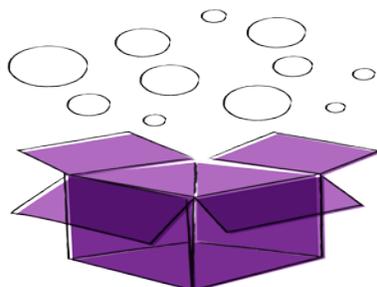




Melissa Benton's Public Speaking SYLLABUS

Course Title	SPCM 1040: 04 Public Speaking (3cr) **This syllabus is subject to change at the discretion of the instructor.
Course Description	Students learn the organization, development, and delivery of a variety of formal public speeches. The course includes public speeches and a variety of other speaking exercises to help students adapt to audiences and contexts, solve delivery problems and build confidence. It is the objective of the course to help students manage communication apprehension, communicate more effectively in the oral channel, adapt to various audiences and speaking situations, and both think and listen critically. Activities also help the student to develop realistic evaluations of various speaking occasions. This course is part of the GCP program as an Arts Appreciation content area and an Oral Communication skill area. 3 hrs./wk.
Course Objectives	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the conventions of effective speechmaking through the <u>delivery of speeches geared to a variety of specified purposes.</u> 2. Effectively <u>write</u> speeches that are well <u>organized and interesting to his/her audience.</u> 3. Demonstrate <u>appreciation of audience-centered</u> oral communication through effective adaptation to cumulative audience feedback throughout the course of the semester. 4. Demonstrate performance techniques that are <u>purposeful and natural</u> when delivering a speech. 5. Critically and constructively review speech content and delivery. 6. Be able to accept and overcome feelings of speech anxiety. 7. Express a critical understanding of the traditions and conventions of oratory as art through an analysis of a "great" speech. 8. <u>Develop and refine a personal voice of advocacy through analysis, reflection, and practical application of language as framed in orally communicated messages.</u>
Term, Location, Meeting Times	Spring 2018 (01-15-18 to 05-11-18) Room: Sverdrup 210, Mondays, Wednesdays, Fridays 10:00-10:50 a.m.
Prerequisite	No course prerequisites, entry test requirements or course co-requisites.
Contact Information	Email: bentonme@webster.edu GroupMe: Public Speaking (The best place to ask questions and send me a message) Linkedin: Melissa Joy Benton Text: 314-324-7194
Office Hours	Mondays and Wednesdays 09:00- 09:50 a.m. in SVER 243





Melissa Benton's Public Speaking SYLLABUS

Professor Biography

Welcome Global Citizens!

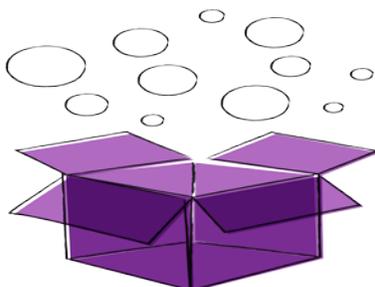
Melissa Joy Benton joined Webster University faculty in 2009 as a professor of Speech Communications. Her education journey began with an A.A. Applied Sciences (Opticianry) from J. Sargeant Reynolds Community College in Richmond, VA. Then she earned both her B.A. in Speech Communications and M.A. in Communication Management from Webster University. She is currently on the doctorate journey in Ed.D in Educational Practices as part of the Science, Technology, Engineering, Mathematics and Medicine cohort at University of Missouri- St. Louis.

Melissa Joy Benton is an educator committed to providing frameworks and tools to empower students to achieve their personal and professional goals through communication.

She fosters a learning environment that is engaging and inclusive to support students to take risks, find strength in their vulnerability, and strive to share their story in powerful ways. Melissa challenges and nurtures students by framing curriculum and the classroom experience to meet students on their own personal path toward a deeper understanding of communication principles and greater confidence in communication skills.

Melissa Joy Benton is an accomplished storyteller that uses communication skills to build meaningful connections and builds community in innovative ways. Through the use of technology, social media, and online learning tools in unique ways, she engages students with different learning and communication styles inside and out of the classroom. Melissa believes that every student can succeed as storytellers and communicators as long as they are equipped with the right knowledge, skills, and resources.

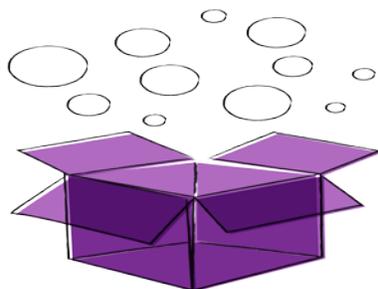
Melissa Joy Benton has a vision of a world transformed by students that are empowered to use communication principles to improve their personal and professional lives and build communities of respect and acceptance.





Melissa Benton's Public Speaking SYLLABUS

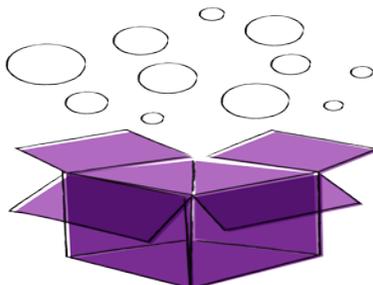
Required Textbook	None;
Materials	<ol style="list-style-type: none"> 1. <u>3-ring Portfolio Presentation Binder</u> or a means to hold onto additional handouts and assignments 2. Access Canvas on a daily basis and the Internet (Google Chrome, Safari, Firefox) to eliminate as many materials as possible. There is a free Canvas app. We also use Group Me (which is an app) 3. Business professional dress attire. (No jeans, shorts, headgear and this is only for your personal Presentation Day. Check Canvas and Syllabus for more details) 4. Flash drive or access to cloud storage (Google Drive, Dropbox, YouTube) 5. 5x8 presentation binder (Target and Walmart has these small 3-ring binders) 6. Note cards in order to give feedback to your classmates on presentation days
Disruptive Behavior	<p>Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and fellow students with dignity and respect, especially in cases where diversity of opinions arises.</p> <p>Students who display disruptive behavior during class will receive a one on one documented consultation. The second disruption will be automatically sent to the counselor office and student will be required to submit proof of visiting the counselor before returning to class.</p> <p><u>Disruptive behavior includes, but isn't limited to:</u> sleeping, talking during lecture or discussion, talking on the phone, texting on cell phones, complaining, working on another class homework, playing with electronic equipment, mocking others contributions, leaving the classroom frequently without permission (this is a list of the common infractions). <i>Behavior becomes disruptive if it 1) interferes with my right to teach, and/or 2) interferes with another student right to learn or express their opinion.</i> If the behavior persists after the warning has been issued, the student will be asked to seek assistance from campus resources in correcting the problem. Student will be required to visit the Counselor office before returning to class. A 100 point deduction under the Work Ethic score; student will be asked to leave class and will be counted absent; student must see counseling services before returning to class</p>
Academic Honesty	<p>Students at Webster University are expected to practice academic honesty. Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)</p> <p>Students:</p> <ul style="list-style-type: none"> • Should not copy whole portions of text from another source as a major component of papers or projects. • Should identify the title, author, page number/webpage address, and





Melissa Benton's Public Speaking SYLLABUS

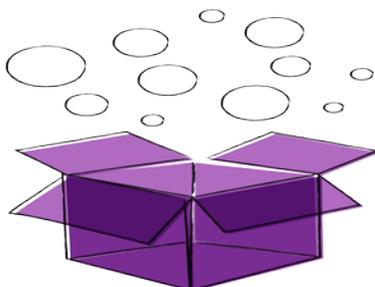
	<p>publication date of works when directly quoting small portions of texts, articles, interviews, or websites.</p> <ul style="list-style-type: none"> • Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites. • Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources. <p>In its broadest sense, plagiarism is using someone else's work, presented or claimed as your own. Any time you borrow another person's work, whether as a direct quotation or paraphrased, you must use a citation. All citations must be properly documented and references must be provided. Students who plagiarize will earn "no credit" for the assignment. At the discretion of the instructor, the student will fail the course or be referred to the department chair and dean for disciplinary action.</p>
Cheating or Plagiarism	<p>All instances of academic dishonesty will result in a "0" for the given assignment, as well as referral to both the Dean of the School of Communication and the Dean of Students. Any questions of what constitutes academic dishonesty should be brought to the instructor.</p>
Title IX	<p>Title IX makes it clear that violence and harassment based on sex and gender is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, contact Maureen Stroer, Student Affairs Coordinator at 314-968-6980, mstroer@webster.edu, the 24-hour emergency line: 314-422-4651, or campus advocate Gladys Smith: 800-981-9804 or 314-968-7030.</p>
Americans with Disabilities Act	<p>Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the ADA Coordinator at the main campus. The ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu. If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.</p>





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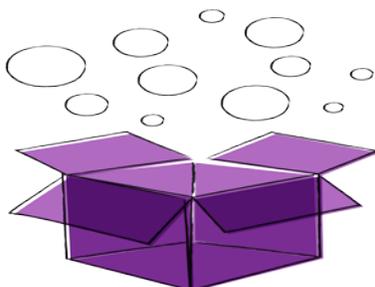
Academic Resource Center	<p>Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit www.webster.edu/arc or Loretto Hall 40 on the main campus for more information.</p>
Expected Classroom Behavior	<ul style="list-style-type: none"> ➤ *Due to anonymity of each person in the classroom, refrain from audio or video taping the lectures and conversations in the course. If this is a need according to special accommodations, please see me so we can find an alternative method. ➤ We like being available for our students so feel free to stop by Communications SVERDRUP 243 and ask for me or send me an email requesting a conversation. I will be glad to call you, just email me your phone number. ➤ There are lots of group assignments. Many of the assignments are graded on an individual level, but you will be working in groups. We ask that you remain respectful of your peers. If any inappropriate behavior occurs, then you will be asked to seek counseling before returning to the class. ➤ Work Ethic score is granted for the following behavior choices: <ul style="list-style-type: none"> ○ Class Participation ○ Take notes ○ Come prepared to contribute to class ○ Engage in classroom discussions ○ Respect and honor other voices and opinions ○ Avoid using offensive racist, sexist, ageist, heterosexist, and religious language in class ○ Fully participate in group work ○ Conduct personal business outside of class ○ While students may utilize laptops or pads to take notes; surfing the internet, checking email or utilizing other social media is not allowed (unless I have given permission for specific research purposes) ○ Refrain from: (if you have special services that are documented by Accommodations Center and sent to me then these rules do not apply to the student) <ul style="list-style-type: none"> ▪ Sleeping ▪ Talking during lectures ▪ Working on homework ▪ Texting ▪ Playing with electronics ▪ Chronically leaving early





Melissa Benton's Public Speaking SYLLABUS

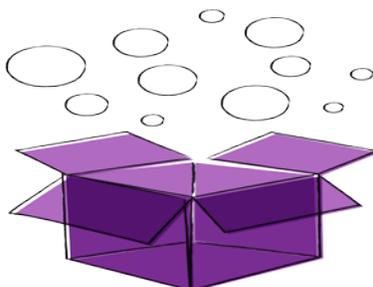
	<ul style="list-style-type: none"> ▪ Using headphones in class ▪ Musical devices ▪ Leaving and reentering the room more than 2 times a class. <ul style="list-style-type: none"> ➤ Please remain cognizant of professional behavior is requested. Discuss personal grievances with me during office hours. Or feel free to request a time that is more suitable for your schedule. ➤ There may be times when legitimate class discussions, assignments, or media resources deal with issues, images, or symbols that are viewed as controversial by some class members. This is unavoidable in a course that comprehensively deals with contemporary issues and themes. The student should be aware that some materials covered in class may be perceived as offensive to his or her individual sensibilities. The class is PG-13 so be aware that we will be discussing sensitive topics. If this bothers you, please communicate your concerns. Webster University teaches acceptance of tolerance of people that are different from us, so you are expected to participate in the course and listen to opposing opinions and views ➤ Students should avail themselves of student support services on campus. <p>Carolyn I. Brown, Ph.D. Writing Center & Plagiarism Prevention Program Coordinator 314-246-7668 carolynbrown04@webster.edu is a wonderful source to get help with writing and helping with study skills. The Library also offers help in researching a topic.</p>
<p>Assignments</p>	<p>*Minute Speech Assignments- (6- 25pts each)-Impromptu in Class Speeches-<i>*Dr MLK Jr Quotation Presentation- You don't have to come to class this day, but you do have to watch any speech by Dr. MLK Jr and bring in a quotation from the speech.</i></p> <p>*Oral Interpretation Speech-(125) A presentation with the goal to entertain using oratory from a published literature: either or a combination of poems, prose (short stories), dramatic (plays and monologues)</p> <p>*Informative Speech-(125) A presentation with the goal to inform the audience about an innovative product, idea, concept or a new spin to something old.) (Hint: TED Talk)</p> <p>*Persuasive Speech- (125) A presentation with the goal to motivate the audience to take action.</p> <p>*After Dinner Speech (ADS)- (125) A presentation with the goal to entertain.</p> <p>Preparation Outlines- (3-50)- A detail outline about the content of the speech. Please save as a PDF or Microsoft Word Docx. Upload under assignments on Canvas. Students will have multiple times to improve their score before the due date, so turn in the outline early. I will provide feedback and inform you how to garner more or all of the points.</p> <p>*Historical Speech Written Critique- (100) Written analysis of a "great" speech.</p>





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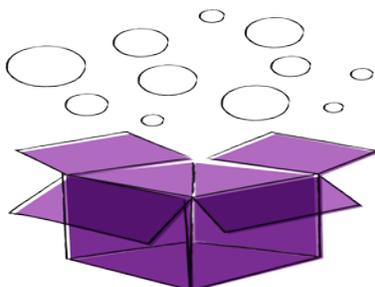
	<p>*Self-Reflections (4-25 pts each)- write a minimum of 200 words and a maximum of 400 words. This should equal approximately 5-16 sentences. Please save as a PDF or Microsoft Word Docx. Please reflect on your experience presenting the presentation and reflect upon the strengths of the presentation and challenges of the presentation. When discussing challenges, think in terms what do you hope to accomplish the next time you present a message to a public audience.</p> <p>*How Fabulous Was I (Visual Electronic Portfolio)- Please save as a PowerPoint or Pdf. Answer some key questions and provide pictures of your public speaking experience.</p> <ul style="list-style-type: none"> ➤ **Knowledge: The successful student will score 70% or higher on tests, assignments and speeches. Additionally, outside sources and participation will be part of your overall grade. ➤ Comprehension: The successful student will be able to describe and explain the concepts learned for public communication through writing and tests. ➤ Application: The successful student will be able to apply and illustrate public communication through presentations and speeches. ➤ Grade Reconsideration: If you feel you did not receive a fair grade on a presentation or assignment and wish that grade to be reconsidered, you may submit a written account detailing the problem with the grading. This document must be submitted with one week of receiving the grade. You will receive written response from me within one week. Please realize that I reserve the right to make (or not make) your suggested changes. If you want to redo a speech or make up a missed speech, it is your responsibility to gather an audience of 5 people over the age of 12 years old and schedule a time that fits my schedule through written email. I am on campus Mondays, Wednesdays, and Fridays during office hours is usually the best time.
<p>Course Grading Policy</p>	<p><i>All assignments must be submitted by April 23, 2018 for credit during the Spring Semester. A 10-point deduction will be accessed. Due dates are written on the Syllabus and if dates changes then there will be an Announcement stating the change. Canvas due dates matches the Syllabus due dates so check Announcements and Group Me for any changes. Students can earn waivers by completing extra credit assignments. Check Canvas for extra credit. There is only 1 promised the rest is at the discretion of the Professor.</i></p> <p style="text-align: center;">Grading Scale (Public Speaking)</p> <p><i>Grades are not calculated based off of the total points or average of all assignments. Instead assignments are divided between the above categories and hold a specific weight within the class. Students will be informed what category each assignment falls into as they are assigned.</i></p>





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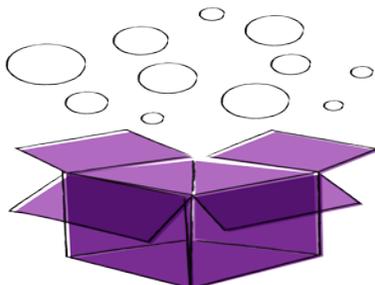
	<p>Minute Speech Assignments, Self-Reflections, and Participation: 40%</p> <p>Speeches, and Tests: 50%</p> <p>Impromptu Final and How Fabulous Was I: 10%</p> <p>In general: class work and the occasional homework assignment will count for 40% of the student's total grade. Speeches, Quizzes, Tests, count for 50% of the students' total grade. The Final will count for 10% of the student's final grade</p>												
Late Work Policy	<p>Assignments are accepted until April 23 2018 a 10-point deduction will be assessed. It is the student sole responsibility to check Canvas (Grades) for missing work. Exclusions: Activity days and in class assignments cannot be made up for any absence/tardy over 15 minutes/ or simple failure to turn in. Any group projects or speech performances will result in a 10-point deduction from the individual who was not present at the assigned performance time.</p>												
Absence Policy	<p>Excused absences such as school activities that have prior approval; emergency hospital visits; funerals of primary family members will not be penalized. Please provide written documented proof of the excuse. Attendance is mandatory and will be reflected under the Participation score. Each day is worth 5 points for a total of 250 points. Absence from class does not remove responsibility for upcoming assignments. Attendance on presentation days is mandatory or a letter grade penalty per assignment, per will be assessed. 225 minutes (3 classes) of nonattendance are allowed. Once the hours have been exceeded your grade will be dropped a full letter grade for each additional half hour missed class time. Be mindful, if you are absent, you are responsible for getting course materials and notes from your classmates. Every minute counts!</p>												
Speech Day Policy	<p>Students will be assigned specific days on which they will present their formal speeches. If speeches run long, a student's presentation may be moved to the following session. A student will never be required to present on a day earlier than that assigned. If a student is absent on the day s/he is scheduled to make a presentation, the student <u>will be deducted one letter grade on the speech</u>. If there is time another day, the student can present <i>*If a student attends class, but is unprepared to give a speech on the assigned date, this will count as an absence. <u>Don't miss speech days. You can leave early but missing the day harms your final score in the course.</u></i></p> <ul style="list-style-type: none"> ▪ Be sure to have the following items on speech day: ▪ 4 sheets of paper for your peer critiques ▪ Folder of all the necessary goodies ▪ Video recording device (be sure to make sure you have enough room for a 10 minute presentation). 												
Grading Scale	<table> <tr> <td>A 92-100</td> <td>B+ 88-89</td> <td>C+ 78-79</td> <td>F 69</td> </tr> <tr> <td>A- 90-91</td> <td>B 82-87</td> <td>C 72-77</td> <td>& below</td> </tr> <tr> <td></td> <td>B- 80-81</td> <td>C- 70-71</td> <td></td> </tr> </table>	A 92-100	B+ 88-89	C+ 78-79	F 69	A- 90-91	B 82-87	C 72-77	& below		B- 80-81	C- 70-71	
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	B- 80-81	C- 70-71											





Melissa Benton's Public Speaking SYLLABUS

SCHEDULE	Mon.	Wed	Fri
Cognitive Knowledge	Development	Personal Speech Anxiety	Development
Wk 1 Jan.	15 Dr. MLK Jr Speech Watch any speech from Dr. MLK Jr. *Bring in a quotation from the speech that stood out to you on January 17	17 Introductions--- *Minute Speech Dr. MLK Jr and You Short 1-3 minute stories	18 Syllabus and Canvas and Assign Show- n- Tell Minute Speech Assignment due Week 2
Wk 2	22 Managing Anxiety	24 *Minute Speech Show N Tell 25	26 Library Lab Day location TBA Historical Speech Critique Finding a Speech to Critique and Oral Interpretation Literature
Wk 3	29 Oral Interpretation Developing Topic	31 Oral Interpretation Cutting	02 Oral Interpretation Writing and Introduction and Teaser
Wk 4 Feb.	05 Oral Interpretation Putting it together	07 *Minute Speech Lip Sync Pairs Battle 25	09 *Lip Sync Pairs Battle
Cognitive Comprehension	Development	Personal Delivery Skills	Development
Wk 5	12 *Oral Interpretation Presentations (5-6 students per day)	14 Oral Interpretation Presentations (5-6 students per day)	16 Oral Interpretation Presentations (5-6 students per day)
Wk 6	19 Oral Interpretation Presentations (5-6 students per day) *Oral Interpretation Self Reflection due by 11:59 p.m. on CANVAS	21 *Minute Speech Inform Impromptu Speeches Preparation Outline	23 Library Lab Day location TBA Finding an Informative topic
Wk 7	26 Organizing the Content Using Visual Aids	28 Library Lab Day location TBA *Informative Preparation Outlines due by 11:59 p.m. on Canvas under Assignments the day before your presentation.	02 *Informative Speech Presentations (5-6 students per day)
Wk 8 Mar.	05 *Informative Speech Presentations (5-6 students per day)	07 *Informative Speech Presentations (5-6 students per day)	09 *Informative Speech Presentations (5-6 students per day)
	Spring Break *Informative Self Reflection due by 11:59 p.m. on CANVAS	Spring Break	Spring Break





Melissa Benton's Public Speaking SYLLABUS

Cognitive Application/	Development Analysis	Personal Developing Content/Writing Skills	Development
Wk 9 Nov	19 How to Persuade	21 Motivated Sequence	23 Library Lab Day location TBA Finding a Persuasive topic
Wk 10	26 Organizing Presentation	28 Critiquing Speeches	30 *Minute Speech Sell Us Something Using the Motivated Sequence
Wk 11 Apr.	02 Putting all Together	04 Library Lab Day location TBA *Persuasive Preparation Outlines due by 11:59 p.m. on Canvas under Assignments the day before your presentation.	06 *TEST
Wk 12	09 Persuasive Speech Presentations (5-6 students per day)	11 Persuasive Speech Presentations (5-6 students per day)	13 Persuasive Speech Presentations (5-6 students per day)

Cognitive Synthesis	Development Evaluation	Personal Social Skills	Development
Wk 13	16 *Persuasive Speech Presentations (5-6 students per day) *Persuasive Self Reflection due by 11:59 p.m. on CANVAS	18 Library Lab Day location TBA Finding an ADS topic	20 Putting it Together *Minute Speech Funny Stories
Wk 14	23 *Minute Speech Funny Stories Putting it Together	25 Library Lab Day location TBA *ADS Preparation Outlines due by 11:59 p.m. on Canvas under Assignments the day before your presentation.	27 *After Dinner Speech (ADS) Presentations (5-6 students per day) *Historical Speech Critique due by 11:59 p.m. on CANVAS under Assignments
Wk 15 May	30 After Dinner Speech (ADS) Presentations (5-6 students per day)	02 After Dinner Speech (ADS) Presentations (5-6 students per day)	04 After Dinner Speech (ADS) Presentations (5-6 students per day)
Wk 16 Final TBA	07 Impromptu Final (Speech) *How Fabulous Was I (Electronic Portfolio) due by the start of the final on Canvas *ADS Self Reflection due by the start of the final on CANVAS	09	11

