SPE 111 – Introduction to Public Communication
Tue – Th. 9:20am – 10:50 am
TC 210

Instructor:
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Program Coordinator for Communication Studies and Speech – If you’re interested in picking up a Communications Studies major or minor or a social media minor, just ask...we’d love to have you.

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B.A. Westminster College, M.A. The University of Akron, PhD Capella University
Work Experience: Account and Project Manager, Marcus Thomas Advertising, Cleveland, OH; Director of Marketing and Promotions, Connoisseur Communications, Youngstown, OH; Continuity Director, WBBG/WBBW, Youngstown, OH; Music Director and Staff Announcer, WYFM, Youngstown, OH; Program Director, WPIC, Sharon, PA.

Research Interests:
Media Literacy, Social Media education, the scholarship of Star Trek, Hero archetype on communication.

Outside Interests:
Baseball fan, television, technology, Star Trek.

Section 1.0 Course Information

1.1 About the Course
This course is about assisting students in preparing and delivering speeches; a skill which is needed both in college and in one’s professional life. The subject matter of this class is not difficult to comprehend so it is really about the experience one gains by delivering a variety of different speeches throughout the semester.

1.2 Learning Outcomes
The course outcomes are as follows. They are numbered because they will be referenced in the following section on assignments so that students can see what objectives each assignment is designed to meet.

At the end of the course students will be able to:
1. Critically listen to and evaluate their own and other student speeches.
2. Develop speech topics appropriate for a specific audience type.
3. Incorporate storytelling in the support of speech ideas and assertions.
4. Evaluate appropriate forms of speech support including data, facts, statistics and testimony and incorporate those forms of support effectively into the construction of a speech.
5. Apply a standard organization pattern to different types of speeches.
6. Design and effectively use visual aids for a speech.
7. Develop arguments and design a persuasive message with an effective and reasonable call to action.
8. Evaluate their own use of verbal and non-verbal communication that is used during a speech and to develop strategies for improving these skills

1.3 Course Assessment

Once we know what a student should be able to do after a course is over (or while it is in motion), we have to figure out if in fact they can actually do it. That’s where assessment comes in. You know assessment better as the assignments that are part of a course (tests, papers, speeches, etc.)

Below is a table with the course assignments, the point totals for each assignment, a very brief description (don’t worry a more detailed description will follow in class), and which of the course outcomes the assignment is meant to assess.

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Brief Description</th>
<th>Outcomes Met</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Speech</td>
<td>This is the first speech you deliver. You will spend some time interviewing a classmate. For the next class period you will come to class prepared to deliver a two minute introduction of this person.</td>
<td>1, 2, 8</td>
<td>0</td>
</tr>
<tr>
<td>Lessons Speech</td>
<td>Your first graded speech where you need to tell a brief story using the principles of storytelling discussed in class and then talk to the lesson you learned from this experience</td>
<td>1-3, 8</td>
<td>50</td>
</tr>
<tr>
<td>Support Speech</td>
<td>This assignment is designed to help students apply verbal citations in an actual speech.</td>
<td>1-4, 8</td>
<td>100</td>
</tr>
<tr>
<td>Power Point Slides</td>
<td>PowerPoint is one of the misused technologies in public speaking today. In this assignment you will develop visual aids of different kinds according to the standards discussed in class. These slides will be developed as part of the Informative speech.</td>
<td>3, 4, 6</td>
<td>100</td>
</tr>
<tr>
<td>Informative Speech</td>
<td>We put everything together and I walk you through a method for designing a longer, more detailed speech.</td>
<td>1-8</td>
<td>200</td>
</tr>
</tbody>
</table>
Many speeches in daily life are persuasive in nature. We employ another method for speech making to craft this speech.

Self-Evaluations
You will have to carry out a variety of different evaluations of your own speaking as well as others. These are written evaluations that require you to listen critically and reflectively as well.

Final Self Evaluation Speech
This speech is delivered during the finals period and is a speech of tribute. Students pay tribute to a person, group, etc.

Final Grade Calculation
At the end of the semester when all of the points are totaled an average number of points is calculated. That average number, or percentage, is converted into a letter grade as detailed below.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>74-76</td>
<td>C</td>
</tr>
<tr>
<td>70-73</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>64-66</td>
<td>D</td>
</tr>
<tr>
<td>61-63</td>
<td>D-</td>
</tr>
<tr>
<td>60 or below</td>
<td>F</td>
</tr>
</tbody>
</table>

Final grades are not necessarily rounded up. Final determination is made by the course instructor.

Section 2.0 Materials
For this class we use an open source/free textbook called the Public Speaking Project. This is an online text with each chapter authored by specific people with expertise in the subject matter. The text is available in PDF formats which can be read online or printed off (it's a matter of personal preference). The text is available at the following link:

http://publicspeakingproject.org/psvirtualtext.html

Readings from specific chapters will be assigned before the day we are set to address these topics in class. The completion of a short online quiz will be due before we are set to discuss the material in class.

Section 3.0 Policies

3.1 Attendance
Attendance and policies regarding it are often sticking points for college classes. Being in class is important for a number of reasons.

- Not all material is covered in course readings and the time in class provides this additional material
• Assignments are discussed in detail in class and this information is essential to succeeding on assignments and in the class.
• This is an opportunity to have questions answered and get some help on understanding content and often another student’s questions can help you.
• Developing attendance at your college level classes develops the habits of attendance that your eventual job will require.

The policy in this class is simple. You are required to be here. I do understand that at times you can’t make it due to an illness or something similar. Just like an actual job allows a few days for sickness or other personal reasons, I build in some of these to this class. Here is the way it works.

You are allowed two (2) unexcused absences for this class the entire semester. The following are examples of UNEXCUSED ABSENCES.
• You are sick and can’t make it to your class (just remember that even if you go to the health center and they give a slip, it’s NOT EXCUSED).
• You don’t feel like going to class.
• You made arrangements for a doctor’s appointment at home for the class time (please schedule Dr. appointments around classes)
• You make arrangements to go home for a break and need to leave early.
• You are in a friend’s wedding and need to get home for the rehearsal.
• Your family schedules a vacation during classes (yes this has happened).

These are just a few that have come up in the past. If you aren’t sure if something is excused or not, ask.

After the two (2) excuses absences, the final grade in the class is reduced one step for EACH unexcused absence. For example, you have six unexcused absences for the semester. Two are freebies which leaves 4 unexcused. Your final grade in the class was a B+ but you lose one step in grade for each of the four, the final grade becomes a C.

The EXCEPTION to the policy would be what I call college RELEASE TIME. This means you are missing class because of a scheduled college activity such as travel for a college athletic event or a field trip for another class. In these cases, you are excused.

If you miss class? Remember the following:
• Whatever assignments (big or small) that were assigned, you are responsible for.
• Check with someone you know you can count on who attended the class. Get any notes, information or assignments from them.
• Never ask if you missed anything important.
• Please don’t expect me to go over material covered in class with you on an individual basis. Time is at a premium and I won’t be able to teach a class twice for an absence.

3.2 Missing Speeches
This needs its own section. Not only does missing class on a day you are scheduled to deliver speeches result in an unexcused absence, but it also dramatically affects your speech grade. Here is how it works.

You must deliver your speeches on your scheduled day. If you fail to deliver you speech on your day without receiving PRIOR APPROVAL from me, then you will deliver you speech the next class period with
a 40% reduction in your grade. If you then miss the next scheduled period, you will receive a “zero” on the speech.

3.3 Grade Appeals
I’m more than happy to help you understand grades and grade sheets in this class. If you can’t read my writing or I added things up incorrectly or even entered a grade wrong into the online system, just let me know and I’ll take care of it.

However, if you wish to dispute a grade (think you should have had more points on one section of a speech or assignment), you will need to submit a written appeal within 48 hours from receiving your grade. Please know that this ISN’T required because I want to discourage appeals, I just want THOUGHTFUL AND INFORMED appeals. The written appeal forces learners to formulate a reasoned argument.

All appeals should include the following:
- A paragraph detailing what you are appealing;
- Why it should be changed;
- To what it should be changed;
- Evidence to support the request

For the why section above never include something like, “I worked really hard” or “I really need a B- in this class for my scholarships.” These just aren’t good “why” statements.

You should email the document to me attached to an email with your last name, class code, and Assignment Appeal in the subject line (Corso, SPE 111, Assignment Appeal).

3.4 Electronic Device Usage
To tell you the truth, I’ve struggled with this policy and whether to include it. However, I’ve decided on a fairly rigid policy which I will explain in a bit. First, the policy.

I DO NOT permit the use of cell phones, laptops, or other electronic devices during class unless you need these pre-approved learning reasons. When taking notes for this class, use a pen and paper. It’s actually more efficient and promotes better retention of information. Plus, an electronic device presents a distraction that is difficult to overcome. If you need to use a tablet or computer because of a disability, then see the Disability Office on campus to secure the proper authorization.

Now the why. Why do I have this policy?
- People using devices are splitting their attention and often miss important information such as class content and assignment updates.
- I don’t really want to repeat myself and that happens a lot with people who are distracted by their phones and other electronics.
- It’s just plain rude to me and others in the class.

The following article spells out the benefit of using your handwriting:
http://mentalfloss.com/article/33508/4-benefits-writing-hand
3.5 **Misinformation**

Misinformation (other than plagiarism—see below) will result in a penalty. When a student provides information that is false, inaccurate, or incomplete in such a way that it misleads or tends to mislead the audience, he or she violates the ethical duty of the speaker. At the very least, any student who significantly misinforms the class will be required to give a speech of apology and retract the misinforming statements. Grade penalties, up to failing the assignment in question, may also be assessed. The severity of misinformation depends on the extent to which it is avoidable, the extent to which it varies from accepted knowledge, failure to cite qualified sources of the information, and other factors. Any student concerned that her or his speech might violate this policy should contact me ahead of time and we can resolve the issue.

3.6 **Time Penalty**

You are required to complete your speech in the time allocated. You will be penalized 1 point for every 10 seconds under the time limit, and 1 point for every 20 seconds over the time limit. Students who go extensively beyond the allocated time may be asked to stop speaking, whether they are finished or not, as serious overtime speaking can disrupt the speaking schedule and is unfair to the other students.

**Section 4.0 Course Communication**

4.1 **Email**

I try to let you know everything you need to know while we are in class. However, sometimes people need reminders and I like to have some things in writing. Any more long-form information I want to transmit outside of class will come in the form of an email. I only use the Westminster email address on file so don’t ask me to send to another email address. Get in the habit of checking your Westminster email on a daily basis at a minimum. This is important.

4.2 **Remind.com**

If I have a shorter, text-length piece of information for you I use a service called Remind.com. This allows me to send information to the entire class using an app and it saves my phone from having to store all your phone numbers. It’s a great and reliable service which I have used for a few years now with great results. You will be given the information that you need to sign up on the first day of class.

**5.0 College Policies**

5.1 **Academic Integrity**

Page 21 of your student handbook states:

> Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster Community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College.

The most flagrant violation of academic integrity is cheating on an exam or a quiz. Students caught participating in such an activity (either for their own or for another's benefit) will receive a course grade of "F," with no opportunity for the student to receive a "W" or "WF."
Other forms of scholastic dishonesty will be dealt with in a like manner. These may include (but are not limited to):

A. Copying/turning in another's work (e.g., a fellow student's, a past student's, or work from the internet) as one's own.

B. Lending of one's work to another so that he/she may turn it in as his/her own.

C. Stealing class materials from students, the professor, or from the library.

D. Inhibiting another student from using library materials or other resources necessary for the class.

See the complete Student Handbook (beginning on page 21) for more details and specifics about academic integrity.

https://www.westminster.edu/campus/services/handbook.cfm

5.2 Disability Statement
Westminster College is committed to providing services and support for students with physical, psychological, visual, hearing or learning disabilities as defined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. All students who seek accommodations for diagnosed disabilities should contact the director of the Office of Disability Resources for further information. Signed comprehensive medical documentation and/or test evaluations that indicate the nature of the disability and appropriate professional recommendations is required. Guidelines for the documentation can be obtained from the Office of Disability Resources. The disability resources director will review the documentation, determine if the student is eligible for services, and then coordinate the accommodations, auxiliary aids, academic support, and/or referrals as deemed appropriate, necessary, and within the current resources of the College. You can contact the Office of Disability Resources by calling 724-946-7192.

For information regarding civil rights or grievance procedures, contact the Vice President for Student Affairs and Dean of Students at 724-946-7110

The brochure for disability services can be accessed by using the link below.

http://www.westminster.edu/campus/services/pdf/disabilities.pdf
### Section 6.0 Class Schedule

Below is the plan for the semester class by class. It is tentative and subject to change due to a number of circumstances that might arise. It is not a contract and should not be perceived that way.

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Activity</th>
</tr>
</thead>
</table>
| T 1/16     | Course Introduction  
             Syllabus  
             Classmate Interviews |
| R 1/18     | Introduction Speeches  
             The Lessons Speech |
| T 1/23     | Verbal and Nonverbal Delivery  
             Read Chapters 12 |
| R 1/25     | Listening  
             Ethics  
             Read Chapters 3 and 4 |
| T 1/30     | Lessons Speech |
| R 2/1      | Lessons Speech |
| T 2/6      | Introduction to the Supporting a Point Speech  
             Using Supporting Material  
             Read Chapter 7 |
| R 2/8      | Selecting Support  
             Citing Support  
             Outlining  
             Read Chapter 8 |
| T 2/13     | Supporting Visually  
             Read Chapter 13 |
| R 2/15     | Designing Visual Aids |
| T 2/20     | Supporting a Point Speech |
| R 2/22     | Supporting A Point Speech |
| T 2/27     | Introduction to the Informative Speech  
             Selecting Topics and Purpose Statement  
             Read Chapter 15 |
| R 3/1      | Topic Meetings |
|            | Spring Break March 3-11 |
| T 3/13     | More on the informative Process  
             Turnitin.com |
| R 3/15     | In Class Workshop Day  
             Outlines due by the end of the day |
| T 3/20     | Mid Break No Class |
| R 3/22     | Workshop Day No official class meetings |
| T 3/27     | Informative Speech |
| R 3/29     | No Class — Easter Break |
| T 4/3      | Informative Speech |
Final Self Evaluation Speeches are given during the final exam period for this class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>R 4/5</td>
<td>Informative Speech</td>
</tr>
<tr>
<td>T 4/10</td>
<td>Introduction to the Persuasive speech</td>
</tr>
<tr>
<td></td>
<td>How persuasion works</td>
</tr>
<tr>
<td></td>
<td>Read Chapter 16</td>
</tr>
<tr>
<td>R 4/12</td>
<td>The Cornerstone Method for Persuasive speeches</td>
</tr>
<tr>
<td>T 4/17</td>
<td>Call to Actions</td>
</tr>
<tr>
<td>R 4/19</td>
<td>In Class Workshop Day</td>
</tr>
<tr>
<td>T 4/24</td>
<td>Workshop Day</td>
</tr>
<tr>
<td>R 4/26</td>
<td>Persuasive Speech</td>
</tr>
<tr>
<td>T 5/1</td>
<td>Persuasive Speech</td>
</tr>
<tr>
<td>R 5/3</td>
<td>Persuasive Speech</td>
</tr>
</tbody>
</table>