule or ask your classmates*

<table>
<thead>
<tr>
<th>Week #</th>
<th>Dates (M &amp; W)</th>
<th>Agenda [Activities in Italics * DUE Dates in Bold]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 24th &amp; 26th</td>
<td>M 8/24: Class Orientation: Syllabus and Classmate Interviews W 8/26: Paper Bag Speeches</td>
</tr>
<tr>
<td>2</td>
<td>Aug. 31st &amp; Sept. 2nd</td>
<td>Tab 1 ~ Starting (Chapters 1-3) * Brainstorming</td>
</tr>
<tr>
<td>3</td>
<td>Sept. 9th</td>
<td>NO CLASS M 9/7 ~ Happy Labor Day Tab 2 ~ Researching (Chapters 4-5)</td>
</tr>
<tr>
<td>4</td>
<td>Sept. 14th &amp; 16th</td>
<td>Informative Speech Topics DUE Tab 3 ~ Creating (Chapters 6-8) * Working Outlines</td>
</tr>
<tr>
<td>5</td>
<td>Sept. 21st &amp; 23rd</td>
<td>Tab 4 ~ Presenting (Chapters 9-11) * Impromptu Speeches</td>
</tr>
<tr>
<td>6</td>
<td>Sept. 28th &amp; 30th</td>
<td>Telephone Game * Tab 5 ~ Listening &amp; Evaluating</td>
</tr>
<tr>
<td>7</td>
<td>Oct. 5th &amp; 7th</td>
<td>Tab 6 ~ Informative * Person Informative Outlines DUE W 10/7</td>
</tr>
<tr>
<td>8</td>
<td>Oct. 14th</td>
<td>NO CLASS M 10/12 for Columbus Day * Person Speech Prep</td>
</tr>
<tr>
<td>9</td>
<td>Oct. 19th &amp; 21st</td>
<td>Influential Person Informative Speeches</td>
</tr>
<tr>
<td>11</td>
<td>Nov. 2nd &amp; 4th</td>
<td>Demonstrative Informative Speeches * Persuasive Topics DUE</td>
</tr>
<tr>
<td>12</td>
<td>Nov. 9th &amp; 11th</td>
<td>Tab 7 ~ Persuasive * Persuasive Outlines DUE W 11/11 11/11: Happy Veterans Day &amp; THANK YOU, ALL MILITARY!!!</td>
</tr>
<tr>
<td>13</td>
<td>Nov. 16th &amp; 18th</td>
<td>Persuasive Speeches</td>
</tr>
<tr>
<td>14</td>
<td>Nov. 23rd</td>
<td>M 11/23: Tab 8 ~ Professional &amp; Group * Career Workshop NO CLASS W 11/25 ~ Happy Thanksgiving Weekend</td>
</tr>
<tr>
<td>15</td>
<td>Nov. 30th &amp; Dec. 2nd</td>
<td>M 11/30: Tab 8 ~ Professional &amp; Group * Hot Seat Q&amp;A W 12/2: Resumes DUE &amp; Mock Job Interviews</td>
</tr>
<tr>
<td>16</td>
<td>Dec. 9th &amp; 11th</td>
<td>Tab 8 ~ Special Occasion * Condoleeza Rice &amp; Claudie Royals Final: Special Occasion Speeches</td>
</tr>
</tbody>
</table>

*Classmate’s Contact Information
Please partner up with another student in your class and ask him/her about himself/herself because you will introduce him/her to the rest of our class. S/he will be your “lifeline,” just in case you are ever absent, and your partner in group activities. If you know in advance when you are going to miss a class meeting, please notify your instructor ahead of time to make early arrangements to submit an assignment if any are due during that time (NO LATE WORK), as well as inform your study buddy to obtain extra copies of lectures, notes, or other handouts.

Classmate’s Name

Classmate’s Phone

Classmate’s E-mail

Enjoy your semester 😊
Person Informative Speech Objective: to describe to our class about an influential person.

Your Person Informative Speech will apply and assess as your “Midterm Exam” what we’ve covered in the first 14 chapters of *DK Guide of Public Speaking*. Your preparation and presentation will be based purely on facts that you research (your opinions are reserved for your Persuasive Speech). Here are the steps:

1. Select an appropriate topic by **Wk. 4**: a person who demonstrates public speaking skills.
2. Research materials to support your topic with at least 2 sources:
   a. One source must be our textbook
   b. Another source can be your interview of that person
3. Outline your speech (sample on pp. 320-325) in APA style **DUE Week 7** with these:
   a. Topic, Specific Purpose, Central Idea;
   b. Intro: Attention-getter, Credibility material, Relevance to audience, Preview;
   c. Body: Main points, Subpoints, Links between points;
   d. Conclusion: Summary statement, Audience response, “WOW” factor
   e. References list in APA style (also include in-text citations in speech content)
4. Prepare your presentation aid(s) (Chapter 11) and speech delivery (Chapter 10).
5. Present with appropriate appearance your 4-6 minute speech during **Week 9**.

You will be graded (out of 100 points) based on the following:

**Informative Speech Outline ~ Your Preparation** (50% of your Informative Speech grade)

*Must be typed -- handwritten outlines and late work will NOT be accepted.*

- Did you include a cohesive introduction, body, and conclusion? 10 points
- Did you organize your main points and subpoints effectively? 10 points
- Did you cite your sources in the speech outline content? 10 points
- Did you include a references list? 10 points
- Did you use APA style? 10 points
  **50 points**

**Informative Speech Delivery ~ Your Presentation** (50% of your Informative Speech grade)

*Must be presented on scheduled date* -- late speeches will NOT be granted.

- How did you keep up your appearance? 10 points
- How did you use your presentation aids? **At least 1 presentation aid is required.** 10 points
- How did you capture your audience’s attention? 10 points
- How did you show confidence throughout your speech? 10 points
- How did you connect with your audience and maintain interest? 10 points
  **50 points**

Happy Speechmaking 😊
Demonstrative Speech Objective: to instruct our class on how to do a step-by-step process.

Your Demonstrate Speech will apply what we’ve covered in the first 14 chapters of DK Guide of Public Speaking. Your preparation and presentation will be based purely on facts that you research (your opinions are reserved for your Persuasive Speech). Here are the steps:

1. Select an appropriate topic by Wk. 4: a step-by-step process for you to show how to do.
2. Research materials to support your topic with at least 1 source (e.g., interview, recipe).
3. Outline your speech (sample on pp. 320-325) in APA style DUE Week 10 with these:
   - Topic, Specific Purpose, Central Idea;
   - Intro: Attention-getter, Credibility material, Relevance to audience, Preview;
   - Body: Main points, Subpoints, Links between points;
   - Conclusion: Summary statement, Audience response, "WOW" factor
   - References list in APA style (also include in-text citations in speech content)
4. Prepare your presentation aid(s) (Chapter 11) and speech delivery (Chapter 10).
5. Present with appropriate appearance your 5-7 minute speech during Week 11.

You will be graded (out of 200 points) based on the following:

Informative Speech Outline ~ Your Preparation (50% of your Informative Speech grade)
Must be typed -- handwritten outlines and late work will NOT be accepted.
- Did you include a cohesive introduction, body, and conclusion? 20 points
- Did you organize your main points and subpoints effectively? 20 points
- Did you cite your sources in the speech outline content? 20 points
- Did you include a references list? 20 points
- Did you use APA style? 20 points

Informational Speech Delivery ~ Your Presentation (50% of your Informative Speech grade)
Must be presented on scheduled date* -- late speeches will NOT be granted.
- How did you keep up your appearance? 20 points
- How did you use your presentation aids? At least 1 presentation aid is required. 20 points
- How did you capture your audience’s attention? 20 points
- How did you show confidence throughout your speech? 20 points
- How did you connect with your audience and maintain interest? 20 points

Happy Speechmaking 😊
Persuasive Speech Objective: to *actuate* your class to take an action that is important to you.

Your **Persuasive Speech** will apply what we’ve covered in the first 16 chapters of *DK Guide of Public Speaking*. Your preparation and presentation will be based on facts that you research that support your position on the topic that you’ve chosen. Here are the steps:

1. Select an appropriate topic by **Week 11**: a Call to Action.
2. Research materials to support your stance on the issue with at least 3 sources.
3. Outline your speech (sample on pp. 378-385) **DUE Week 12** with the following:
   - Topic, Specific Purpose, Central Idea;
   - Intro: Attention-getter, Credibility material, Relevance to audience, Preview;
   - Body: Main points, Subpoints, Links between points;
   - Conclusion: Summary statement, Audience response, “WOW” factor;
   - References list in **APA style** (also include in-text citations in speech content)
4. Prepare your presentation aid(s) (Chapter 11) and your speech delivery (Chapter 10).
5. Present with appropriate appearance your **6-8 minute** speech at the end of **Week 13**.

You will be graded (out of **300 points**) based on the following:

**Persuasive Speech Outline ~ Your Preparation** (50% of your Persuasive Speech grade)

*Must be typed* -- **handwritten outlines and late work will NOT be accepted.**

- Did you include a cohesive introduction, body, and conclusion? 25 points
- Did you organize your main points effectively? 25 points
- Did you support your stance on the issue effectively? 25 points
- Did you cite your sources in the speech outline content? 25 points
- Did you include a references list? 25 points
- Did you use APA style? 25 points

**Persuasive Speech Delivery ~ Your Presentation** (50% of your Persuasive Speech grade)

*Must be presented on scheduled date* -- **late speeches will NOT be granted.**

- How did you keep up your appearance? 30 points
- How did you use your presentation aids? **At least 1 presentation aid is required.** 30 points
- How did you capture your audience’s attention and maintain interest? 30 points
- How did you show confidence in your beliefs throughout your speech? 30 points
- How did you involve your audience on the benefits of your position? 30 points

**150 points**

Happy Speechmaking 😊
Resume and Interview Objective: to convince a prospective employer why you should be hired and prepare you for entering the workforce, as well as other colleges of your pursuits.

Your Resume and Interview will apply what we’ve covered in Chapter 18 of DK Guide of Public Speaking. Your resume (preparation) and interview (presentation) will be based on reasons that support why you should be hired for the job that you’ve chosen. Here are the steps:

1. Select an appropriate job by Week 14, when we’ll go over them in class.
2. Write your Resume that includes the following (sample will be provided):
   - Your name, contact information on letterhead at the top – first info to appear
   - List of education and experience – jobs, community service, extra activities
   - 3 references – professional (teachers, bosses) and character (high regard)
3. Practice answers to potential questions, as well as your delivery (physical, vocal) cues.
4. Submit your Resume and participate in your Mock Job Interview (up to 5 minutes) with careful attention of your professional appearance at the end of Week 15.

You will be graded (out of 200 points) based on the following:

Resume ~ Your Preparation (50% of your Resume and Interview grade) – Please print or email Must be typed -- handwritten resumes and late work will NOT be accepted.
- Did you include your name and contact information at the top? 20 points
- Did you include your education (i.e., schools, graduation dates, courses)? 20 points
- Did you include experience relevant to your career? 20 points
- Did you include at least 3 references (professional and/or character)? 20 points
- Did your resume look appealing overall (content and aesthetic)? 20 points

Interview ~ Your Presentation (50% of your Resume and Interview grade)
Must be presented on scheduled date* -- late interviews will NOT be granted.
- How did you keep up your professional appearance? 50 points
- How did you show confidence through your delivery cues? 25 points
- How did your answers support why you should be hired? 25 points

Happy Job Searching ☺
Special Occasion Speech Objective: to celebrate our class with your most important lessons.

Your Special Occasion Speech will apply and assess as your “Comprehensive Exam” what we’ve covered in Chapter 17 of *DK Guide of Public Speaking* for your “toast” delivery and include your Top 3 MVPs: your Most Valuable Principles of Public Speaking that you’ll continue to use in your daily lives. Here are the steps:

1. Cover Tab 8/Chapter 17 on our Final Lecture Day.
2. Write your 1-3 Page Essay (sample on pp. 419-421) that addresses your Top 3 Most Valuable Public Speaking Principles that can include ANY lessons with examples of how you used them this semester and how you expect to use them in the future:
   - Your research skills [Tab 2 ~ Researching (Chapters 4-5)]
   - Your presentation skills [Tab 4 ~ Presenting (Chapters 9-11)]
   - Your listening/evaluating skills [Tab 5 ~ Listening & Evaluating]
   - Your team playing skills [Tab 8 ~ Professional & Group]
3. Please cite our textbook as your main source in APA style both:
   - In-text citations that accompany above lesson information
   - References list
4. Prepare your presentation aid(s) (Chapter 11) and your speech delivery (Chapter 10).
5. Present with appropriate appearance your 3-5 minute speech on our Final Exam Day.

You will be graded (out of 100 points) based on the following:

**Written ~ Your Preparation** (50% of your Special Occasion Speech Final) – Please print/email Must be typed -- handwritten resumes and late work will NOT be accepted.

- Did your written content include lessons from our textbook? 20 points
- Did you use APA style for both your in-text citations and references list? 20 points
- Did you use exciting language to set the tone for your speech? 10 points

**Delivery ~ Your Presentation** (50% of your Special Occasion Speech Final grade) Must be presented on scheduled date* -- late speeches will NOT be granted.

- How did you keep up your appearance? 10 points
- How did you use your presentation aids? At least 1 presentation aid is required. 10 points
- How did you capture your audience’s attention and maintain interest? 10 points
- How did you convey your emotion yet maintain composure? 10 points
- How did you lift your audience’s spirits throughout your speech? 10 points

**Happy Speechmaking 😊**
Course Info
Course: Speech 1321—Business and Professional Communication

Sections: All

Course Description: Study and application of communication within the business and professional context. Special emphasis will be given to communication competencies in presentations, dyads, teams and technologically mediated formats. Three lecture hours per week.

Course Structure: SPCH 1321 requires 3 contact hours per week fulfilled via scheduled meetings, and/or LMS/Web access.

Prerequisites: College-ready TSI Assessment Score (EOC or Accuplacer) or passing Developmental Education grade(s).

Texts: Textbook adoptions are published under section and instructor on the Cisco College Bookstore webpage. Students are encouraged to attend the first class meeting and/or access the course website to confirm textbook selections.

Policies & Notices:
Students are expected to follow all classroom policies listed in the course syllabus. College-wide policies can be found in the Cisco Catalog and the Student Handbook. College-wide policies include student conduct, attendance, make-up work, and academic integrity.

Course Content:
College-level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.

Grading Policy:
Grading Standards will be outlined by the Professor in class.

Student Technology Use in Classroom Policy:
Use of communication devices is prohibited during class. Exception to this policy may occur due to college-wide emergency notification or at the discretion of the instructor.

Student with Special Needs: Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify their instructors the first week of class. It is the student’s responsibility to provide the necessary documentation to the Special Populations Coordinator in the Counselors’ Office.

Changes to the Syllabus: The schedule and procedures in this syllabus are subject to change if deemed appropriate by the instructor. As composition courses depend on unfolding current events, students’ reading and writing abilities, and available technology, daily schedules are assigned and updated during class.

Tentative Class Schedule:
This comprehensive course includes:
- Communication
- Presentations
- Dyads
- Teams
- Technologically-mediated formats