Moberly Area Community College
Common Syllabus

SPK101 Public Speaking

Instructor: 
Office number: 
Office hours: 
Contact information: 
Classroom number: 
Class days and time: 

Catalog Description: SPK101 Public Speaking (3-0-3)
This course studies the role of speaking in communication in both formal and informal situations. The course includes a study of the communication process, the role of the listener, methods of speech organization, informative and persuasive techniques, and effective delivery. (FA, SP, SU)

Prerequisite/Corequisite: None

Text: The text is an ebook included with the class. There is no print option available in the MACC bookstore.
Title: Art of Public Speaking
Author: Lucas
Publisher: McGraw Hill

Other Required Materials: None

Purpose of Course: Public Speaking will help students develop effective oral communication skills. Students will develop analytical and critical thinking, listening, and writing skills by writing and presenting speeches, critiquing speeches and studying the communication process.

Course Objectives: Upon successful completion of this course, students will be able to:
- Explain the communication process as it occurs in a specific context;
- Identify elements of ethical speaking;
- Identify levels of listening and ways to improve listening skills;
- Analyze an audience and relate a speech topic to that audience;
- Write an appropriate goal and thesis for a speech;
- Write an effective introduction and conclusion;
- Demonstrate basic skills in critical thinking, reading and writing;
- Demonstrate effective delivery techniques;
- Organize and support a persuasive argument;
- Demonstrate effective use of visual aids;
- Write college-level English.
Course Content:
1. The Communication Process
2. Ethical Speaking
3. Effective Listening
4. Effective Delivery
5. Analyzing the Audience
6. Writing an effective goal and thesis
7. Organizing your Speech
8. Using visual aids
9. Preparing an informative speech
10. Using supporting materials
11. Persuasive techniques

Assessment of Student Learning: The grading scale will follow a standard of 100% - 90% A, 89% - 80% B, 79% - 70% C, 69% - 60% D.

Students will give six speeches in this class.
<table>
<thead>
<tr>
<th>Speech Type</th>
<th>Points</th>
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<tbody>
<tr>
<td>Introductory speech</td>
<td>25 points</td>
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<tr>
<td>Narrative speech</td>
<td>50 points</td>
</tr>
<tr>
<td>Demonstration speech</td>
<td>100 points</td>
</tr>
<tr>
<td>Informative speech</td>
<td>100 points</td>
</tr>
<tr>
<td>Speech Analysis (Group assn.)</td>
<td>50 points</td>
</tr>
<tr>
<td>Persuasive speech</td>
<td>100 points</td>
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</tbody>
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Preparation Outlines Approximately 110 points
Quizzes and in-class activities Approximately 100 points
Two tests given during the semester will be a Midterm (150 points) and a Final (200 points).
Approximate points possible 1,000

Grading Scale:
A – 90-100%
B – 80-89%
C – 70-79%
D – 60-69%
F – 0-59%

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3-credit hour class.

Description of Major Assignment(s)/Project(s):
A. Introduction speech:
B. A 2-3 minute introduction of a classmate.
C. Narrative speech:
A personal story organized as a speech with an introduction, thesis, and conclusion; 4-5 minutes long.

D. Demonstration speech:
A demonstration that teaches the class how to do something. An outline is required as is a visual aid. 4-6 minutes long.

E. Informative speech:
A speech on a topic regarding an object, event, or concept. An outline is required. A bibliography of three sources is also required as are two quotes. 5-7 minutes long. Timed.

F. Speech Analysis
With a partner, students will read, analyze, and do a presentation of a famous speech. This exercise will test student’s ability to recognize organization, content, and language within a speech. Each student will be evaluated individually. Grades based on thoroughness of the analysis, organization and delivery of the presentation.

G. Persuasive speech: A persuasive speech of your choice-either fact, value, or policy. An outline, bibliography and 2 quotes are required. 6-8 minutes long. Timed.

Schedule of Student Assignments/Activities: Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

College / Instructor Policies:

**Academic Dishonesty:** MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook, G.020). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance. Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.
MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

<table>
<thead>
<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tbody>
<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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<tr>
<td>Hybrid Course</td>
<td>Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:</td>
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<tr>
<td></td>
<td>• Completion of quizzes or exams during class meetings and online</td>
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<tr>
<td></td>
<td>• Submission of assignments during class meetings and online</td>
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<tr>
<td></td>
<td>• Participation in discussions during class meetings and online</td>
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</table>
### Online Course

Active participation in an online course includes the following:

- Completion of quizzes or exams
- Submission of assignments
- Participation in threaded discussions

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. *(Policy Handbook, G.040)*

All students are expected to attend class each day. This is particularly important in a public speaking class as the student will learn as much as an audience member as he/she will as a speaker. A student who misses his/her speech will be permitted to make up speeches with no loss of credit **IF** the speech is performed the first day of return and **IF** he/she has a college excuse in hand the day of return. However, it may be necessary to perform in a room to instructor alone since class time will not allow for an additional speech. **IF** the absence is unexcused, he/she still may give the speech. The student will have one week in which to make an appointment with me to deliver the speech in another room and it must be made up before the next speeches begin. A minimum of 5 points will be deducted from the final grade for each day the speech is delayed.

Excused absences are reserved for college excuses (a doctor’s excuse, school functions, or a Dean’s excuse). In-class activities or pop quizzes cannot be made up for any reason. These points are reserved for those students in attendance only. **IF** the student should miss class, it is the responsibility of the student to find out what was done, what was assigned, and to be prepared when he/she returns to class.

**Tardiness:** Per instructor’s policy

**Make-up and late work:** Per instructor’s policy

**Extra credit:** Per instructor’s policy

**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x11240 or the Columbia office at (573) 234-1067 x12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).
Title IX Statement: MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see http://www.macc.edu/sexual-misconduct-policy (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.