

SPCM 101 USD	FUNDAMENTALS OF SPEECH; ONLINE COURSE SYLLABUS	FALL 2019 USD
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Office & hours: USD Community College for Sioux Falls, FSC 227; By appointment

Your D2L e-mail account will be the only e-mail account that will be used for class updates, etc., which I may occasionally make. You will need to use your own D2L email to contact me. Other email addresses are not compatible with D2L. Also, be sure to check the “News” section on the course homepage.

Course Description:

This course is based on the study of communication theory as applied to public speaking. The goals are to improve student's public speaking and listening skills. The Fundamentals of Speech course uses a multidisciplinary approach to teach students to master public speaking as a mode of human communication. This course draws upon both humanistic and scientific traditions to teach the practice of speaking and expression, critical thinking, audience analysis, listening, decision-making, persuasion, and argument construction/evaluation.

Description of Instructional Methods:

The University of South Dakota values a student-centered learning environment, which nurtures intellectual and social development. Instructors have designed their general education courses to utilize a variety of instructional methods.

This course includes the following:

Self-Directed Lessons, Online Quizzes and Exams, Peer Teaching, Group Discussions, Textbook and Other Readings, Video Lectures, PowerPoints/Prezis, Peer and Self-Evaluations, Videos, Individual Speeches, Library Research

Course Requirements:

Required Textbook and Other Materials:

- Valenzano, J., Braden, S. & Broeckelman-Post, M.A. (2018). *The speaker's primer – Customized for University of South Dakota*. Southlake, TX: Fountainhead Press. ISBN: 978-1-68036-976-2

You must purchase the physical copy of the text directly from the [Charlie's Bookstore and Fan Shop](#). It is a custom package designed specifically for USD students. It is meant to be used as a reference guide throughout your academic career. Please consult the welcome letter for more information about the textbook.

- Acclaim

You will be required to upload your speech videos into Acclaim. This program allows your instructor to give you time specific feedback on your speeches. Additionally, it provides a safe online environment for you to upload your video assignments.

- Digital Recording Device

Students are responsible for uploading high quality video content, meaning that it must convey a clear picture, clear and synchronous sound, and proper alignment. I strongly suggest that students use a digital camera (with a tripod attachment). These can be found online at [Amazon.com](https://www.amazon.com) or other stores selling electronic items. If you are on campus, you may be able to check out recording equipment. Contact [USD Equipment Checkout](#) for more details. The quality of the recording and the clarity of the sound will affect your grade.

Supplementary Materials:

- Computer access with high-speed Internet connection
On several occasions, you will be asked to download or upload large files. You must have access to an Internet connection that can handle the demands of an online course, especially one that relies on video. You will need to be able to access YouTube videos and PDF's
- 3x5 or 4x6 note cards
- Software:
Microsoft Word (2010 or 2013). Written work of any kind **MUST BE** submitted in either doc. or docx. format. Assignments **WILL NOT** be evaluated if they are submitted in any other format. This software is available for free download on the Office 365 Student Advantage Page in the myU Portal:
<https://portal.usd.edu/technology/downloads/student/office-365.cfm>

If you use a Mac, it is your responsibility to acquire the skills and software needed to CREATE and VIEW MS Word Documents and MS PowerPoint Presentations (including narrated PowerPoints).

Technological & Digital Video Requirements:

Online learners should refer to the specific technological equipment needs and skills listed in the Division of Continuing Education's Online Orientation Guide (PDF), located on the course home page in D2L.

Speech of the Week: Every module will contain one or two videos of a speech labels Speech of the Week. You will be required to watch each Speech of the Week and offer your opinions or answer questions about them in the Discussion Forum. Some of the Speech of Week discussion posts could earn you bonus points.

Acclaim: You will be using Acclaim to upload your speeches and mini-speeches in this course. You will find an access code in the front cover of your textbook and you will find more instructions about how to access and use Acclaim in your textbook and posted on the course homepage in D2L.

YouTube: Additionally, many YouTube videos will be embedded in the weekly course content. You will need to make sure you have access to YouTube and are able to watch and upload videos to the course YouTube channel. However, you will not be uploading your assignments in YouTube.

Technology Assistance:

If you need technological assistance with anything in D2L or general technology questions, please contact the [USD ServiceDesk](#), located under the Getting Started widget on the course homepage.

Course Goals:

It is important to note that this class fulfills the following goals of the South Dakota System General Education Requirements:

GOAL 2: Students will communicate effectively and responsibly through listening and speaking.

To achieve this goal, students will:

Learning Outcomes:	Assessment:
1. Prepare and deliver speeches for a variety of audiences and settings	Construct and deliver an introductory speech, a personal statement speech, a persuasive speech assignment, a group activity, and a commemorative speech.
2. Demonstrate speaking competencies including choice and use of topic, supporting materials, organizational pattern, language usage, presentational aids, and delivery	Construct and deliver an introductory speech, a personal statement speech, a persuasive, a group activity, and a commemorative speech.
3. Demonstrate listening competencies by summarizing, analyzing, and paraphrasing ideas, perspectives and emotional content	Attend a speaking event and report on the qualities of the speaker and the content of the speech while following specific criteria. Additionally, student will evaluate student speeches.

Student Learning Outcomes:

As a result of taking this course, students should continue developing the following:

the ability to communicate. It is an important skill in determining one's success as a responsible citizen and as an individual relating to others. Although natural ability is an asset, students' capabilities in speech communication can be improved through 1) comprehension; 2) training in its basic principles; 3) practice in interpersonal communication and speaker-audience situations; and, 4) utilizing outside resources.

The aim of the faculty is to help every student who is conscientiously meeting all of her or his responsibilities to achieve at least a grade of "C" (although some may be unable to do so). The final semester grade will be

based upon the speeches assigned and also upon participation, speaking assignments, written work, quizzes, examinations, and other assignments.

Brief Description of Assignments:

Speeches: Students will be required to prepare and present three (3) individual speeches, one (1) paired speech, and one (1) group activity. Each speech will have different criteria to meet to complete the assignment. **Audiences of AT LEAST 3 adults will be required for all speeches (stuffed animals, children, pets, etc... will not be accepted as a valid audience). Additionally, each speech must be given in a non-residential setting.** This means speeches should not be recorded in dorm rooms, kitchens, basements, bedrooms, living rooms, dining rooms, etc. However, the use of a public library space or classroom would be acceptable. Outlines and outside research are required and will be worth points. Rubrics will be provided for each assignment. Additionally, chapters in the textbook will be assigned to coincide with the speeches. The information you read in the textbook will help you prepare each speaking assignment. Speeches will be uploaded into Acclaim. I will attempt to return grades within 7 to 10 days.

Quizzes: Students will be asked to complete ten (10) short quizzes in this class. The quizzes will be taken on D2L and will be worth 10 points each. Opportunities will be provided for students to see their answers and recover any points that were lost if necessary. Quizzes and point recovery quizzes will be grade immediately and automatically following submission on D2L.

Exams: Students will be required to complete two (2) exams in this course. The exams will be taken on D2L and will be worth 50 points each. Exams will be graded immediately and automatically following submission on D2L.

Annotated Bibliography: Students will prepare an annotated bibliography in support of the persuasive speech assignment. An annotated bibliography consists of a complete citation for the source along with a paragraph that summarizes what the source is about, provides evaluative information about the source, and incorporates reflection information about how the source will be used. The purpose of the annotation is to provide a researcher with a critical evaluation of a resource, such as a book or an article, so the researcher can decide whether to consult that source. Specific assignment details will be provided in a separate document. I will attempt to return grades within 7 to 10 days.

Peer and Self-Evaluations: Students will create video evaluations of their own performances on the individual speeches and group projects. Specific details pertaining to each evaluation assignment will be provided. These assignments will be uploaded into Acclaim. I will attempt to return grades within 7 to 10 days.

Speech Report: Students will be required to attend (in person) a live speaking event and provide a written report of the performance. Assignment details will be provided in a separate document. I will attempt to return grades within 7 to 10 days.

Discussion Postings: Students will provide answers, thoughts, and opinions to questions and concepts posted in the discussion forums in D2L. Additionally, students will respond to the posts of classmates, creating a conversation. Instructions for each post will be provided and each post will be evaluated on a 10 point scale. You should treat all communications in this class as you would in the business world. In other words, I expect

communication to be formal, using proper grammar, spelling, and netiquette (refer to the Online Student Handbook, accessible under the Getting Started widget on the course homepage in D2L). I will attempt to return grades within 7 to 10 days.

Assignment Organization

All of the graded speaking assignments in this course build on the skills learned through creating and presenting the previous speech. Each speech contains several assignments that help students learn the necessary skills to be successful public speakers. Below is a grouping of the supporting assignments each speech includes.

Introductory Speech-

Introductory Speech
Self and Peer-Evaluation

Personal Statement Speech-

Personal Statement Speech Outline
Personal Statement Speech
Self-Evaluation

Persuasive Speech-

Annotated Bibliography
Motivated Sequence Outline
Persuasive Speech
Self-Evaluation

Group Facilitation Assignment-

Group Facilitation Teaching Plan
Group Facilitation Activity
Self-Evaluation

Commemorative Speech-

Commemorative Speech Outline
Commemorative Speech
Self and Peer Evaluation

Points per Assignment:

Category	Assignment	Points
Discussion Postings:	10 Discussion Postings (10 pts. each)	100
Speeches:	Introductory Speech	25
	Personal Statement Speech & Outline	50
	Persuasive Speech & Outline	100
	Group Facilitation & Outline	100
	Commemorative Speech & Outline	50
Evaluation Assignments:	Introductory Speech Peer-Evaluation	10
	Introductory Speech Self-Evaluation	10
	Personal Statement Self-Evaluation	10
	Persuasive Self-Evaluation	10
	Group Facilitation Self-Evaluation	10
	Commemorative Speech Peer Evaluation	10
	Commemorative Speech Self-Evaluation	10
Written Assignments:	Speech Report	30
Research:	Persuasive Speech Annotated Bibliography Assignment	60
Quizzes:	Quiz 1	10
	Quiz 2	10

	Quiz 3	10
	Quiz 4	10
	Quiz 5	10
	Quiz 6	10
	Quiz 7	10
	Quiz 8	10
	Quiz 9	10
	Quiz 10	10
Exams:	Exam 1	50
	Exam 2	50
	Total:	___/785

Grade Breakdown:

Letter Grade	Percentage	Points
A	90+%	706.5-785
B	89.9%-80%	628-706.4
C	79.9%-70%	549.5-627.9
D	69.9%-60%	471-549.4
F	59.9%-0	0-470.9

For each assignment on the SPCM 101 syllabus, a rubric will be provided. Please follow the assignment specific rubric when creating and preparing your assignments. Please remember that for all written work, grammar, punctuation, spelling, and sentence structure should be considered and will be graded accordingly.

Class Policies and Expectations:

Although there are different sections and instructors of SPCM 101 online, certain general expectations apply to everyone taking this course. You are expected to submit all assignments on time and to be fully involved in the activities of the class. In addition, the following specific policies apply to all students enrolled in SPCM 101. If you have any questions about these policies, please contact me. My contact information is provided on the first page of this document.

Netiquette: Be sure you are using professional language when emailing your professor, as well as, when posting in discussion forums. Please refer to the article, [How to Email Your Professor](#) . It is quite helpful.

Grading Feedback: After an assignment is submitted, please allow between 7 and 10 days before feedback is returned to you. Lengthy written assignments may take a little longer to return. This includes discussion posts, speeches, mini-speeches, and additional assignments. Quizzes and exams are graded immediately and automatically.

Late Assignments: Late assignments will rarely be tolerated; please plan accordingly. Many assignments will contain the phrase: *Late assignments will not be accepted* to reinforce this policy. This is especially of concern with the digital submission of your presentations; your timeliness ensures timely feedback from both peers and the instructor.

Participation: You've heard the quotation from Woody Allen: "ninety percent of life is just showing up." The class is online, but you still have to show up and do what is expected and complete it on time. This is

important all the time, and **becomes extremely important during the persuasive speech**. Set aside time EVERYDAY to work on this course. Leaving your assignments to the last minute will not be beneficial for anyone.

Participation includes, but is not limited to, posting on the D2L message board and reading your classmates posts. You are expected to log on, ask questions, and participate in online discussions with the instructor and fellow students almost every week. You will be graded for your participation; moreover, you may benefit from the information posted. Please be aware that I will make the best attempt to monitor the postings.

There are no make-ups on participation assignments. If you miss a discussion assignment, you will not be able to make it up and those points will be lost.

Written Work: All written work must be typed in a document. Scanned documents or pictures of assignments will not be accepted. You will be evaluated on the use of APA (6th edition), grammar, punctuation, spelling, language use, overall appearance, etc.

D2L and Communication: D2L email and a *Course Questions* Discussion Forum will be the channels you use to communicate with your peers and with me. It will also be how you participate in the course. **You must use your own D2L email to email me in D2L. I will respond to emails within 24 hours during the week and within 48 hours during the weekend.**

D2L, Attendance, and Assignments: Students must regularly log into the course (at least 3 times per week) to be aware of any course news (on the course homepage), to read about upcoming assignments (on the Content page), to submit assignments (in the Dropbox), and to complete quizzes and tests (on the Quizzes page). You will need to check the content page on D2L for ALL assignments in this course.

Recording Speeches: Speeches will need to be recorded with a device that produces high-quality video and audio. Additionally, the speech that is uploaded into Acclaim should not be edited or spliced together in any way. It should be done in “one take” and should **NOT** be a compilation of the best parts of several attempts.

Additionally, please remember to set up the room so that you are facing the camera and so the **audience can be seen throughout the entire speech**. Your audience needs to be facing you and not the recording device.

While outdoor venues may seem appealing at first, please be aware that any background noises (cars, trucks, motorcycles, playing children, dogs barking, etc.) will be picked up by your recording device and will make it more difficult for you to produce a quality speech.

Audiences of AT LEAST three adults will be required for all speeches (stuffed animals, children, pets, etc... will not be accepted as a valid audience). Additionally, each individual speech must be given in a non-residential setting. This means speeches should not be recorded in dorm rooms, kitchens, basements, bedrooms, etc. However, the use of a public library space or classroom would be acceptable.

Respect and Responsibilities: You can expect that as the instructor, I am concerned about the educational experience of each student in the class, respectful of individual differences, encouraging of creativity,

reasonably open and accessible to discuss material and assignments, thorough in evaluating assignments, and rigorous yet supportive in maintaining high standards for performance.

As a student, you are expected to work individually and with others, to create an atmosphere that is safe, valuing of one another, and open to diverse perspectives. Everyone is expected to show courtesy, civility, and respect for one another. Comments or postings that degrade or ridicule another, whether based on individual or cultural differences, are unacceptable.

You are responsible for ensuring that you are “in the loop” with regards to e-mail communication. You are also responsible for making sure you know when assignments are due. There are several ways for you to do this.

1. Check the weekly assignment sheets posted in the content area. Instructions, tips, hints, and deadlines will be included in the weekly assignment sheets. Check this first!
2. Check the Assignments by Due Date document posted on the course homepage.
3. Check the course schedule posted on the course homepage and in the Content area.

Please note that many assignments will be posted well in advance of the listed due date. For example, your Professional Speech Criticism Assignment will be posted in the week one Content area, but it isn't due until much later in the semester. **It is your responsibility to keep track of your assignments and the corresponding due dates. Use the information that has been provided within D2L to help you!**

Cheating: Each assignment should be original and done completely by each student. As stated in the [Student Academic Misconduct Policy](#), academic dishonesty includes all forms of plagiarism (the unacknowledged use of someone else's work), including the use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Academic dishonesty includes the following: a) removing examination or quiz questions from the course management system (D2L) through written or photographic means, b) unauthorized communication with another student during or about tests, c) falsifying work, d) turning in another student's name on an assignment when that student failed to contribute to the assignment, e) looking at another student's work during testing, and similar misconduct. Students are expected to follow university policies.

Types of Cheating (Definitions):

1. **Cheating:** An act of deception by which a student misrepresents he or she has mastered information on an academic enterprise she or he has not mastered.
2. **Plagiarism:** The offering of words, ideas, or arguments of another person without the appropriate attribution by a reference or footnote.

A. Self-Plagiarism: Turning in the same work (research papers, opinion papers, reports, etc...) that was submitted for another class.

3. **Fabrication:** The intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
4. **Facilitating Academic Dishonesty:** Intentionally or knowingly, helping or attempting to help another commits an act of academic dishonesty. This is also subject to penalty.

No credit can be, or will be, given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the course instructor, be:

- a. Given a zero for that assignment.
- b. Allowed to rewrite and resubmit the assignment for reduced credit.
- c. Assigned a reduced grade for the course.
- d. Dropped from the course.
- e. Failed in the course.

Freedom in Learning: Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

Reasonable Accommodation: Any student who needs academic accommodations or access to accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. For assistance with accommodations, contact:

Karen Gerety, Director
Disability Services, North Commons 116
(605) 658-3745
Web Site: www.usd.edu/ds

E-mail: disabilityservices@usd.edu

Teaching Philosophy: The goal for undergraduate education should be to develop people who are equipped not only to function in the world, but also to contribute meaningfully to society. My desire is to assist students in using their prior knowledge and experiences to create new and shared meanings. To achieve this, I believe students should engage in open class discussion and strategically reflect on their experiences. New understandings will ultimately create people who are able to develop their own opinions, ideas, values, and beliefs. As graduates, they will be able to artfully express their unique ideas and opinions to change the world for the better.

Additionally, assisting students as they work to achieve their own goals is important to me. Understanding what an individual student would like to achieve in the class, in addition to clearly communicating the broader course goals, is essential to a successful partnership between instructor and student. To achieve this, I will work to provide an online learning environment conducive to the student's goals. An instructor should provide information, new experiences, and new ideas in a safe and non-threatening manner. Information, experiences, and ideas can be provided in many ways, including various forms of assessment, small and large group

activities, and personal reflection. I will also serve as a facilitator and assist students in making the necessary connections between activities in the classroom and their application to the world outside of the university.