Course: SPE 111, Introduction to Public Communication  
Instructor: Dr. Randy Richardson  
rricharr@westminster.edu  
Office: Thompson Clark 406  
Office Hours: AM 10:00-12:00 WF;  PM 1:00-2:00 M; 2:00-4:30 T,TH  
Class Hours: 9:20-10:50 pm T, TH  
Room: TC 210  
Text: El Libro! Text posted to class web site, and other outside readings as prescribed  

Course Description  
The Introduction to Public Communication course is designed to help the student develop and deliver oral presentations. Students will present a variety of oral assignments, both informal and formal. At least one presentation will demonstrate the effective use of visual aids and new presentation technologies. In addition, the course presents communication theory that will help the student to understand communication processes and develop better listening skills.

Course Superobjectives  
• The student will be able to demonstrate a knowledge of classical and contemporary public speaking theory.  
• The student will be able to demonstrate an understanding of the communication process.  
• The student will demonstrate both an understanding of the critical role and comprehensive nature of rhetorical choices in the public speaking context, and competence in making those choices.  
• The student will be able to compose and deliver types of public speeches including: introductory narrative, support, informative, persuasive and public narrative.  
• The student will be able to demonstrate competence in using audio/visual aids in one or more presentations.  
• The student will be able to describe, analyze and evaluate persuasive appeals used by classroom speakers, political orators and other contemporary rhetors.  
• The student will be able to describe and analyze several contemporary forms of persuasion.  
• The student will be able to evaluate the performance of a public speaker.  
• The student will demonstrate an understanding of the function of narrative in contemporary persuasion.

Class Rules  
Class will be conducted in an environment of mutual respect. Do not enter the room while classmates are giving speeches. Attention should be given to student speakers at all times. Participation in class discussion is expected. There will be moments, perhaps entire class periods where it will be beneficial to be connected to the worldwide web. At other times, this class will be a sacred space free from all outside influence and interference. Assume the latter. I’ll announce the former.
Attendance

Be here on time. A three-absence rule will be enforced. Every absence beyond three will incur a 10% deduction from your final grade. If you are traveling with a team or representing the school in other official capacities, be sure to clear your absence with your professor ahead of time. Also, if you know you’ll be missing class for these reasons, then make every effort not to have any unexcused absences. Work will not be accepted late. DO NOT MISS CLASS ON A DAY ON WHICH YOU ARE SCHEDULED TO SPEAK OR TAKE AN EXAM. Speeches cannot be made up. Likewise, in-class quizzes cannot be made up.

Evaluation

Final grades will be based on the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Introductory Narrative Speech</td>
<td>25</td>
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<tr>
<td>Epideictic Speech</td>
<td>75</td>
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<tr>
<td>Informative Speech</td>
<td>100</td>
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<tr>
<td>Outline</td>
<td>50</td>
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<td>Persuasive Speech</td>
<td>100</td>
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<tr>
<td>Outline</td>
<td>50</td>
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<tr>
<td>Critique</td>
<td>100</td>
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<td>Mid-term Exam</td>
<td>100</td>
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<td>Final Exam</td>
<td>100</td>
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<tr>
<td>Public Narrative</td>
<td>100</td>
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<td>Public Narrative Manuscript</td>
<td>100</td>
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<tr>
<td>Class Participation/ Quizzes</td>
<td>100</td>
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</tbody>
</table>

TOTAL: 1000 points

SCALE
900 – 1000  A
800-899   B
700-799   C
600-699   D
Below 600: Have you considered a life of crime?
Criteria for Evaluation of Speeches

To receive a C on your speeches, you must meet the following standards:
1. The speech must be original.
2. The type of speech presented must be appropriate to the assignment.
3. The topic must be appropriate for the audience and sufficiently focused.
4. The speech must fit the time requirements of the assignment.
5. The speech must be presented on the day assigned.
6. Main ideas must be supported with adequate supporting material.
7. The speech must have a clear sense of purpose.
8. The speech must have an appropriate design, complete with an introduction and a conclusion.
9. The speech must be presented in the mode of delivery prescribed by the instructor.
10. The speaker must use language correctly.
11. The speech must satisfy the specific requirements of the assignment including: number of references cited, formal outline, and use of visual aids.

To receive a B on your speeches, you must meet the following standards:
1. Satisfy all requirements for a C speech.
2. Select a challenging topic and adapt it appropriately to your audience.
3. Reflect a greater depth of research.
4. Clearly identify sources of information and ideas.
5. Create and sustain attention throughout the speech.
6. Make effective use of transitions, previews and summaries.
7. Use good oral style.
8. Present the speech with poise.

To receive an A on your speeches, you must meet the following standards:
1. Satisfy all requirements of a B speech.
2. Demonstrate imagination and creativity in topic selection and development.
3. Develop and sustain strong bonds of identification among the speaker, audience and topic.
4. Consistently adapt content to the experiential world of your audience.
5. Reflect an even greater depth of research.
6. Demonstrate artful use of language and stylistic techniques.
7. Make a polished presentation that artfully integrates verbal and nonverbal communication skills.

A D speech does not meet one or more of the standards for a C speech or:
1. Is obviously unrehearsed.
2. Is based entirely on biased information or unsupported opinions.
An F speech does not meet three or more of the standards for a C speech, reflects either of the problems associated with a D speech, or:

1. Uses fabricated supporting material.
2. Deliberately distorts evidence.
3. Is plagiarized.

Time Penalty: Students will be assessed a penalty of 1 points for every 15 seconds over or under the established time limits.

ACCOMMODATION

Westminster College is committed to providing services and resources to remove unnecessary barriers for students with disabilities, as consistent with the Americans with Disabilities Amendments Act and Section 504 of the Rehabilitation Act. Students with disabilities who are seeking options to address any potential physical and programmatic barriers, which includes academic accommodations, should contact the director of Disability Resources for further information. The director will meet with the student to discuss his or her demonstrated concerns, Westminster’s related requirements, relevant resources, and potential options to appropriately address the issue(s). You can contact the Office of Disability Resources by calling 724 946-7192.

ACADEMIC SUCCESS CENTER

Wondering how to better tackle your reading assignments? Looking for new ways to prepare for your tests? Worried about keeping up in all of your classes? Afraid to ask for help? You’re not the first Westminster College student to have these issues on your mind!

The Academic Success Center can help you with free academic support, including drop-in tutoring hours and individual tutoring for specific subjects, as well as individualized academic consultations to help you with goal setting, time management, note-taking, reading strategies and other skills that will help you reach your academic goals.

Located on the fourth floor of Thompson-Clark Hall, the center also offers rooms for individual or group studying on a first-come, first-serve basis until 10 p.m. every night. For more information, visit www.westminster.edu/academics/learning-center/index.cfm, or contact Coordinator Jessica Shelenberger by visiting TC 412, by emailing shelenjp@westminster.edu.
ACADEMIC INTEGRITY

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 College’s expectation for strong integrity applies to all academic work, including work on campus, online, and at other locations where Westminster courses are offered. Academic dishonesty is a profound violation of this code of behavior. Outlined below are examples of and specific consequences for academic dishonesty at Westminster. The list of examples is not meant to be exhaustive, but rather to provide an overview of the community’s common concerns. Students who are unsure as to whether specific behavior not listed here will constitute academic dishonesty should consult with their individual course instructors.

Violations
Violations of the Westminster College Academic Integrity Policy (AIP) include, but are not limited to, the following:

Cheating
1. Copying answers from another student during a quiz, test, or examination.
2. Divulging answers or information to another student during a quiz, test, or examination, or accepting such aid.
3. Using unauthorized aids (e.g., notes, books, or electronic devices) during a quiz, test, or examination.
4. Collaborating improperly with another student on an open-book, take-home or online quiz, test, or examination.
5. Exceeding the time limit, when one exists, on an open-book, take-home or online quiz, test, or examination.
6. Aiding another student improperly on in- or out-of-class assignments.
7. Leaving a physical or digital testing area to obtain answers or aid.
8. Handing in another’s work or ideas as one’s own.
9. Acting as or using a substitute online to submit work that is not your own.
10. Taking a quiz, test, or examination with prior knowledge of its contents, when that knowledge has not been authorized or consented to by the instructor.
11. Engaging in any activity which may give an unfair advantage to oneself or another.

Misconduct
1. Engaging, during a class or testing session, in conduct that is so disruptive as to infringe upon the rights of the instructor or fellow students.
2. Submitting the same work, including oral presentations, for different courses without the explicit consent of the instructors.
3. Stealing or intentionally damaging or destroying notes, research data, laboratory projects, library materials, computer software (including the intentional passing of a computer virus), or any other work of another member of the Westminster community.
4. Acting as or using a substitute in any academic evaluation procedures.
5. Depriving others of necessary academic resources.
6. Sabotaging the work of another member of the Westminster community.
7. Unethically obtaining answers or other information about a quiz, test, or examination before it is administered, even if not a member of the class in which the quiz, test, or examination is given.
8. Violating copyright restrictions, i.e., stealing the intellectual property of another.

Plagiarism “Derived from the Latin word for kidnapping, plagiarism is the theft of someone else’s ‘brainchild’ —that person’s language, ideas, or research—and the origin of the word conveys the seriousness of such offenses in the view of college teachers and administrators. The reason is that words, ideas, and research are the main forms of currency in academic life.”—Keith Hjortshoj, The Transition to College Writing (Boston: Bedford/St. Martin’s, 2001), 172.
1. Quoting or paraphrasing, without proper citation and acknowledgment, the published words, ideas, or work of another (including anonymous publications and online publications).
2. Submitting, as one’s own work, a paper, an oral presentation, or a visual presentation authored wholly or partially by someone else (including commercial services).
3. Borrowing and appropriating, without proper citation and acknowledgement, facts that are not matters of general knowledge, including all statistics and translations, and/or the general idea or logic of another’s argument.

Providing False Information
1. Furnishing false information to the College for the purpose of obtaining special consideration or privilege (e.g., postponement of an examination or a deadline).
2. Misrepresenting source material or information or participating in the falsification or misrepresentation of citations.
3. Falsifying laboratory data, notes, or results, or research data of any type, and presenting it as one’s work.
4. Providing false identification in an online course or using someone else’s account and password to access course or College materials.

Process and Consequences
If a course instructor suspects that a student has violated this policy, the instructor will speak with the student, review appropriate materials, and reach a conclusion. If the instructor determines that a violation has occurred, the following process will apply:
Richardson

1. The instructor will inform the student that he or she has violated the AIP and that the vice president for academic affairs (VPAA) will be notified. In the event that a violation occurs in graduate courses, the director of the graduate program (DGP) will be notified.  
2. The instructor will impose an academic penalty at his or her discretion (e.g., 0 for the assignment without possibility of revisions, failing grade for the course, or other appropriate academic sanctions).

**In this class, the minimum penalty will be a “0” given on the assignment, with a maximum of an “F” for the course.** Please see the College Catalog for further details on Academic Integrity and a student’s process for petition.

**CLASS SCHEDULE** (subject to change by instructor)

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<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Reading(s)</th>
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<tbody>
<tr>
<td>T</td>
<td>1/15</td>
<td>Intro to Public Communication, “To speak, perchance to dream.”</td>
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<tr>
<td>H</td>
<td>1/17</td>
<td>Introductory Narratives Delivered, “We are the stories we tell.”</td>
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<td>T</td>
<td>1/22</td>
<td>Classical Rhetorical Theory, “Greece is the word.” <strong>Rdg #1</strong></td>
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<td>H</td>
<td>1/24</td>
<td>Contemporary Rhetorical Theory, “Burke is the word.” <strong>Rdg #2</strong></td>
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<td>T</td>
<td>1/29</td>
<td>Problems of Beginning Speakers, “Support can be beautiful.” <strong>Rdg #4</strong></td>
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<tr>
<td>H</td>
<td>1/31</td>
<td><strong>Epideictic Delivered.</strong> “Hero to Zero…”</td>
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<td>T</td>
<td>2/5</td>
<td>Informative Speaking, “Information is power.” <strong>Rdg #7A</strong></td>
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<td>H</td>
<td>2/7</td>
<td>Speech Research, “Know thy stuff.” <strong>Rdg #3 / Rdg #5</strong></td>
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<td>Organizing, Outlining etc., “Arrange thy stuff.”</td>
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<td>T</td>
<td>2/12</td>
<td>Language &amp; Style, “Saying is believing,” <strong>Rdg #6</strong></td>
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<td>H</td>
<td>2/14</td>
<td>Visual Aids &amp; Delivery, “Seeing is believing.”</td>
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<td>T</td>
<td>2/19</td>
<td>Informative Speech Workshop</td>
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<td>H</td>
<td>2/21</td>
<td><strong>Informative Speeches Delivered, A</strong></td>
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<td>T</td>
<td>2/26</td>
<td><strong>Informative Speeches Delivered, B</strong></td>
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<td>H</td>
<td>2/28</td>
<td><strong>Informative Speeches Delivered, C</strong></td>
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<td>T</td>
<td>3/5</td>
<td>Mid-term Review, “Is that gonna be on the test?”</td>
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<td>H</td>
<td>3/7</td>
<td>Mid-term Exam, “I can’t believe that was on the test.”</td>
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<td>T</td>
<td>3/9-17</td>
<td><strong>Spring Break!!!</strong></td>
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<td>T</td>
<td>3/19</td>
<td>Persuasive Speaking Pragmatics, “Problems, Causes and Solutions”</td>
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<td>H</td>
<td>3/21</td>
<td>Persuasive Speaking, “The art of influence.” <strong>Rdg #7B</strong></td>
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<td>3/26</td>
<td>Theories of Persuasion</td>
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<td>3/28</td>
<td>Contemporary Forms of Persuasion, “But wait, there’s more…”</td>
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<td>4/2</td>
<td><strong>Persuasive Speeches Delivered, C</strong></td>
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<td>4/4</td>
<td><strong>Persuasive Speeches Delivered, B</strong></td>
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<td>4/9</td>
<td><strong>Persuasive Speech Delivered, A</strong></td>
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<td>4/11</td>
<td>Public Narrative Speaking “All about Me?” <strong>Rdg 7C</strong></td>
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<td>4/16</td>
<td>Public Narrative Workshop: The Ganz Method</td>
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<td>4/18</td>
<td>Easter Break</td>
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<td>4/23</td>
<td>Narrative and Persuasion, “Stories sell?”</td>
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<td>4/25</td>
<td>Final Exam Review</td>
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<td>4/30</td>
<td>Final Written Exam</td>
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<tr>
<td>5/2</td>
<td><strong>Public Narrative Speeches Delivered, B</strong></td>
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**Wednesday, May 8, 8:00-10:30** FINAL EXAM(Public Narrative Speeches Delivered, Groups A/C)