Course Description

The Fundamentals of Speech course uses a multi-disciplinary 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. The specific goals of the course include:

1) The development of an understanding and appreciation of communication by studying the theoretical and applied aspects of the communication process.
2) The development of skills in critical listening and analysis of communication.
3) An increased awareness of ethical responsibility in communication.
4) The development of competence in argument construction and evaluation.
5) An increased ability to influence and improve one’s personal and social environment through enhanced communication skills.
6) An understanding and appreciation of social scientific theories developed by communication scholars.
SD Board of Regents Goals

This class fulfills the following Goals of the South Dakota System General Education Requirements:

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

<table>
<thead>
<tr>
<th>Learning Outcomes:</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare and deliver speeches for a variety of audiences and settings</td>
<td>Construct and deliver an introductory speech, one impromptu speech, a persuasive speech, an informative speech, and a PowerPoint presentation</td>
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<tr>
<td>2. Demonstrate speaking competencies including choice and use of topic, supporting materials, organizational pattern, language usage, presentational aids, and delivery</td>
<td>Construct and deliver an introductory speech, one impromptu speech, a persuasive speech, an informative speech, and a PowerPoint presentation.</td>
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<tr>
<td>3. Demonstrate listening competencies by summarizing, analyzing, and paraphrasing ideas, perspectives and emotional content</td>
<td>Critique two professional speakers and perform peer evaluations of student speeches.</td>
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</tbody>
</table>

**BOR GOAL #7:** Students will recognize when information is needed and have the ability to locate, organize, critically evaluate, and effectively use information from a variety of sources with intellectual integrity.

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</tr>
</thead>
<tbody>
<tr>
<td>1. Determine the extent of information needed for a particular presentation.</td>
<td>Student’s knowledge of information and sources will be assessed with two annotated bibliographies, a library database search library literacy assignment, two presentation outlines and three formally prepared presentations.</td>
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<tr>
<td>2. Access the needed information effectively and efficiently</td>
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<tr>
<td>3. Evaluate information and its sources critically</td>
<td></td>
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<tr>
<td>4. Use information effectively to accomplish a specific purpose</td>
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<tr>
<td>5. Use information in an ethical and legal manner</td>
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**Requirements**

**Textbook**
There is one required textbook for this course. **You will need to purchase your book to start the class.** You must purchase the physical copy of the text directly from the **USD campus Barnes and Noble bookstore.**

Order your textbook online:
- Open the webpage for the USD Barnes and Noble bookstore.
- Complete the dropdown boxes with this information – Term: Spring 2018; Department: SPCM; Course: 101; Section: Refer to your course registration information.


*ISBN 978-1-68036-729-4*

**Technology**
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 at: **Student Resources - USD.**

**Software:**
Microsoft Office (Office 365), including MS Word and MS Power Point. If you do not own the most recent version of MS Office, you can install it free of charge (using your USD login credentials) via the myUSD portal.

**Video Recording Equipment:**
You will need to upload your video-recorded speeches to an Acclaim account created for this class (instructions for setting up Acclaim can be found on the front cover of your textbook). **Students are responsible for uploading high quality video content, meaning that it must convey a clear picture, clear and synchronous sound, and proper alignment.**

Use this link to access our course on Acclaim: [https://app.getacclaim.com/cls_E3B6tBZgx9/](https://app.getacclaim.com/cls_E3B6tBZgx9/)
High-Speed Internet:
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.

Need Technical Help?
Please contact Continuing and Distance Education at USD if you have any questions or issues related to this course and technology. If you have a technical issue (your computer isn’t working, unable to login to the myUSD portal, etc.), please contact the USD Help Desk.

Description of Instructional Methods
Self-directed tutorials, online (not proctored) exams, digitally recorded presentations (i.e., Persuasive Speech Presentation & the Ceremonial Speech Presentation), online discussion, and library research.

If there is a problem that cannot be resolved by email, assistance can be obtained by arranging for a telephone call or Skype session. Every effort will be made to provide all the course assistance you require. Technical assistance should be directed to the USD Help Desk.

Course Policies

Late Assignments
Late assignments will rarely be tolerated and includes an automatic deduction of 20%; please plan accordingly. This is especially of concern with the digital submission of your presentations; your timeliness ensures timely feedback from both peers and the instructor.

Participation
Throughout the semester you will be expected to participate in class. Yes, the class is on line, but you still have to show up and do what is expected on time. Participation includes posting on the D2L message board. You are expected to log on, ask questions, and participate in online discussions with the instructor and fellow students periodically.

There are no make-ups on participation assignments. If you miss an assignment, regardless of the reason, you will not be allowed to make-up the assignment. All written work must be typed, including participation assignments. You will be evaluated on use of APA (6th edition), grammar, punctuation, spelling, language use, overall appearance, etc.

You cannot pass this course unless you submit the 3 major speech presentations – Informative; Persuasive; & Ceremonial
Please do not hesitate to email me if you have any questions at any time.

All electronic communication (email) for this course will occur through the D2L course email. I check email daily, Monday through Friday, and I will respond to your email within 24 hours. Please do not expect an immediate reply.

Attendance
Students must regularly log into the course (at least 3 times each week) to be aware of any course news, to submit assignments, and to complete quizzes and tests.

Respect and Etiquette
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.

Responsibilities
You are responsible for ensuring that you are “in the loop” with regards to e-mail communication. Your D2L e-mail account will be the only e-mail account that will be used for class updates, etc., which I will occasionally make.

Each assignment should be original and done completely by each student. As stated in the Student Code of Conduct, academic dishonesty includes all forms of plagiarism or 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 also includes removing an examination or quiz question from the course management system (D2L), unauthorized communication with another student during or about tests, falsifying work, turning in another student’s name on an assignment when that student failed to contribute, looking at another student’s work during testing, and similar misconduct. Students are expected to follow university policies.

No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty, including plagiarism, may 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.
Disability Accommodation
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. 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.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Disability Services
Service Center North, R119B
(605) 677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

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.

Diversity and Inclusive Excellence
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.

Grading & Assignments
Assignments will be graded using a point system. For each assignment there is a corresponding assignment description which explains expectations. You will find the assignment description in the D2L CONTENT webpage. On all assignments I also grade for spelling, punctuation, grammar, and syntax. Be sure to proofread your work! The point breakdown below represents the maximum credit allowed for each assignment.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Discussion Postings (5 @ 10 points each)</td>
<td>50</td>
</tr>
<tr>
<td>Introductory Any Old Bag Speech</td>
<td>25</td>
</tr>
<tr>
<td>Speech Evaluations</td>
<td>15</td>
</tr>
<tr>
<td>Informative Speech Project (Narrated PowerPoint)</td>
<td>140 (total)</td>
</tr>
<tr>
<td>- Topic Proposal</td>
<td>(10 points)</td>
</tr>
<tr>
<td>- Annotated Bibliography</td>
<td>(25 points)</td>
</tr>
<tr>
<td>- Outline (Rough Draft &amp; Final Version)</td>
<td>(35 points)</td>
</tr>
<tr>
<td>- Power Point Presentation</td>
<td>(50 points)</td>
</tr>
<tr>
<td>- Reflection Video Blog (Vlog)</td>
<td>(20 points)</td>
</tr>
<tr>
<td>Persuasive Speech Project</td>
<td>150 (total)</td>
</tr>
<tr>
<td>- Topic Proposal</td>
<td>(10 points)</td>
</tr>
<tr>
<td>- Annotated Bibliography</td>
<td>(25 points)</td>
</tr>
<tr>
<td>- Outline (Rough Draft &amp; Final Version)</td>
<td>(35 points)</td>
</tr>
<tr>
<td>- Presentation Notecards</td>
<td>(10 points)</td>
</tr>
<tr>
<td>- Speech Presentation</td>
<td>(50 points)</td>
</tr>
<tr>
<td>- Reflection Video Blog</td>
<td>(20 points)</td>
</tr>
<tr>
<td>Peer-to-Peer Collaboration</td>
<td>50 (total)</td>
</tr>
<tr>
<td>- Analysis Paper</td>
<td>(2@ 15 points)</td>
</tr>
<tr>
<td>- Peer Constructive Feedback (D2L discuss)</td>
<td>(2@ 10 points)</td>
</tr>
<tr>
<td>Ceremonial Speech Project</td>
<td>150 (total)</td>
</tr>
<tr>
<td>- Topic Proposal</td>
<td>(10 points)</td>
</tr>
<tr>
<td>- Annotated Bibliography</td>
<td>(25 points)</td>
</tr>
<tr>
<td>- Final (Rough Draft &amp; Final Version)</td>
<td>(35 points)</td>
</tr>
<tr>
<td>- Presentation Notecards</td>
<td>(10 points)</td>
</tr>
<tr>
<td>- Speech Presentation</td>
<td>(50 points)</td>
</tr>
<tr>
<td>- Reflection Video Blog</td>
<td>(20 points)</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50 (total)</td>
</tr>
<tr>
<td>Exams</td>
<td>200 (total)</td>
</tr>
<tr>
<td>- Midterm Exam</td>
<td>(100 points)</td>
</tr>
<tr>
<td>- Final Exam</td>
<td>(100 points)</td>
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</tbody>
</table>

Course Total                                      830 points

Grading Scale:
- 90% or above= A
- 80%--89% = B
- 70%--79% = C
- 60%--69% = D
- 0%--59% = F

On the following page you will find the sequence of information that will be covered in the course for the semester. There is a possibility we progress more rapidly or slowly than the schedule indicates, thus you are responsible for adapting any schedule changes announced in class. Readings are to be completed before completing the weekly assignments, posting, and/or projects. Written and oral assignments are due on the date indicated.
Your instructor is on Twitter! Please follow me - Heather M Siebert @HSiebertUSD. I will post information about assignments, reminders, and interesting speech connections between current events and our textbook. I will post using #SPCM101USD.

## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>CONTENT WEBPAGE SELF-DIRECTED LEARNING</th>
<th>WEEKLY READINGS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
</table>
| 1    | 8/20 – 8/27 | ![Last Day to Drop/Add Classes with a refund: Thursday, August 30th.](image) | Chapter 1: *Understanding Public Communication*  
Chapter 2 *Speech Anxiety* | • Read & understand the syllabus (download the updated version)  
• Access D2L & send instructor email. Read textbook pages vii-ix for D2L tutorial.  
• Create a personal folder to upload your speech videos in Acclaim  
• Discussion topic: Introductions & response to the textbook readings  
• Quiz 1 – The Syllabus  
*All assignments due Monday, 8/27 by 11:30 PM* |
| 2    | 8/28 – 9/4 | Tutorials in preparation for the AOB presentation (Content webpage): *Instructions for Speech Day*  
Tutorial (Content webpage): *Choosing a Topic*  
*PDF: Comprehensive Guide to the Informative Speech Project* | *Informative Speech Project*  
**EMPHASIS ON SPEAKER ETHOS**  
Chapter 3: *Speaking and Ethics*  
Chapter 4: *Topic Selection*  
Chapter 11: *Informative Speeches* | **Speech Presentation is Due**  
• *SUBMIT* Introductory Speech, “Any Old Bag”  
(Upload video to your personal Acclaim folder)  
• DUE – Topic Proposal for the Informative Speech Project (Submit as *Power Point with embedded audio narration*).  
• Quiz 2 – Research Foundations  
*All assignments due Tuesday, 9/4 by 11:30 PM* |
| 3    | 9/5 – 9/10 | Tutorial: *Researching Your Speech*  
Tutorial: *Annotated Bibliography* | Chapter 8 *Research and Preparation*  
Chapter 9 *Audience Analysis* | • Quiz 3 – The Annotated Bibliography  
• DUE - Annotated Bibliography for the Informative Speech Project  
• Discussion Topic – Speaker Credibility (Ethos)  
*All assignments due Monday, 9/10 by 11:30 PM* |
| 4    | 9/11 – 9/17 | Tutorial: *The Outline* | Chapter 5 *Introductions, Conclusions, & Connective Statements*  
Chapter 6 *Outlining*  
Chapter 10 *Supporting Materials* | • Quiz 4 – *The Outline*  
• DUE - Rough Draft Outline for the Informative Speech Project  
*All assignments due Monday, 9/17 by 11:30 PM* |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Content</th>
<th>Chapter(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
</table>
| 5    | 9/18 – 9/24 | Tutorial: Delivery and Grading Rubrics | Chapter 12 Presentation Aids | Speech Presentation is Due  
- **SUBMIT** – Informative Speech Presentation –Narrated Power Point (Power Point presentation with embedded audio)  
- DUE – Final Outline for the Informative Speech  
- DUE – Reflection Vlog over Informative Speech Presentation (upload video your personal folder in Acclaim)  
All assignments due Monday, 9/24 by 11:30 PM |
| 6    | 9/25 – 10/1 | **PDF: Comprehensive Guide to the Persuasive Speech Project**  
Tutorial (Content webpage): Choosing a Topic | Persuasive Speech Project  
- Emphasis on Argument  
- Reasoning - Logos  
Chapter 13 Persuasive Speeches  
DUE – Topic proposal for the Persuasive Speech Project  
Discussion Topic – Speaker Credibility (Logos)  
All assignments due Monday, 10/1 by 11:30 PM |
| 7    | 10/2 – 10/8 | Tutorial: Annotated Bibliography | Chapter 16 Language | DUE – Annotated Bibliography for the Persuasive Speech  
Quiz 5 – Web Credibility  
All assignments due Monday, 10/8 by 11:30 PM |
| 8    | 10/9 – 10/15 | Lockdown Browser on the D2L “Quizzes” Webpage; no proctor is required | | Midterm Exam  
Textbook Chapters 1-3, 5-8, 10-11, 13, 16  
All assignments due Monday, 10/15 by 11:30 PM |
| 9    | 10/16 – 10/22 | Tutorial: The Outline | Chapter 7: Delivery and Practice  
Chapter 9: Audience Analysis & Speaking Different Disciplines | DUE – Rough Draft Outline for the Persuasive Speech  
Discussion Topic – My Toughest Crowd  
All assignments due Monday, 10/22 by 11:30 PM |
| 10   | 10/23 – 10/29 | Tutorial in preparation for the PER presentation (Content webpage): Instructions for Speech Day | | Speech Presentation is Due  
- **SUBMIT** – Persuasive Speech Presentation (upload video to your group shared folder in Acclaim)  
DUE - Final Outline for the PER Speech  
DUE – Notecards for the PER Speech  
Assignment due Monday, 10/29 by 11:30 PM |
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 10/30 – 11/5 | **Happy Halloween!** Last Day to Drop Class with a “WD” – Friday, Nov. 2 | DUE – Peer Collaboration: Evaluation of the Persuasive Speech (two parts: essay & discussion post video)  
DUE – Reflection Vlog over the Persuasive Speech Project (uploaded to your personal Acclaim folder).  
*Assignments due Monday, 11/5 by 11:30 PM* |
| 11/6 – 11/12 | **Ceremonial Speech Project**  
**Emphasis on Use of Emotion (Pathos)**  
Chapter 17: *Commemorative Speeches*  
PDF: Comprehensive Guide to the Ceremonial Speech Project | DUE – Topic Proposal for the Ceremonial Speech Project  
Discussion topic – Speaker Credibility (Pathos)  
*All Assignments due Monday, 11/12 by 11:30 PM* |
| 11/13 – 11/19 |  | DUE – Annotated Bibliography for the ceremonial speech  
DUE – Professional Speech Evaluation (Ceremonial)  
*All Assignments due Monday, 11/19 by 11:30 PM* |
| 11/20 – 11/26 | **Happy Thanksgiving!** | DUE – Rough Draft Outline for the Ceremonial Speech  
*All Assignments due Monday, 11/26 by 11:30 PM* |
| 11/27 – 12/3 |  | Speech Presentation is Due  
*SUBMIT* – Ceremonial Speech Presentation (uploaded to course Acclaim Account)  
DUE - Final Outline for the CER Speech  
DUE – Notecards for the CER Speech  
DUE – Reflection Video Blog (uploaded to course Acclaim account) over the semester experience & the ceremonial speech project  
*All Assignments due Monday, 12/3 by 11:30 PM* |
| 12/4 – 12/12 | **Lockdown Browser on the D2L “Quizzes” Webpage; No proctor is required** | **FINAL EXAM**  
Textbook Chapters 4, 9, 12, 14-15, 17-19  
*All assignments due Wednesday, 12/12 by 11:30 PM* |