



Course Syllabus: Fundamentals of Speech  
College of Fine Arts  
SPCH 1133 Section 170  
Spring 2021

Contact Information

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Course Description

Basic concepts of speech communication as applied to public speaking will be discussed. Skills in research, preparation, delivery, and critique of oral speeches will be developed. Learning will be demonstrated through online activities and classroom presentations.

Textbook & Instructional Materials

- Metcalfe, Sheldon. *Building a Speech*. Wadsworth Publishing.
- Access to internet, technology device ... this course is a hybrid online/face-to-face class.

Course Objectives

After successfully completing this course, you should be able to:

- Demonstrate and explain the communication process.
- Develop effective presentations based on audience analysis.
- Select appropriate and effective topics for presentations.
- Organize presentations in an effective manner.
- Utilize supporting materials for effective presentations.
- Present solid evidence and arguments to produce effective presentations.
- Select and integrate appropriate visual aides for impact.
- Effectively manage communication apprehension.

## Student Handbook

Refer to: [Student Handbook 2020-2021](#)

### Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

### Grading

Course Grade - Final grades will be based on the following:

| Assignments                | Points |
|----------------------------|--------|
| Class Participation        | 100    |
| Quizzes                    | 100    |
| Exam 1                     | 100    |
| Exam 2                     | 100    |
| Outlines (4 @ 25 pts each) | 100    |
| Personal Speech            | 100    |
| Informative Speech         | 100    |
| Persuasive Speech          | 100    |
| Special Occasion Speech    | 100    |
| Total Points               | 900    |

Table 2: Total points for final grade.

| Grade | Points        |
|-------|---------------|
| A     | 806 to 900    |
| B     | 805 to 716    |
| C     | 715 to 626    |
| D     | 625 to 536    |
| F     | Less than 536 |

### Electronic Devices In Class

No cell phones, headphones, music, computer games, nor texting/IMing/e-mail/camera devices of any description are to be used during class: ZERO TOLERANCE. This means all aforementioned devices (and presently unknown versions of such) are to be turned off and out of your sight and mind.

### Class Participation and Presentation Attendance

The lecture portion of the class will be conducted online ... videos, readings, discussion, etc. Participation is critical to your success. You are expected to actively participate and keep up with assignments. For discussions posted online, students should write one original comment as well as reply to at least one other posting. Students will be notified via D2L email when modules open and when they will be closed.

All speeches will be presented in D202 of the Fain Fine Arts Building. Acceptable excuses for being absent from a presentation include: the death of a family member, personal illness, required attendance at an official school function, and verifiable emergency. **You must notify me when you are going to miss a presentation, except when an emergency happens on the way to class (notify me ASAP).**

**If you fail to notify me when you are absent, you may receive a reduced grade for the presentation unless it is a verifiable emergency.**

I reserve the right to determine what, exactly, constitutes an excused absence.

### Privacy

Federal privacy law prohibits me from releasing information about students to certain parties outside of the university without the signed consent of the student. Thus, in almost all cases I will not discuss your academic progress or other matters with your parents. Please do not have them call me. Regardless of these important legal considerations, it is my general policy to communicate with the students, not their parents, even when a student has signed a consent form. College students are adults and are expected to behave accordingly.

### Late Work, Make Up Work/Tests

Late work, make up work/tests are accepted at instructor discretion on an individual basis.

### Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

### Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. A student with excessive absences may be dropped from a course by the instructor. The class has a hybrid format. It will meet 4 times during the semester ... for each of the 4 speech presentations.

### Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. There are many places to access your class. Contact me immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

### Services for Students With Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

### Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

## Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

## Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

## **NEW: COVID Procedures/Information Related to the Current Situation**

- Given the state of the world, everything in this course could change with very little notice. That means deadlines, projects, even weighted percentages for each component of the course could change. Please note that I will consult with the class and use students' input to the extent practicable in making decisions about how to proceed. Students should not hesitate to contact me with questions, concerns and, even better, great suggestions. I will go out of my way to be fair to all.
- Safety and health of all are our top considerations. You are required to follow all best practices as they are developed during this crisis. If you feel sick, do **NOT** come to class. If you need to miss class, contact me, and I will work with you.
- **Masks will be required in all in-person classrooms, per the governor's order.** Those who are unwilling to wear a mask must contact me before the end of the first week of class to discuss. Please see the university's official policy at the web sites listed below.
- A mandatory seating chart, to ensure social distancing and facilitate contact tracing should it be necessary, will be implemented.
- The Mass Comm. Dept. and the College of Fine Arts have adopted specific cleaning protocols, and all students are required to abide by these rules. Students who are unwilling to do their share to ensure everyone's health will be contacted by the professor. In short, **you will be required to clean your area before and after class, the first as a safety precaution for yourself, the second as a courtesy toward others.** We realize this means some areas may be cleaned twice within a brief time period, but this is better than not at all. This rule holds for traditional classrooms, labs, editing equipment, the newsroom and public areas such as the work-café.
- All handouts and other information will be available through the university's D2L system, and D2L's Gradebook function will be enabled (I will, nonetheless, keep my own spreadsheet with grades, and students

are welcome to contact me for grade updates). Students are expected to understand how to navigate D2L, even if we continue with in-person classes.

- If you do experience problems with D2L, please let me know as soon as possible. In addition, the D2L page has a "Report A Problem" function on the top navigation bar as well as a FAQ function in the middle of the page on the right.
- If we are forced to switch to online-only instruction, all students will be required to:
  - Attend class at the assigned time. Students are also required to attend for the full class session. The same provisions regarding attendance for in-person classes will be in effect if we move to a virtual classroom.
  - Have a computer with a webcam that can accommodate Zoom or other video software.
  - Have reliable WiFi.
    1. As to the three requirements above, I know not all students have access to a reliable computer and reliable WiFi. However, you are expected to make arrangements in advance and have a plan. Do not assume you will be able to complete the course using only your phone and/or without attending actual classes during class time. If these requirements present problems for you, please contact me as early in the semester as possible. I will work with students in the hope that they do not have to drop the class as a result of these requirements.
  - Observe proper video meeting etiquette:
    1. Arrive on time.
    2. Leave your camera on. I realize not all students are comfortable with having their cameras on, but it will be a requirement.
    3. Pay attention. Devices such as phones will be prohibited, as they are in face-to-face classes. Students who are e-mailing or attending to other tasks while on screen will be reminded of this policy. Continued violations could result in a student facing disciplinary sanctions up to being dropped from the course with a F.
    4. Set the mute function as the default.
    5. Use the raise-your-hand function.
    6. Wear proper clothing. I have heard stories of students sitting in on video meetings with no shirt and in bikinis. This is not appropriate and will not be tolerated.
    7. Avoid eating while on camera. As in a face-to-face classroom, you are expected to eat your meals while not in class.
    8. Have a proper background.

9. Stay seated. Do not wander around. It will distract the rest of us and make us dizzy.
10. Do not plan to connect to Zoom while you are driving. This is obviously unsafe, as well as a poor atmosphere for learning.
  - Use D2L effectively. As stated above, all syllabi, instructions for assignments/projects and other materials will be posted on the class D2L page. If we are forced to go to an online-only set-up, speeches will not be held in person. The plan is to utilize a Zoom Meet format.
  - Communicate with me. Students will still be expected to check their e-mail regularly. I will also make every effort to meet with individual students by Zoom or other video platforms.
- If we are forced to switch to online-only instruction, deadlines, assignments and other course elements may change. I will provide clear revisions, in writing, and will address any questions/concerns by phone, e-mail or in a video platform.
- Please note that the federal government, state government, various local government units (city, county, health district, etc.) and the university administration have the power to issue declarations that can directly affect how we navigate. Please be flexible and we will get through these extraordinary times as a team.
- Students are encouraged to visit web sites developed by the university in response to this crisis:
  - <https://msutexas.edu/coronavirus/index.php>
  - <https://msutexas.edu/return-to-campus/msu-texas-commitment.php>
- **I reserve the right to drop any student with an F if he/she violates any of these policies. At the same time, I will work with all students to my fullest ability to ensure a worthwhile educational experience.**

## Personal Presentation Description

### **The Personal Presentation**

For your introductory presentation, you will formally introduce yourself to the class **via 3-5 things that tell us something about you**. You can either bring the actual 3-5 items or you can create a google slides presentation to present your items.

For this assignment, you may want to ponder the questions below as you put together your presentation (**do not attempt to answer all of the questions in your presentation!**):

1. Did some person (or persons) have an impact on your life? Explain.
2. Have you been shaped by some unusual experience? Explain.
3. Is there an activity/organization in which you participate that reflects your personality? How?
4. Do you have some special purpose or goal in life? What?

Next, construct the informative portion of your presentation by using the "introduction-body-conclusion" format. Your body will normally have 3-5 main points. Be sure to catch our attention in the intro and leave us excited in the conclusion. You will need to turn in a brief outline for this presentation reflecting your organization (see example outline - follow sample outline exactly). **The outline must be submitted to the instructor the day you are assigned to speak. No outline = no presentation.** The outline is worth 25 points.

**Practice** your presentation! You will have **3-4 minutes** to enlighten the class about yourself! **This assignment is worth 100 points.** Good luck!



## Informative Presentation Description

### The Informative Presentation

The informative presentation is a bit more in depth than the introductory presentation. This assignment requires you to **research** a topic of which you are passionately interested and relates well to your audience (the class). Remember, your guiding question for any presentation: **Why should my audience care about this topic/issue/problem? What are some timely topics that might appeal to the audience?** The following guidelines will assist you in completing this presentation.

- **Select** a worthwhile, relevant, well-researched topic.
- **Consider** your audience.
- **Include at least two** credible sources of supporting material – not including your own testimony.
- **Develop** three main points to cover in your presentation.
- **Utilize** “introduction-body-conclusion” format.
- **Determine** and develop one presentation aid (visual aid). The visual aid should be appropriately utilized in your speech.
- **Practice** your speech.
- Submit a typed “presentation outline” for this presentation. Follow the sample outline. **The outline must be submitted the day you are assigned to speak. No outline = no presentation.** Outline = 25 points.
- Submit a typed “works cited” page with your outline.
- You are allowed **5 minutes** for this presentation.
- \*\*\*\*Orally **cite sources** in your speech appropriately.

**This assignment is worth 100 points. Good luck!**

## Persuasive Presentation Description

### The Persuasive Presentation

This can be done in a group – no more than 3 students. You are to devise a persuasive presentation that urges your audience to make a choice. Examples include:

1. **A Question of Policy:** Today, I hope to convince you that assisted suicide *should/should not* be legalized in the United States.
2. **A Question of Fact:** With the evidence I present today, I hope to convince you that *Intelligent Design* is responsible for the universe and all living things.
3. **Take Action:** Today, I hope to persuade you to get involved with *Meals on Wheels*

Remember, your guiding question for any presentation: *Why should my audience care about this topic/issue/problem?* The following guidelines will assist you in completing this presentation:

- **Select** a worthwhile, relevant, well-researched topic/issue. Why is this topic relevant to your audience?
- **Include** at least (2) credible outside information sources. Remember, you are using information as evidence in order to move your audience to action. What types of evidence will best support your ideas?
- **Include a thorough introduction** (attention, thesis/central idea, preview, and credibility/relation to the audience steps)
- **Include a thorough conclusion** that includes a summary statement and an apparent “call to action”—what do you want your audience to do?
- **Cite** sources appropriately during the presentation.
- **Utilize** transitions for unity and flow.
- **If done in a group, each group member** must present and utilize at least one presentation aid.
- **Construct** a thorough outline of your presentation (a single outline to be turned in by the group). Follow the sample outline. Document your sources within the outline as well as on a works cited! **The outline must be submitted the day you are assigned to speak. No outline = no presentation.** Outline = 25 points.
- **Rehearse** the presentation.
- You are allotted **5-6 minutes (8-10 minutes for groups)** for this presentation.
- **Be prepared** for a question and answer session.

**This presentation is worth 100 points! Good luck!**

## Special Occasion Presentation Description

### **The Special Occasion Presentation**

For the Special Occasion presentation, you are to decide on the type of special presentation to develop. You should address the following:

- What message do you want to send to your audience?
- What will make it memorable?
- You have **2-3 minutes** to deliver your special occasion message.
- **A manuscript of the speech must be submitted to the instructor the day you are assigned to speak. No manuscript = no presentation.**  
25 points for the manuscript.

**This presentation is worth 100 points. Good luck!**

### Outlines

Outlines are a very important aspect of this course. You are required to complete three formal outlines during this course: one for the personal presentation, one for the informative presentation, and one for the persuasive presentation.

**All outlines must be submitted the day you are assigned to speak. Late outlines will not be accepted. No outline, no presentation!**

**Personal Performance Outline** (25 points possible)

**Informative Performance Outline** (25 points possible)

**Persuasive Performance Outline** (25 points possible)

NOTE: For the Special Occasion Speech, a manuscript copy of the speech will be submitted at the time of the presentation.

## Course Schedule

| Week or Module        | Activities/Assignments/Exams   |
|-----------------------|--|
| Week 1<br>Thurs 1/14  | <ul style="list-style-type: none"> <li>▪ What to Expect</li> <li>▪ Personal Speech Guidelines</li> <li>▪ Syllabus &amp; Course Information</li> <li>▪ Share With Us (activity) - 1 original &amp; 1 reply</li> </ul>   |
| Week 2<br>Thurs 1/21  | <ul style="list-style-type: none"> <li>▪ Read Chapter One</li> <li>▪ Communication Process</li> <li>▪ Work on Personal Speech</li> </ul>   |
| Week 3<br>Thurs 1/28  | <ul style="list-style-type: none"> <li>▪ <b>Present Personal Speeches</b></li> <li>▪ <b>FACE TO FACE CLASS</b></li> </ul>  |
| Week 4<br>Thurs 2/4   | <ul style="list-style-type: none"> <li>▪ Read Chapters 2, 3, &amp; 12</li> <li>▪ Communication Apprehension Quiz</li> <li>▪ CA discussion (activity) – 1 original &amp; 1 reply</li> <li>▪ Give Informative Speech Guidelines</li> <li>▪ Submit Informative Topic</li> </ul> |
| Week 5<br>Thurs 2/11  | <ul style="list-style-type: none"> <li>▪ Read Chapter 4, 5, &amp; 6</li> <li>▪ Owl-Sparrow Quiz</li> <li>▪ Owl/Sparrow discussion (activity) – 1 original &amp; 1 reply</li> <li>▪ Work on Informative Speech &amp; Outline</li> </ul>                                       |
| Week 6<br>Thurs 2/18  | <ul style="list-style-type: none"> <li>▪ Read Chapter 7, 8, &amp; 15</li> <li>▪ Work on Informative Speech &amp; Outline</li> <li>▪ Talkaholic Quiz</li> <li>▪ Talkaholic discussion (activity) – 1 original &amp; 1 reply</li> </ul>  |
| Week 7<br>Thurs 2/25  | <ul style="list-style-type: none"> <li>▪ Read Chapter 9, 10, &amp; 11</li> <li>▪ Work on Informative Speech &amp; Outline</li> </ul>   |
| Week 8<br>Thurs 3/4   | <ul style="list-style-type: none"> <li>▪ <b>Present Informative Speech</b></li> <li>▪ <b>FACE TO FACE CLASS</b></li> <li>▪ Exam #1</li> </ul>  |
| Week 9<br>Thurs 3/11  | <ul style="list-style-type: none"> <li>▪ Chapters 16 &amp; 17</li> <li>▪ Discuss Persuasive Speech Guidelines</li> <li>▪ Submit Topic (Group? Individual?)</li> <li>▪ Work on Persuasive Speech</li> </ul>   |
| Week 10<br>Thurs 3/18 | <ul style="list-style-type: none"> <li>▪ Read 13 &amp; 14</li> <li>▪ Work on Persuasive Speech</li> </ul>  |

|                       |  |
|-----------------------|--|
| Week 11<br>Thurs 3/25 | <ul style="list-style-type: none"> <li>• Work on Persuasive Speech</li> </ul>  |
| Week 12<br>Thurs 4/1  | <ul style="list-style-type: none"> <li>• Work on Persuasive Speech</li> <li>• Easter Break!!</li> </ul>  |
| Week 13<br>Tues 4/8   | <p><b>Present Persuasive Speeches</b><br/><b>FACE TO FACE</b></p> <ul style="list-style-type: none"> <li>• Exam #2</li> </ul>  |
| Week 14<br>Tues 4/15  | <ul style="list-style-type: none"> <li>▪ Read Chapter 18</li> <li>▪ View Videos &amp; Discuss</li> <li>▪ Discuss Special Occasion Speech</li> <li>▪ Work on Special Occasion Speech</li> </ul> |
| Week 15<br>Tues 4/22  | <p><b>Present Special Occasion Speech</b><br/><b>FACE TO FACE</b></p> <ul style="list-style-type: none"> <li>• Final Class Period</li> <li>• Complete online class evaluation!!</li> </ul>     |
| Week 16<br>Thurs 4/29 | <ul style="list-style-type: none"> <li>▪ Final Exam Period</li> </ul>  |