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## Syllabus: **SPE 110 - Public Speaking**

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<b>Course Information</b>	
Course Prefix/Number: SPE 110	Credit Hours: 3
Semester: Fall 2019	Course Title: Public Speaking
Class Days/Times: Mon. & Wed. @10:15-11:30am	Room: Main – Gewkdag Son Ki/GSK #1

<b>Instructor Information:</b> Name: Dr. Marcia Valadez, EdD, MSW, LICSW	Phone : Voice/Text (651)247-9313 or (520) 383-0331 x1031 E-mail: mvaladez@tocc.edu Office location: Ha-Mascamdham Ha-Ki #104 Office hours: M 9-10, 11:45-1:00 T 10am-1:00; W 11:45am-1:00, 2:30-3:30 Other days and time arranged.
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<b>Course Description:</b> Study and training in public speaking with emphasis on audience adaptation. Includes developing skills in the areas of research, logic, analysis, organization, and delivery in a multicultural society.
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| <b>Student Learning Outcomes:</b><br><i>Upon completion of the course, the student will be able to:</i> <ul style="list-style-type: none"> <li>• Understand and be able to create effective speeches</li> <li>• Increase confidence and skill as a public speaker.</li> <li>• Improve speech delivery</li> <li>• Improve listening skills</li> <li>• Improve ability to think critically on subjects</li> <li>• Improve research skills</li> </ul> |
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<b>Course Structure:</b> This course is delivered on ground with substantial learning through class discussions and communication activities. In preparation for class, students are required to complete assigned readings and other activities posted in Canvas. Students will research, organize and perform speeches in class and participate in the evaluation of classmates' presentations.
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**Texts and Materials:**

German, Kathleen M. (2017). *Principles of public speaking* (19<sup>th</sup> ed.). New York, NY: Routledge.

American Psychological Association, [\*Publication manual of the American Psychological Association\*](#) (6th ed.). Washington, DC: Author.

Other materials as assigned.

**Himdag Cultural Component:**

Human behavior, mental processes, and indeed our interpretation of such things always occurs within the context of culture. During the exploration of each of the topic areas within this course, emphasis will be placed on how each concept is viewed through the lens of the *Himdag* and Tohono O’odham’s way of life and experience.

This course honors the ***Tohono O’odham Core Values (T-So:son):***

Our Beliefs (T-Wohocudadag, Our Wellbeing (T-Apedag), Our Deepest Respect (T-Pi:k Elida), and Working Together (I-We:mta)

**Evaluation and Grading:**

Points/Grade	Learning Behaviors/Knowledge Guide
90 and above is an A	Excellent attendance and participation. Extensive knowledge and understanding of concepts and processes. Creative linkage in tests, discussions, and papers of class content to information gained outside class. Excellent contribution to individual and group effort.
80 - 89 is a B	Good attendance and participation. Adequate knowledge and understanding of concepts and processes. Linkage in tests, class discussions, and papers of class content to information gained outside class. Good contribution to individual and group effort.
70 - 79 is a C	Fair attendance and participation. Basic knowledge and understanding of concepts and processes. Summarizes and paraphrases assigned material accurately in tests, discussions, and papers. Fair contribution to individual and group effort.
60 - 69 is a D	Limited attendance and participation. Marginal knowledge and understanding of concepts and processes. Limited ability to summarize and paraphrase assigned material in tests, discussions, and practice notebook. Limited contribution to individual and group effort.
Under 60 is Failing	

### **Course Expectations and Assignments:**

Your course grade will be determined using the above full letter grades. Because of the participatory nature of this course, students are expected to demonstrate regular attendance, preparation for class activities and discussions, and in-class participation/engagement through discussions and speech demonstrations. Learning assessment consists of weekly discussions/activities, short written assignments, evaluations of students' public speaking presentations, and midterm/final written examinations. Additional assignments (other than below) may be added to allow opportunity for students' mastery during the semester. The total points possible for this course is 100.

### **Assignment Descriptions**

#### 1. Weekly engagement, participation and peer feedback:

1 point per week/16 points possible.

- This includes regular attendance behavior; arriving on time, remaining for the entire class period;
- Providing feedback to peers and exchanging in course topic discussions via preparation and critical thinking. (This may include mini written/research activities.)

#### 2. Speech Presentations (assigned six\*):

Five speeches @ 12 points each/ 60 pt.

(Students may eliminate one speech evaluation score out of the \*6 speeches.)

- Demonstration Speech (topic student choice)
- Informative Speech (topic student choice with faculty approval)
- Persuasive Speech #1 (Native American issues in Arizona or nationally)
- *Himdag* Speech #2 (student chooses core value and type of speech)
- Argumentative Speech (topic student choice with faculty approval)
- Ceremonial Speech (Faculty will provide information on the award the student is accepting)

\*Additional Speeches may be assigned if time allows.

#### 3. Written examinations: Midterm (10 points) and Final (14 points)/ 24 pt. total.

These written activities demonstrate learning integration of terms, concepts, theories and strategies associated with public speaking knowledge, skills, and values.

### **Course Policies and Expectations**

#### Student Participation and Engagement

- 1) Students are expected to attend all scheduled class meetings (Please refer to course schedule at the end of this syllabus.) This behavior includes arriving on time, prepared to work, discuss and learn; and attending the full duration of the course period. Regular attendance in this course will support you in learning the content and doing well. Because the nature of this course is highly interactive, it is difficult to make up missed experiences and knowledge.
- 2) Four unexcused absences may result in withdrawal and a "W" or "Y" will be recorded.
- 3) If you believe that you will be tardy, must depart before the class is done, or unable to attend a class meeting, please do your best to alert the instructor *prior to the class meeting*.

An accepted absence may include physical illness, school or work-related travel, ceremony/religious observances and practices, or for personal or family emergency. The request for a 'self-care' day should be discussed with the instructor. Actual attendance in the class cannot be made-up, although written or speech assignments may be rescheduled with the consent of the instructor. *Bottomline, communication with the instructor is critical to your success.*

4) Cell phones, laptops and iPads must be turned off for the duration of the class unless they are to be used for a learning activity.

5) Food and beverages are allowed in the classroom; students are encouraged to partake discretely.

6) Students should check their campus email and Canvas updates weekly in order to not miss an important announcement.

#### Incomplete Grade Policy

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. There must be an unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

#### Instructor Withdrawals

Students who have missed four consecutive classes (or the equivalent) not submitted any assignments nor taken any quizzes by the 45th day census report, due on [*date of 45<sup>th</sup> day found in Academic Calendar on TOCC website*] are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion. [faculty members should be clear in their withdraw policy, if you do not withdraw students please note in appropriate sections].

#### Student Withdrawals

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by [*withdrawal deadline date found in Academic Calendar on TOCC website*] if you do not expect to complete the class, otherwise you may receive an "F" grade.

#### Special Withdrawal (Y) Grade

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

#### Equal Access Statement/Disability Accommodations

Tohono O'odham Community College seeks to provide reasonable accommodations for all qualified individuals with disabilities. The College will comply with all applicable federal, state

and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to provide an equal educational opportunity. This process includes the student self-identifying themselves as a student with a disability and being approved for services through the Disability Resources Office (DRO). Through this contact, the DRO will determine appropriate accommodations and it is the student's responsibility to make known to the instructor his or her specific needs within the context of each class in order to receive these accommodations. We will work together in order to develop an Accommodation Plan specifically designed to meet the individual student's requirements. For more information or to request academic accommodations, please contact: Anthony Osborn, Disabilities Resources Coordinator, [aosborn@tocc.edu](mailto:aosborn@tocc.edu)

#### Academic Honesty

Academic dishonesty is a serious offense because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Plagiarism is one form of academic dishonesty. Plagiarism is copying another person's work or turning in someone else's work. Other forms of plagiarism are less well known, such as taking ideas from classes or readings and putting them in a paper without citations/references. Any idea, even paraphrased ideas, which are used or borrowed, must be given credit by showing the source with an appropriate citation or reference. Any student who violates policies regarding Academic Honesty may receive a failing grade in this course.

#### Title IX/Conduct: Bias, Bullying, Discrimination & Harassment

Tohono O'odham Community College faculty and all staff are dedicated to creating a safe and supportive campus. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated in the learning environment consisting of the program's institutional setting; field education settings and with their clientele; the program's advisory or field committees; educational and social resources, seminars, and support groups; research or other initiatives, and within the faculty, staff, and student body.

Confidential support and academic advocacy can be found with TOCC Student Services.

#### Standards for Written Assignments

Course assignments are the student's opportunity to display mastery of the course concepts, terms, and competencies. Assignments will not only be graded on the quality of the knowledge conveyed, but how well those ideas are communicated in writing. This includes avoidance of the use of language that degrades women, persons of color, gays, lesbians, bisexuals and transgender and other diverse and at-risk populations.

- All work is assessed for scholarly writing including: adhering to APA standards, critical content, accurate spelling, grammar, and organization/flow.
- Students are strongly encouraged to utilize college writing support resources to assist in meeting these standards.
- Students should refer to specific evaluation rubrics associated with each assignment.
- Assignments should be submitted in the *Canvas* course portal unless otherwise instructed. A 24-hour grace period from the due date may be granted by the instructor. Otherwise, assignments submitted after the due date, within 7 days, will forfeit 10% of their grade. Assignments submitted after the 7 days will not be accepted and receive 0 points.

### Learning Progress Feedback

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed. E-mail, phone, and text messages will be returned within two days. A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of *Canvas*.

### **SPE 110 COURSE SCHEDULE**

The following schedule provides students with the direction of topics and activities that will be discussed in this course. Depending on the learning needs and interests of student in this course, these activities and assignment dates may change. Updates will be provided in print and through Canvas.

<b>Week/Date</b>	<b>Weekly Topic*</b>	<b>Preparation Activities** <i>Additional activities may be posted in Canvas</i></b>	<b>Assignments</b>
Week One 8/19, 21	Introductions Setting the Stage for Learning  Impromptu Practice	Read: German- Chpt 1	
Week Two 8/26, 28	Getting Started Crafting Speech Ideas  Impromptu Practice	Read: German – Chpt 2	
Week Three 9/2 NO CLASS 9/4	Anxiety and Un-stressing  Impromptu Practice	Read: German – Chpt 3	
Week Four 9/9, 11	Critical Listening & The Audience  Impromptu Practice	Read: German – Chpt 4 & 5	
Week Five 9/16, 18	Researching & Organizing for your speech  In class activities	Read: German – Chpt 6 & 7	
Week Six 9/23, 25	Researching & Organizing - continued for your speech Beginnings & Endings Wording  In class activities	Read: German – Chpt 8, 9, 12	
Week Seven 9/30, 10/2 NO CLASS			

Fall Break			
Week Eight 10/7, 9	Speech Delivery Strategies and Tools	Read: German – Chapter 10 & 11	Due: Sat 10/12 Submit Midterm Exam  Demonstration Speeches
Week Nine 10/14, 16	Speech Delivery Strategies and Tools	Read: German – Chpt 12	Demonstration Speeches Informative or Himdag Speeches
Week Ten 10/28, 30	Speech Delivery Strategies and Tools  Persuasion & Argumentation/Critical Thinking	Read: German – Chpt 13 & 14	Informative or Himdag Speeches
Week Eleven 11/4, 6	Speaking in Community Settings	Read German – Chpt 15	Argumentative, or Himdag & Persuasive Speeches
Week Twelve 11/11 NO CLASS Veterans Day  11/13			Argumentative & Persuasive Speeches
Week Thirteen 11/18, 20		Assigned	Argumentative & Persuasive Speeches
Week Fourteen 11/25, 27		Assigned	Argumentative & Persuasive Speeches
Week Fifteen 12/2, 4		Assigned	Ceremonial Speeches
Week Sixteen 12/9, 11	<b>In-Class Final Exam Celebrations!</b>		Ceremonial Speeches The Final Exam