Instructor Contact Information:
Phone: 605-659-4120
Email: hmconrad@d2l.sdbor.edu
** Email is the best way to reach me. You must email through D2L **

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 Tutorials, Online Quizzes and Exams, Group Discussions, Textbook and Other Readings, Peer and Self-Evaluations, Videos, Individual Speeches, Library Research

Course Requirements:

Textbook


You must purchase the physical copy of the text directly from the USD campus Barnes and Noble bookstore. It is a custom package designed for specifically for USD students. It is meant to be used as a reference guide throughout your academic career. Each student should purchase their own copy of the textbook and should not share textbooks with other students in
the course. It is designed to be used as a reference text, which means it will be beneficial for you to keep it no matter where your future academic endeavors lead.

**Acclaim**

You will be required to upload your speech videos into Acclaim. This video sharing 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. Please review the Acclaim instructions found on the inside front cover of your textbook or in the “Getting Started” box on the course homepage.

**Digital Recording Device**

**Students are responsible for uploading high quality video content, meaning that it must show a clear picture, have 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 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.

**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.

**Supplementary Materials:**

**3x5 or 4x6 note cards**

You will need to prepare presentation notecards for two speech presentations.

**Software**

Microsoft Word (2010 or newer). 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](https://portal.usd.edu/technology/downloads/student/office-365.cfm)

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**Important Note**

If you use anything other than a Windows computer, it is your responsibility to acquire the skills and software needed to CREATE and VIEW Microsoft Word Documents and PowerPoint Presentations (including narrated PowerPoints). I am not able to open Pages documents.
Technological & Digital Video Requirements:

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

**Acclaim:** You will be using Acclaim to upload your 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 videos posted there. 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 HelpDesk, located under the Getting Started widget on the course homepage.

Course Goals:

It is important to note that this class fulfills the following goal 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:

<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, an informative speech assignment, a persuasive speech assignment, and a ceremonial speech.</td>
</tr>
<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, an informative speech assignment, a persuasive speech assignment, and a ceremonial speech.</td>
</tr>
<tr>
<td>3. Demonstrate listening competencies by summarizing, analyzing, and paraphrasing ideas, perspectives and emotional content</td>
<td>View a TED presentation and report on the qualities of the speaker and the content of the speech while following specific criteria. Additionally, student will evaluate student speeches.</td>
</tr>
</tbody>
</table>

The specific goals of the course include:
Goals: 
Assessment: 

<table>
<thead>
<tr>
<th>Goals:</th>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop an understanding and appreciation of communication by studying and applying aspects of the communication process</td>
<td>Introductory Speech, Informative Speech, Persuasive Speech, Ceremonial Speech</td>
</tr>
<tr>
<td>2. Develop skills in critical listening and analysis of communication</td>
<td>Professional Speech Evaluation Assignment, Self and Peer Evaluation Assignments</td>
</tr>
<tr>
<td>3. Demonstrate awareness of ethical responsibility in communication</td>
<td>Self and Peer Evaluation Assignments, Discussion Posts; Quizzes, Exams</td>
</tr>
<tr>
<td>4. Develop competence in argument construction and evaluation</td>
<td>Persuasive Speech, Discussion Posts; Quizzes, Exams</td>
</tr>
<tr>
<td>5. Enhance ability to influence and improve personal and social environment through communication</td>
<td>Introductory Speech, Informative Speech, Persuasive Speech, Ceremonial Speech; Self and Peer Evaluation Assignments</td>
</tr>
</tbody>
</table>

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 four (4) individual speeches. 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. 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.
**Quizzes:** Students will be asked to complete five (5) short quizzes in this class. The quizzes will be taken on D2L and will be worth 10 points each. Most quizzes will be graded 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 100 points each. Exams will be graded immediately and automatically following submission on D2L. All exams will require the use of the LockDown Browser. The installation link for the Lockdown Browser can be found in D2L.

**Annotated Bibliography:** Students will prepare an annotated bibliography in support of the major speech projects (Informative, Persuasive, and Ceremonial). An annotated bibliography consists of a complete APA citation for the source along with a paragraph that summarizes what the source is about, provides credibility assessment about the source, and incorporates reflection information about how the source will be used.

**Outline:** Students will prepare a rough draft outline and a final outline in support of the major speech projects (Informative, Persuasive, and Ceremonial). The outline provides specific organizational formatting and helps students structure their speeches. The outline uses specific vocabulary such as internal previews, oral citations, and internal reviews. This vocabulary is taught in a specific tutorial and is essential for understanding the construction of a speech.

**Peer and Self-Evaluations:** Students will create video evaluations of their own performances on the major speech presentations. Additionally, students will view their classmates’ presentations to offer constructive criticism and feedback. Specific details pertaining to each evaluation assignment will be provided. These assignments will be uploaded into Acclaim.

**Professional Speech Criticism:** Students will view a specified TED talk and will provide a written report of the performance.

**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).

**Extra-Credit:** Opportunities may be offered in this course at the discretion of the instructor.
## Assignment Point Allocation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion Postings</strong></td>
<td>50 (total)</td>
</tr>
<tr>
<td>Introductory Any Old Bag Speech</td>
<td>25</td>
</tr>
<tr>
<td>Professional Speech Evaluation</td>
<td>15</td>
</tr>
<tr>
<td><strong>Informative Speech Project (Narrated PowerPoint)</strong></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>Narrated Power Point Presentation</td>
<td>(50 points)</td>
</tr>
<tr>
<td>Reflection Video Blog (Vlog)</td>
<td>(20 points)</td>
</tr>
<tr>
<td><strong>Persuasive Speech Project</strong></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><strong>Peer-to-Peer Collaboration</strong></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><strong>Ceremonial Speech Project</strong></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><strong>Quizzes</strong></td>
<td>50 (total)</td>
</tr>
<tr>
<td>(5@ 10 points each)</td>
<td></td>
</tr>
<tr>
<td><strong>Exams</strong></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>
</tr>
<tr>
<td><strong>Course Total</strong></td>
<td>830 points</td>
</tr>
</tbody>
</table>

Grading Scale:

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

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, self-evaluations, and additional assignments. Quizzes and exams are graded immediately and automatically.

Late Assignments: Late assignments will rarely be tolerated; 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. When late assignments are accepted, an automatic deduction of 20% will be subtracted from the assignment grade.

Attendance and Participation: The class is online, but you still have to show up and do what is expected and complete it on time. Set aside time EVERYDAY to work on this course by reading a chapter or article, watching a video or two, or responding to a discussion post. 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 and the substance of your post; moreover, you may benefit from the information posted. Please be aware that I will make my best attempt to monitor the postings.

Written Work: All written work must be typed in a Word document. You will be evaluated on the use of APA (6th edition), grammar, punctuation, spelling, language use, overall appearance.

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.

**While outdoor venues may seems 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 you are “in the loop” with regards to e-mail communication. **Your D2L email account will be the only email account that will be used for class updates which I will 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.**

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 Course Schedule at the end of your Syllabus. Check this first!
2. Check the D2L Content area for the Weekly Support Material. Each week the following material is posted: Weekly Agenda; Assignment Descriptions; Examples; Tutorials & Web Links.
3. Check your D2L email for a weekly update email. This email, sent out early Tuesday mornings, includes a brief overview of the week’s assignments, tips, and links.
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 Code of Conduct](#), 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.

**Types of Cheating (Definitions):**

I. **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.

II. **Plagiarism:** The offering of words, ideas, or arguments of another person without the appropriate attribution by a reference or footnote.

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

III. **Fabrication:** The intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

IV. **Facilitating Academic Dishonesty:** Intentionally or knowingly, helping or attempting to help another commit an act of academic dishonesty. This is also subject to penalty.

**Academic Integrity:** The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook.

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

a. Given a zero for that assignment.

b. Allowed to rewrite and resubmit the assignment for 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.

**Disability Accommodation:** Any student who feels they 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.

Ernetta L. Fox, Director  
Service Center North, R119B  
(605)677-6389  
Web Site: www.usd.edu/ds  
Email: disabilityservices@usd.edu

**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.

**University of South Dakota Title IX Statement:** In compliance with Title IX, University of South Dakota must provide a safe and equitable learning environment for all students. You have the right to protection from: dating violence, domestic violence, gender harassment, discrimination based on pregnancy and parental status, sexual assault/rape, sexual harassment, and stalking. If you experience or witness any of this type of behavior, please report it to the Title IX Coordinator, Khara Iverson, 605-677-5671, Khara.Iverson@usd.edu. If you have any other concerns regarding a student such as: alcohol abuse, drug abuse, depression or suicide, please report these to the Dean of Students, Kimberly Grieve, Vice President of Student Services; MUC #218; 605-677-5331. Anonymous complaints can also be made using the Silent Witness Form. You can also get help through the Student Counseling Center at 605-677-5777. You can also get help from the Domestic Violence Safe Option Services located in Vermillion. This is a confidential center that aids victims of sexual assault, domestic violence, and/or stalking. They have a 24 hour hotline at 605-624-5311. If you are not located in Vermillion, you can find your local services through the South Dakota Coalition Ending Domestic & Sexual Violence at this website.