PART I – Course Information

Course Type
☒ Existing/Restructured
☐ New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☐ No

Course Prefix & Number: COMS 1361

Texas Common Course Number (TCCN Matrix): SPCH 1315

Course Title: Public Speaking

Course Catalog Description (Copy and paste from online catalog for existing courses):
An introductory course in research, composition, organization, and delivery of informative and persuasive speeches for various purposes and occasions. Includes strategies for reducing speaker apprehension. Credit 3.

Course Prerequisites: None

Available Online?
☒ Yes, currently developed in online delivery mode
☐ Anticipated development in online delivery mode (Semester, Year: January 2013)
☐ No

Number of Sections to be Offered per Academic Year: 15

Estimated Enrollment per Section: 25

Course Level (freshman, sophomore): Freshman

Designated Contact Person (for follow-up communication purposes): JD Ragsdale

E-Mail Address: ragsdale@shsu.edu

Phone: 936-294-1848

Approvals

Department Chair: 
Signature: 
Date: 10/7/12

Academic Dean: 
Signature: 
Date: 10/22/12

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Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
Select Component Area: Communication

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area: This course will fulfill the communication core objectives because it requires students to read, conduct computer research, think critically, write detailed full sentence outlines with proper citation, engage in critical listening, and develop and refine effective presentations skills (including using visual aids) through in-class speaking assignments.

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

Objective/SLO 1: Students will be able to construct and deliver responsible public speeches.

How will the objective be addressed (including strategies and techniques)? COMS 1361 students are taught how to deliver a speech effectively. This includes appropriate nonverbal behavior such as eye contact, gesticulation, movement, and the incorporation of visual aids. For example, the appropriate and effective use of PowerPoint is discussed. Students are also taught how to tailor their language choices so they are appropriate for the audience. In addition, students learn about the Six C’s of language: clarity, color, concreteness, correctness, conciseness and cultural sensitivity. Osborn and Osborn cover issues related to delivery in chapter 2 – Managing Your Fear of Speaking, chapter 11 – Presentation Aids, Chapter 12 – Using Language Effectively, and chapter 13 – Presenting Your Speech.

Note: For its representative purposes the Osborn and Osborn 7th ed. Public Speaking textbook will be cited. It is typical of textbooks for this course and is one of the most widely used books.

Describe how the objective will be assessed: Speeches are graded individually using a standard paper and pencil rating form.

Objective/SLO 2: Students will be able to read and analyze critically materials appearing in the print media.

How will the objective be addressed (including strategies and techniques)? COMS 1361 students are required to give a minimum of 3 well researched speeches in a semester. Students are required to select a current socially relevant topic and thoroughly research the topic. Students must use a variety of source materials such as books,
newspapers, periodicals, journals, and so forth. Students must read and analyze the source material and then analyze the content to decide how to organize main points in a way that will enable them to achieve their goals (informative/persuasive).

Describe how the objective will be assessed: Same as SLO 1

Objective/SLO 3: Students will be able to think critically and listen effectively.

How will the objective be addressed (including strategies and techniques)?
COMS 1361 students learn about critical thinking throughout the semester. This concept is covered in a variety of chapters because it is the cornerstone of both good writing and good speaking. Students must think critically to evaluate their audience and choose appropriate motivational appeals, select and refine a topic, properly evaluate research material, and use appropriate and effective arguments. In addition to learning about the development of arguments students also learn how to avoid fallacious reasoning.
Osborn and Osborn cover critical thinking specifically in chapter 16 – Building Powerful Arguments. However, this concept is covered indirectly in a variety of other chapters. Students are taught about a variety of issues related to listening. These issues include the benefits of effective listening, different types of listening, how to deal with distractions, how to be a critical listener, and how to evaluate content. Students are asked to use these listening skills to properly attend to, comprehend, and evaluate speeches in class.
Osborn and Osborn devote an entire chapter to this concept in chapter 4 – Becoming a Better Listener.

Describe how the objective will be assessed: Same as SLO 1 and also through midterm and final exams.

Objective/SLO 4: Students will be able to use computers more effectively to find presentation materials in databases and the internet.

How will the objective be addressed (including strategies and techniques)?
COMS 1361 students are taught how to use a wide variety of electronic information sources. They will use SamCat, multiple Indexes and databases, and interlibrary loan services and some internet sources to build arguments for their speeches. Students are also required to demonstrate competency in basic word processing because all materials are required to be typed.
Osborn and Osborn cover how to use the library, indexes and databases, and the internet in chapter 7 – Researching Your Topic. In addition, some professors take their classes to the library for instruction designed specifically to meet the research needs of the course.

Describe how the objective will be assessed: Same as SLO 3
Objective/SLO 5: Students will be able to organize materials for presentation effectively in outline and bibliography form.

How will the objective be addressed (including strategies and techniques)?
COMS 1361 is currently listed as a "Writing Enhanced Class." Good writing is required for good speaking. Students are taught how to select, research, and refine a topic. Once the basic research is done students are taught how to organize the material into appropriate formats such as topical, chronological, spatial, sequential, cause and effect, problem and solution, etc. Once a design has been selected, students are taught how to write a formal full sentence outline and a key word outline. Students are REQUIRED to submit the formal outline to the instructor as a part of the speech grade. Typically, students that fail to submit an outline are given a failing grade for the speech. The Osborn and Osborn text teaches writing and organization in chapter 8 - Supporting Your Ideas, chapter 9 - Structuring Your Speech, chapter 10 - Outlining Your Speech, chapter 14 - Informative Speaking, and chapter 15 - Persuasive Speaking.

Describe how the objective will be assessed: Same as SLO 3

PART IV – THECB Skill Objectives

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s). Address ALL skill objectives associated with the selected Component Area. (See Appendix)

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including specific strategies, activities, and techniques)?
COMS 1361 Students learn about critical thinking throughout the semester. This concept is covered in a variety of chapters because it is the cornerstone of both good writing and good speaking. Students must think critically to evaluate their audience and choose appropriate motivational appeals, select and refine a topic, properly evaluate research material, and use appropriate and effective arguments. In addition to learning about the development of arguments students also learn how to avoid fallacious reasoning. Course textbook authors Osborn and Osborn cover critical thinking specifically in chapter 16 – Building Powerful Arguments. However, this concept is covered indirectly in a variety of other chapters.

2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including specific strategies, activities, and techniques)?
These skills are critical to public speaking. Students must be able to write a formal outline. The construction of the formal outline requires invention (topic selection/research), organization (standard outline format/organizational patterns for concepts). Students will typically write at least one rough draft before the formal outline is acceptable, and students will give a speech based on the outline.
These concepts are fully covered by the Osborn & Osborn text. The process of invention is covered in chapter 6 – Finding Your Topic. Organization, drafting and revision are covered in chapter 10 – Outlining Your Speech. Issues related to presentation are covered in chapter 11 – Visual Aids, chapter 12 – Using Language Effectively, and chapter 13 – Presenting Your Speech.

3. **Empirical and Quantitative Skills**: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including specific strategies, activities, and techniques)? The Osborn and Osborn textbook devotes substantial space to the collection of supporting materials for a speech. It discusses specifically the manipulation and analysis of numerical data and observable facts. Student speech evaluations include specific point categories for such supporting materials.

4. **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including specific strategies, activities, and techniques)? Teamwork is not a primary focus of Public Speaking. However, students are encouraged to discuss their topic choices with their classmates. Some in-class assignments involve teamwork in developing topics through brainstorming and the like.
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5. **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including specific strategies, activities, and techniques)? The number one student responsibility in this course is critical thinking. Students are required to examine carefully the research related to their selected topic and to find good quality, unbiased, reliable information. Secondly, students are required to polish their writing skills. There is NO good speaking without good well organized research. Finally, students then work to polish their presentations skills to increase their personal effectiveness when informing or making an argument about their selected topic.

6. **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including specific strategies, activities, and techniques)? Students are required to pick topics of regional, state, national, or international significance to discuss in their informative and persuasive speeches. They are required to use the indexes and databases provided by the library to research the topics in order to present their speech to the class. As a result, all students in the course become better informed about a number of socially significant topics.

**PART V – SHSU Core Curriculum Committee Requirements**

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to Public Speaking</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Managing the Anxiety</td>
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<td>Week 3</td>
<td>First Speech Overview and Preparation/Listening</td>
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<td>How to Research a Topic</td>
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<td>Week 9</td>
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<td>Week 10</td>
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<td>Week 11</td>
<td>Using Language Effectively</td>
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<td>Week 12</td>
<td>How to Present Your Speech</td>
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<td>Week 13</td>
<td>Informative Speaking</td>
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<tr>
<td>Week 14</td>
<td>Building Logical Arguments</td>
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<tr>
<td>Week 15</td>
<td>Persuasive Speaking</td>
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</tbody>
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2. **Attachments (Syllabus Required)**

Syllabus Attached? ☑ Yes ☐ No

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Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
Other Attached?  ☐ Yes  ☒ No  If yes, specify:

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Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

<table>
<thead>
<tr>
<th>Required Skill Objectives</th>
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<tr>
<td><strong>Foundational Component Areas</strong></td>
<td><strong>Critical Thinking</strong></td>
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<tr>
<td>Communication</td>
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<tr>
<td>Mathematics</td>
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<td>Life and Physical Sciences</td>
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Public Speaking Syllabus

COM 1361.01 3 credit hours
Professor: Dr. Brandau
Office Location: Dan Rather Bldg. 212
Telephone: 294-4668 E-mail: FBB@shsu.edu

Required Course Text


Course Objectives

The ability to communicate effectively is essential to success in contemporary society. This course is designed to develop students' abilities to construct and deliver responsible public speeches. After taking this course you should be able to read and critically analyze works written in newspapers, books, magazines, periodicals, and journals. You should be able to organize your research material into a full sentence outline with proper citation and a bibliography. You should be able to analyze your audience, establish your credibility, and deliver the speech (with proper nonverbal communication and appropriate visual aids). You should have improved your critical thinking and listening skills. And finally, you should have improved your computer literacy skills by learning to quickly search the library’s databases and indexes to find large amounts of content relevant reliable information to build arguments.

Course Policies

1. Attendance. Instruction in this course is lecture and participation based, therefore regular attendance is required. All students start with an attendance grade of 100 points. You are allowed to miss 3 class hours (e.g. MWF 3 absences; TTH 2 absences) without penalty and all absences after that will result in a ten point deduction from the attendance grade. Students missing six or more class hours will receive an “F” in the course. Students will not be dropped from the course due to absences, therefore you are responsible for attending or dropping. If you are absent, it is your responsibility to find out what work you missed (either from another student or myself) and complete all assignments by the due date. You are responsible for signing the class attendance sheet for each class session. Your signature becomes official documentation that you were in class; if you do not sign-in you will be considered absent! You will be considered absent if you do not attend the entire class period. That is, staying for only half of the class, or coming in 15 minutes before the end of class, or consistently coming 5-10 minutes late does not mean that you attended class. Those students sleeping during class will be considered absent.

2. Late Examinations. If you miss an examination and have a legitimate reason for doing so, you must make it up within a reasonable time (normally 1 week or less). All arrangements for missing an examination must be made prior to the time the examination is scheduled. If such arrangements are not made, then no make-up examination will be given and you will receive a zero for that examination. All make-up exams will be strictly essay.

Note: You must be on time for all exams.
3. NO late assignments will be accepted. No late speeches will be allowed. However, if you are incapacitated (aka in the hospital) and provide an excuse you will be allowed to make up the speech with a 25 point penalty.
You are responsible for turning in assignments on time. Keep up with the course activities and due dates to ensure you do not miss a deadline.
ALL assignments must be typed. Failure to type assignments will result in a significant point deduction.

4. Plagiarism. Plagiarism is defined as “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work” (Dictionary.com). All work must be the original composition of each student. Although you must use outside sources, you must cite them appropriately. Plagiarism will result in a zero for the assignment. Assignments will be checked for plagiarism by any and all means available, including electronic checking services (i.e. Turnitin.com). The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

5. Americans with Disabilities Act. If you are a qualified student with a disability seeking accommodation under the Americans with Disabilities Act, you are required to self-identify with the Committee for Continuing Assistance for Disabled Students at 294-1720.

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, the student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center.

6. Religious Holidays. Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.
"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.
7. Classroom Visitors. Unannounced visitors to class must present a current, official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. It is at the instructor’s discretion whether or not the visitor will be allowed to remain in the classroom.

8. IDEA System. Students are asked to complete an IDEA evaluation of the course and the instructor at the end of the semester. Participation is voluntary.

9. Speeches may be video-taped.

10. Classroom conduct. Free discussion, inquiry, and expression is encouraged in this class. Classroom behavior that interferes with either the instructor=’s ability to conduct the class or the ability of students to benefit from the instruction is not acceptable. Examples may include routinely entering class late or departing early; mobile phones, or other electronic devices; IMing via computer or phone; repeatedly talking in class without being recognized; talking while others are speaking or arguing in a way that is perceived as “crossing the civility line.” In the event of a situation where a student legitimately needs to carry a beeper/phone to class, prior approval of the instructor is required.

Students are expected to read and abide by all rules and policies in the SHSU Student Handbook. The Code of Student Conduct and Discipline is found at the following link: https://www.shsu.edu/students/guide/dean/codeofconduct.html. Section 5.2.22 defines classroom disturbances.

Assignments and Requirements

The scale for determining grades is: A = 90-100%  B = 80-89%  C = 70-79%  
D = 60-69%  F = 59% and below

Speech I (Assigned Topic) 15%  Mini Test I 20%  
Speech II (Informative) 20%  Mini Test II 20%  
Speech III (Persuasive) 20%  Attendance/Participation 5%

Instructor’s Notes

My office is in the Communication building room 212. If there is something you do not understand or need help with please come see me. I encourage you to make an appointment even if it is during office hours because I may step out of my office for a few minutes.

My office hours are tentatively scheduled as:
WF 10:00-12:00 &  TTH 2:00-3:00 [9:30-12:30 in class]
I am in my office much more than the posted office hours if you need to see me at another time please make an appointment.

Continuation of enrollment in this course indicates acceptance of the terms and requirements of this syllabus.