



**FLORIDA
ATLANTIC
UNIVERSITY**

COURSE CHANGE REQUEST Undergraduate Programs

Department School of Comm. & Multimedia Studies
College Arts & Letters

UUPC Approval 9-13-21
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Current Course Prefix and Number SPC 2608

Current Course Title
Public Speaking

Syllabus must be attached for ANY changes to current course details. See [Checklist](#). Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:

Change prefix

From: _____ To: _____

Change course number

From: _____ To: _____

Change credits*

From: _____ To: _____

Change grading

From: _____ To: _____

Change WAC/Gordon Rule status**

Add Remove

Change General Education Requirements***

Add Remove

*Review [Provost Memorandum](#)

**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See [WAC Guidelines](#).

***General Education criteria must be indicated in syllabus and approval attached to this form. See [GE Guidelines](#).

Change description to:

Introduction to the theory and practice of public speaking. Students develop practical skills in preparing, presenting, and critiquing various forms of public discourse.

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes: Fall 2021

Terminate course? Effective Term/Year for Termination:

Faculty Contact/Email/Phone Lindsay Harroff / lharroff@fau.edu

Approved by

Department Chair CB Mills

Date

3/12/2021

College Curriculum Chair T. J. M. H.

3.22.21

College Dean B. J. M. H.

3-25-2021

UUPC Chair Daniel Maeroff

9-13-21

Undergraduate Studies Dean Edward Pratt

9-13-21

UFS President _____

Provost _____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

Florida Atlantic University - Fall 2021
SPC 2608 (11459) – Public Speaking
Time: T/TR 8:00am-9:20am
FULLY ONLINE, 3 credits

Instructor: Laura Barron

Office Hours: by appointment via email

Email: lbarron2015@fau.edu

Supervisor/IOR: Dr. Lindsay Harroff, Coordinator of SCMS GTAs

Office: CU 213

Office Hours: Wednesday 1:00-2:00PM & Thursday 1:00-3:00PM

Email: lharroff@fau.edu

Instructor of Record: The official Instructor of Record (IOR) for this course is a tenured faculty member in the School of Communication & Multimedia Studies (SCMS) who serves as the Coordinator of Graduate Teaching Assistants for the SCMS. Any questions about the overall purpose or composition of your course as well as any issues you are unable to mediate effectively with your classroom instructor should be directed to the IOR.

Classroom Instructor: The Classroom Instructor (CI) for your course is a qualified, trained Graduate Teaching Assistant in the SCMS. The IOR supervises your classroom instructor; however, your CI is responsible for all the details of classroom instruction (meeting your class, syllabus, lectures, assignments, classroom activities, grading, attendance policies, etc.). This means that you should email your classroom instructor (not the IOR) with any questions about specific assignments and other class responsibilities, including attendance/absences. In addition, if you are emailing assignments, these should be directed to your classroom instructor at lbarron2015@fau.edu.

Required Text: J. Dan Rothwell. *Practically Speaking*. 3rd Ed. New York, NY: Oxford University Press, 2017.

Course Description: This course introduces students to the theory and practice of public speaking, with the ultimate goal of preparing students to be effective and ethical communicators in a democratic society. Students develop practical skills in preparing, presenting, and critiquing various forms of public discourse grounded in rhetorical theory. Recognizing the constitutive relationship between speakers and audience members, this course seeks to develop strong listening skills alongside speaking skills.

This is a General Education (IFP) course and fulfills the Foundations of Humanities requirement of FAU's Intellectual Foundations Program. Through literature, the creative and performing arts, philosophy, and architecture, individuals and cultures interpret, express, and define their values

and ideals. They also explore human potential, the human condition, and the imagination. Students fulfilling the Humanities requirement will:

- *Reflect critically on the human condition.*
- *Demonstrate the theory or methods behind forms of human expression.*

Course Objectives: Upon successful completion of this course, students will be able to:

1. Apply rhetorical theories to analyze a speaking situation and craft effective and appropriate audience-centered speeches.
2. Gather and effectively utilize research to support ideas.
3. Prepare and deliver speeches for various contexts and purposes—to introduce, inform, persuade, and celebrate shared values.
4. Critically evaluate speeches and public discourse according to principles of rhetorical theory.

Conduct effective research to support and build arguments and claims

- Prepare a well-organized speech that is clear and effectively introduces, informs, persuades, or celebrates a specific subject
- Learn about different rhetorical styles and their importance within speech
- Understand the importance of public address and how to identify speaking strategies within speeches given throughout democracy and everyday conversation
- Confidently deliver a speech in an academic setting or related professional environment

Course Policies

Attendance: Attendance will be recorded **every synchronous class period and for discussion posts.** While this attendance count will not directly affect the student's overall course grade, attendance is crucial to succeed in this course and will be considered when calculating participation. Students are individually responsible for obtaining the information they missed in case of an absence. An absence may be excused with appropriate documentation in accordance with the FAU Attendance Policy. See FAU website for further clarification of excused absences: (<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php>) If a student foresees an absence, they should reach out and notify the instructor as soon as possible.

Religious observances and practices will be reasonably accommodated by the University if they pertain to admissions, class attendance, work assignments, and/or examinations. Any student, upon notifying his or her instructor will be excused from class or other scheduled academic or educational activity to observe a religious holy day of his or her personal faith. **Such notification shall be made no later than the end of the second week of the applicable semester.** Students who notify his or her instructor in advance of their absence will not be penalized. Students should review course requirements and meeting days and times to avoid foreseeable conflicts, as

excessive absences in a given term may prevent a student from successfully completing the academic requirements of a course. Please see the FAU website for more information about religious observances and regulations.

(<https://www.fau.edu/regulations/chapter2/Reg%202.007%208-12.pdf>)

University Policy: Students are expected to virtually attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The instructor determines the effect of absences upon grades, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Late Work: Late work will only receive potential full credit if the assignment coincides with a university-approved reason. If unexcused, assignments will **not** be accepted late, and will receive a zero. Do note, assignments and speeches are different. If a speech is not submitted on time the student will receive a **deduction of 10% off the grade and an additional 5% for each class it is late**. As best as possible, communicate any conflicts sooner rather than later.

To account for potential issues with technology students should consider submitting assignments prior to the due date.

Conduct: Students are expected to be respectful during class periods and when working with classmates. Talking while the instructor or another student is speaking, insulting other students and/or their presentations, and/or sleeping in class will not be tolerated. Disrespect of this nature will result in a deduction of points from that student's participation grade. Any student who does not demonstrate respectful behavior may be asked to leave class for that day and will not be counted as present.

Diversity and Inclusivity: We shall all work to create a safe and inclusive environment for all students. Our (virtual) classroom will be a protected space to test and probe controversial ideas. As such, I encourage active participation in class discussions and willingness to pursue controversial topics in a scholarly nature. This also comes with a great responsibility. While disagreement is allowed and encouraged, disrespect and disruption are not. Every member of the class will respect every other member of the class and their diverse beliefs, backgrounds, and experiences. I also expect that you will be able to develop thoughtful arguments in support of your claims, rather than just offering unsupported assertions.

Zoom Call Etiquette: When attending class via Zoom it is necessary for students to be sitting in an appropriate location with minimal distractions. Students will be muted unless speaking to avoid speaker feedback and are asked to have their videos on (students use of videos will also be considered in calculating participation).

Code of Academic Integrity Policy Statement: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. For more information, see

https://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf

Plagiarism & Academic Misconduct: All work (oral and written) turned in is expected to be your own. Be sure to cite any sources you consult. In the university environment, academic misconduct can result in serious consequences for the offender. The consequences include mandatory reporting of any offense to the Committee on Academic Misconduct, a zero on any assignments involved, and loss of credibility with the faculty members in whose course the infraction was committed. Academic misconduct includes plagiarism, cheating on examinations, providing work to other students that should be authored by them or accepting such work yourself. If you have any questions about the propriety of the academic behavior you are considering, see me for advice. As a student you should observe the policies on academic irregularities as explained in Florida Atlantic University's 2019 Catalog.

Oral & Bibliographic Citations: Students are required to cite all sources used for speeches. A Works Cited list and in-text citations must be included in every speech outline using MLA style. Any work found to be lacking correct MLA-style citations will receive a point deduction or may not be excepted at all. In addition, oral citations must be included in every speech for which sources are used. This is associated with academic dishonesty.

University Disability Policy Statement: In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however, disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Counseling and Psychological Services (CAPS) Center: Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provide FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>.

Assignments and Grading

Detailed descriptions of each assignment will be distributed in class.

Introduction Speech (2-3 minutes): In this speech you will introduce yourself to the class by telling a story critically reflecting on how some aspect of your identity has shaped you are today, your goals for the future, a value you hold, or your perspective on am important social issue. In addition to introducing yourself to the class, this speech will also help us think more critically about our audiences when crafting speeches. *60 total points (50 for the speech, 10 for the outline)*

Informative Speech (4-6 minutes): For this speech, you will inform the class about a current event or subject of your choice. Minimum of three sources (only one non-academic source). No visual aids required. *160 total points (150 for the speech, 10 for the outline)*

Persuasive Speech (6-8 minutes): For this speech, you will need to choose a topic or issue that has more than one viewpoint and logically argue the side of your choice. The goal of this speech is to effectively utilize persuasive appeals and argumentative strategies to accept your perspective on the issue. Minimum of four sources (only one non- academic source). *210 total points (200 for the speech, 10 for the outline)*

Special Occasion Speech (4-5 minutes): Special Occasion speeches occur in a variety of contexts and aim towards inspiring, commemorating, accepting, or unifying. While the exact purpose will be determined by the specific occasion, all special occasion speeches have an overarching purpose of building community. They exemplify the constitutive nature of communication. For this speech, you will be required to present either a wedding toast, an award, motivational speech, or a eulogy. Creativity with this speech is highly encouraged. *85 total points (75 for the speech, 10 for the outline)*

Outlines: A *typed, full-sentence* outline will be required for the introduction, informative, persuasive, and special occasion speeches. We will discuss what is expected for each speech during class. **Students are required to submit an outline prior to submitting their speech.** Students should utilize an outline for speech preparation but cannot speak directly from the outline when performing their speech. Students are expected to use MLA format and include a works cited page for any sources used. *Grades for outlines are included in speech grades above.*

Speech Critiques: Students will be required to peer review performances from their classmates for each of the 4 speeches. This will allow students to practice evaluating speeches, giving feedback, and also receiving feedback from their peers aiding in audience understanding. *160 total points (40 for each speech)*

Quizzes: There will be 1 syllabus quiz (worth 10 points) and 3-chapter quizzes (worth 55 points each) throughout the semester. Quizzes are intended to ensure 1) you are reading the material, 2) understanding the material, and 3) engaging with the material in meaningful ways. *175 total points*

Speech Reflection: Each student will end the semester by writing a reflection of their speeches throughout the semester, using rhetorical theories to evaluate their strengths and where there is room for further growth. *50 total points*

Participation: As this is a speaking class, you will need to participate in class beyond simply giving speeches. I will be looking for you to answer questions, participate in speaking exercises, present your opinions, complete discussion posts, and take an interest in your classmates' work and ideas. *100 total points*

Grading Scale

Introduction Speech	50 Points
Informative Speech	150 Points
Persuasive Speech	200 Points
Special Occasion Speech	75 Points
Outlines (4)	40 Points (10 points each)
Speech Critiques	160 Points (40 points each)
Quizzes (4)	175 Points
Speech Reflection	50 Points
Participation	100 Points
Total	1000 Points

925-1000	A
895-924	A-
865-894	B+
835-864	B
795-834	B-
765-794	C+
735-764	C
695-734	C-
675-694	D+
635-674	D
595-634	D-
0-594	F

SPC 2608: Public Speaking
Tentative Course Schedule – Spring 2021

This schedule is tentative and is subject to change. Changes will be announced in class as well as on the course Canvas site. **You will be responsible for knowing and applying the material in the textbook, even if it is not discussed in class.**

Date	Topics	Readings	Assignment(s) Due
Jan. 13	Welcome to SPC 2608 The Communication Process and the Five Canons of Rhetoric	Ch. 1, pages 1-10	
Jan. 15	Public Speaking in a Democratic Society <i>Review Introductory Speech Assignment</i>	Ch. 1, pages 11-21	Understanding and Consent of Video Recording
Jan. 20	Speaking with Confidence	Ch. 2	
Jan. 22	Outlining and Organizing Speeches (Canon: Arrangement)	Ch. 8	
Jan. 27	Crafting Strong Introductions and Conclusions Providing Constructive Feedback	Ch. 6 & 7	
Jan. 29	Introductory Speeches		Introductory Speeches
Feb. 3	Introductory Speeches: Review and Reflect		Peer Feedback for Introductory Speeches
Feb. 5	Introduction to Informative Speaking <i>Review Informative Speech Assignment</i>	Ch. 14	
Feb. 10	Speaking to Diverse Audiences and Topic Selection (Canon: Invention)	Ch. 3	
Feb. 12	Conducting Research	Ch. 4	
Feb. 17	Crafting Main Ideas & Using Supporting Material	Ch. 5	
Feb. 19	Informative Speech Research Workshop		
Feb. 24	Using Language Effectively (Canon: Style)	Ch. 9	
Feb. 26	Delivery (Canons: Delivery and Memory) and Visual Aids	Ch. 10 & 11	
March 3	Informative Speech Workshop: Speech Evaluation and Peer Practice		
March 5	Informative Speeches		Informative Speeches
March 10	Informative Speeches: Review and Reflect Midterm Review		Peer Feedback
March 12	Midterm Exam		
March 17	Introduction to Persuasive Speaking	Ch. 15	
March 19	Persuasive Appeals (Ethos, Pathos, Logos) and Critical Thinking	Ch. 16 & 12	
March 24	Crafting Arguments According to the Toulmin Model and Avoiding Logical Fallacies	Ch. 13	

March 26	Activity: Practicing Persuasive Speaking		
March 31	Persuasive Speech Workshop and Peer Practice		
April 2	Persuasive Speeches		Persuasive Speeches
April 7	Persuasive Speeches: Review and Reflection		Peer Feedback for Persuasive Speeches
April 9	Communication as Constitutive and Speaking on Special Occasions <i>Review Special Occasion Speech Assignment</i>	Ch. 17	
April 14	Special Occasion Speeches		Special Occasion Speeches
April 16	Special Occasion Speeches: Review and Reflection Final Exam Review		Peer Feedback for Special Occasion Speeches

Final Exam – FAU's final exam schedule can be found at:

https://www.fau.edu/registrar/pdf/Spring_2021_Final_Exam_Schedule-Nov_13.pdf