Section 1 - Professor/Class Information

Keith Corso, Ph.D.

**Course Number & Section**: SPE 111 04  
**Term**: Spring 2019  
**Location**: PH 107  
**Class Days**: TR  
**Class Time**: 11-12:30  

**Office Location**: Thompson Clark 409  
**Office Phone**: 724-946-7235  
**Office Hours**: M – 11:40-12:40, R 12:40 – 1:40  
**Email**: corsokf@westminster.edu  
**Twitter**: @keithcorso_phd

Section 2 - Course Description

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.

Section 3 - Course 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 skill

**Section 4 - Assignments**

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>% of Grade</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>10</td>
</tr>
<tr>
<td>Supporting a Point Speech</td>
<td>Students use different types of support to backup assertions and gain practice verbally citing sources.</td>
<td>1-4, 8</td>
<td>15</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>10</td>
</tr>
</tbody>
</table>
Informative Speech
We put everything together and I walk you through a method for designing a longer, more detailed speech.

Persuasive Speech
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 other. 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.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Informativ</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>20</td>
</tr>
<tr>
<td>Persuasive Speech</td>
<td>Many speeches in daily life are persuasive in nature. We employ another method for speech making to craft this speech.</td>
<td>1-8</td>
<td>25</td>
</tr>
<tr>
<td>Self-Evaluations</td>
<td>You will have to carry out a variety of different evaluations of your own speaking as well as other. These are written evaluations that require you to listen critically and reflectively as well.</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Final Self Evaluation</td>
<td>This speech is delivered during the finals period and is a speech of tribute. Students pay tribute to a person, group, etc.</td>
<td>1-6</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

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.

90-100 A
89.5-89.99 A-
87-89.49 B+
84-86 B
80-83 B-
77-79 C+
74-76 C
70-73 C-
67-69 D+
64-66 D
61-63 D-
60 or below F

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

Section 5 - Course Materials

The text for this class is not required but many find it helpful as an additional resource.

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.
ATTENDANCE
Attendances and polices 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. Three are
freebies which leaves three over the limit. Your final grade in the class was a B+ but you lose one step in grade for each of the three, 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.

HOW TIME AFFECTS YOUR SPEECH GRADE
This policy pertains to the informative and persuasive speeches only. It’s important to be aware of the time constraints of a speaking situation. For the two speeches mentioned the following time penalties apply.

- The final speech grade is lowered by one (1) point for every ten (10) seconds short of the minimum time.
- The final speech grade is lowered by one (1) point for every twenty (20) seconds over the maximum time of the speech.

MISSING SPEECH DATES
Students are expected to deliver their speeches on the assigned day unless they receive pre-approval from me. If a student does not deliver the speech on the assigned day they must deliver the speech on the next class period but with a 40% deduction. If a student missed the make-up date without a pre-approved excuse, then they receive a zero on the speech.

COMPLETION OF SPEECHES
Any student receiving a zero on the Informative Speech, Persuasive Speech and Final speech will not be able to pass the class – an F will be entered in the grade book for any student with this issue. See the section above on what constitutes a student receiving a zero on a speech.

HEALTH CONCERNS FOR THIS CLASS
Students in this class seems to be subject to a rather interesting phenomenon. On days when speeches are scheduled, relatively healthy students come down with stomach problems, migraines, the flu, etc. Please note that none of these are ground for a pre-approved excuse unless there is a documented doctor visit with explicit instructions for you to be quarantined which results in you missing class. Please be advised that I was not born yesterday (which I think is pretty obvious just by looking at me).
TECHNOLOGY USE AND CLASSROOM ETIQUETTE
As a social media person, I am very aware of how helpful media is to our daily activities and the manner that it can saturate our lives. Additionally, I believe it is a powerful way to enhance learning and build the learning community environment. Throughout the course I may encourage use of technology including social media, Google, texting and other platforms of use. However, this belief in the value and support of technology should not be confused with a condoning of inappropriate use.

As a faculty member who wants to ensure the highest level of learning, as well as professional who expects you to interact at a professional level, it is necessary to spell out certain behaviors that are not appropriate within the classroom (or really, any setting designed to have strategic face-to-face community and interaction such as business meetings, interviews, office settings, etc.).

CELL PHONE USAGE
Simply put, cell phones are not allowed to be used or even out once class begins. Once class starts, silence or power down your phone and then stow it away in a book bag or backpack. Students who are viewed using a phone or other device will be counted as absent for the class. You may also be reproved during class time. So why this draconian policy?

Simply put, unless we are engaging in a classroom activity that requires a phone or similar technology, these devices are a distraction to you, others, and me. Use of these devices during class is not allowed. A classroom is in many ways a preparation for a career and job and in these cases using a phone while in a meeting or other similar activity is rude and disrespectful.

LAPTOP OR TABLET USAGE FOR NOTE TAKING
These devices ARE NOT allowed for note taking in this class. A recent series of three studies were conducted to see if students did better with class material if they used a laptop for note taking or use and old fashioned pen and paper. The studies showed that students did better with retention and comprehension when they were NOT using a laptop or tablet. Unless you need to use one of these devices because of a disability, then you are not to have one out during class. Bring paper and pen/pencil.

If you would like to read more about the power of handwriting for notetaking and writing in general, please read the following article.
http://mentalfloss.com/article/33508/4-benefits-writing-hand

Since most of the material you will need to successfully complete this class is communicated in class, you should be actively involved in taking notes for each class session. There most likely won’t be a great deal of note taking, but those notes you take will be essential to your success. I’ve noticed over the years that those who tend to struggle with the requirements of the speeches in this class are those that just sit in class doing nothing. When class begins you should have a notebook out and ready to take notes.
Section 7 - Course Communication

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.

TEXT MESSAGING
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.

Section 8 - Academic Integrity Statement

The Westminster College 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 for more details and specifics about academic integrity.
https://www.westminster.edu/campus/services/handbook.cfm

Section 9 - 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 10 – Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 1/15</td>
<td>Introduction to Class/ Syllabus</td>
</tr>
<tr>
<td></td>
<td>Class Interviews for Introductions</td>
</tr>
<tr>
<td>R 1/17</td>
<td>Introduction Speeches</td>
</tr>
<tr>
<td></td>
<td>The first speech (At least for a grade)</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>T 1/22</td>
<td>The Power of storytelling in speeches</td>
</tr>
<tr>
<td>R 1/24</td>
<td>Delivering A Speech – The verbal and Non-verbal</td>
</tr>
<tr>
<td>T 1/28</td>
<td>Lessons Speeches</td>
</tr>
<tr>
<td>R 1/30</td>
<td>Lessons Speeches</td>
</tr>
<tr>
<td>T 2/4</td>
<td>Introduction to Special Occasion speeches/Examples/Listening</td>
</tr>
<tr>
<td>R 2/6</td>
<td>Outlining/Transitions</td>
</tr>
<tr>
<td>T 2/11</td>
<td>Intros and Conclusions/Attention Getters</td>
</tr>
<tr>
<td>R 2/13</td>
<td>Impromptu Speeches</td>
</tr>
<tr>
<td>T 2/18</td>
<td>Supporting A Point Speech</td>
</tr>
<tr>
<td>R 2/20</td>
<td>Supporting A Point Speech/Assign brainstorming</td>
</tr>
<tr>
<td>T 2/25</td>
<td>Getting to a speech topic</td>
</tr>
<tr>
<td>R 2/27</td>
<td>Consultation meetings (no class but you have to meet with me during class time)</td>
</tr>
<tr>
<td>T 3/5</td>
<td>Building the body/Outline/Support and citing</td>
</tr>
<tr>
<td>R 3/7</td>
<td>Visual Aids as support</td>
</tr>
<tr>
<td>T 3/12</td>
<td>Spring Break</td>
</tr>
<tr>
<td>R 3/14</td>
<td>Spring Break</td>
</tr>
<tr>
<td>T 3/19</td>
<td>Visual Continues/Designing</td>
</tr>
<tr>
<td>R 3/21</td>
<td>Workshop</td>
</tr>
<tr>
<td>T 3/26</td>
<td>Informative Speeches</td>
</tr>
<tr>
<td>R 3/28</td>
<td>Informative Speeches</td>
</tr>
<tr>
<td>T 4/2</td>
<td>Informative Speeches</td>
</tr>
<tr>
<td>R 4/4</td>
<td>Online Activity for Persuasive Speech – In Vegas for BEA</td>
</tr>
<tr>
<td>T 4/9</td>
<td>Intro to the persuasive speech/Problem Solutions</td>
</tr>
<tr>
<td>R 4/11</td>
<td>Organizing the body</td>
</tr>
<tr>
<td>T 4/16</td>
<td>Calls to Action</td>
</tr>
<tr>
<td>R 4/18</td>
<td>Easter Break – No Class</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------</td>
</tr>
<tr>
<td>T 4/23</td>
<td>Workshop Day</td>
</tr>
<tr>
<td>R 4/25</td>
<td>Persuasive Speeches</td>
</tr>
<tr>
<td>T 4/30</td>
<td>Persuasive Speeches</td>
</tr>
<tr>
<td>R 5/2</td>
<td>Persuasive Speeches</td>
</tr>
</tbody>
</table>