

## **SPCOM 103 Speaking and Listening/Speech**

### **Senior-to-Sophomore credit available**

**Course description:** SPCOM introduces students to the principles of speaking and listening theories and techniques with an emphasis on its application to public speaking, including preparation, presentation, and constructive critique.

#### **Course Objectives:**

1. Students will understand methods of planning and organizing speech presentations, including ethical issues and standards.
2. Students will understand and present various types of speeches such as introductory, informative, persuasive, special occasion, debate, and impromptu.
3. Students will understand and identify the demographics and importance of an audience.
4. 4. Students will learn to analyze their audiences and respond to audience feedback.
5. Students will develop their critical thinking, listening, and feedback skills.
6. Students will understand the following factors (through delivering and examining speeches): speaker, message, delivery, audience, occasion, purpose, and critical thinking.
7. Students will understand and demonstrate appropriate planning, organizational, and outlining methods and format for each presentation.

#### **Required Texts:**

Galvin, Kathleen and Pamela Cooper. *The Basics of Speech*. Columbus, Ohio: Glencoe/McGraw Hill, 2005.

#### **Supplies recommended:**

A stack of 3x5 note cards (these will be used throughout the semester)  
Pens/pencils  
Highlighter  
Notebook paper for assignments (or a spiral notebook)  
Folder with pockets to store handouts/assignments

#### **Student responsibilities:**

- \*come to class on time with all materials
- \*speak/act respectfully
- \*when absent, check assignment sheet and get makeup work
- \*keep classroom neat (please do not write on desks)
- \*no electronic devices or cell phones in class—turn cell phones off during class
- \*take pass when you leave—and please ask first and **NEVER** leave during a speech or when I'm teaching
- \*follow all other school policies
- \*share positive comments; keep critical/rude comments to yourself—it is tough to get up in front of a class; be encouraging at all times!
- \*have fun!

### **Method of Grading and Major Assignments:**

Diagnostic speech	P/F	Final Exam (Speech)	150 points
Introduction Speech	50 points		
Pet Peeve Speech	50 points		
Demonstration Speech	75 points		
Social/Ritual Speech	30 points		
Memorized Speech	50 points		
Panel Discussion	75 points		
Informative Speech	100 points		
Persuasive Speech	100 points		
Formal CX Debate	100 points		
Various impromptu speeches	15 points each		
Free choice speech/drama assignment (several choices given—students choose one)	75 points		

\*Participation—points vary

\*Outlines due with each speech--points vary (persuasive speech and debates require research, works cited page, and formal outline)

1. Speeches account for approximately 75% of your grade
2. The remaining 25% of your grade includes participation, written assignments, discussion, and various communication activities.
3. Speeches, exams, and assignments must be delivered on time to receive full credit. Late speeches, exams, and assignments will receive a lowered grade. If you fail to give your speech when due, you can only receive half credit.

### **Academic Honesty:**

\*\*\*Plagiarism, presenting someone else's work as your own, is prohibited. Whether intentional (ie. cheating) or unintentional (ie. through inadequate framing and documentation of material taken from sources), any plagiarized speech will result in a zero as a grade. If you use information found on the Internet, then you must acknowledge and document it correctly just as if you found it in a printed source.

\*\*Material for this syllabus includes information provided by Lisa Bamber (CSU-Pueblo)