

**This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.**

**Course Number**  
**SPCH 1113**

**Course Title**  
**Principles of Speech**

**Course Description**  
 Principles of effective speaking; emphasis on both speaking techniques and listening.

**College Mission**  
 South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

**College Wide Student Learner Outcomes**

Critical Thinking                      Responsibility                      Communication

**ACTS Course**                       **Program Course**

**ACTS Outcomes**

1. Demonstrate good critical thinking skills by delivering a logical, easy-to-follow oral presentation for their final exam.
2. Demonstrate good use of audience feedback by interacting with their listeners in appropriate ways during the final exam speech.
3. Demonstrate good research skills by finding, interpreting, documenting, and using credible sources for the final speech.
4. Demonstrate good speaking skills by verbalizing their ideas with fluency and by letting body language complement their message in the final speech.
5. Demonstrate knowledge of oral communication theory by passing a series of chapter tests from the textbook.

**Program Outcomes**

If this is not a program course, leave this space blank. Number your program outcomes.

**Course Learner Outcomes**

CLO #	Course Learner Outcomes (CLO)	Unit Outcomes/ Competencies	ACTS Outcomes	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
CLO 1	Demonstrate good critical thinking skills by delivering logical, easy-to-follow speeches.	IV 1-3, V 1-2, VII 1-4	1		CT 3			The final speech
CLO 2	Demonstrate good use of audience feedback by interacting with their	V.1 -2	2					The final speech

	listeners in appropriate ways.							
CLO 3	Demonstrate good research skills by finding, interpreting, documenting, and using credible sources.	VI. 1-2	3		CT 1		R3	The final speech
CLO 4	Demonstrate good speaking skills by verbalizing their ideas with fluency and by letting body language complement their message.	VIII. 1-5	4			C2		The final speech
CLO 5	Demonstrate knowledge of oral communication theory.	I - XII	5					The final speech and unit tests
CLO 6								

### Unit Outcomes/ Competencies/ Objectives

Unit I. Introducing Public Speaking. At the end of the unit, students should be able to:

1. List the benefits of studying public speaking
2. Explain the essential elements of public speaking
3. List three ways to manage their communication apprehension

Unit II. Listening and Criticism. At the end of the unit, students should be able to:

1. Define the role of listening in public speaking
2. List the guidelines for listening
3. Explain the role of criticism in public speaking.
4. List the basic guidelines for criticism
5. Discuss the relationships between and among listening, criticism, and culture.

Unit III.. Preparing and Presenting a Public Speech. At the end of the unit, students should be able to:

1. Explain how to get started with public speaking.
2. List the ten steps for preparing and presenting a public speech.

Unit IV. Select Your Topic, Purposes, and Thesis. At the end of the unit, students should be able to:

1. Choose an appropriate topic.
2. Identify and adapt the material to specific purposes.
3. Write a clear, concise thesis statement.

Unit V. Analyze Your Audience and Research Your Speech. At the end of the unit, students should be able to:

1. Analyze their audience and adapt the material to them.
2. Research their speech topic to find relevant supporting material.

Unit VI. Collect Supporting Materials and Presentation Aids. At the end of the unit, students should be able to:

1. Collect supporting materials.
2. Develop good presentation aids.

Unit VII. Organize Your Speech. At the end of the unit, students should be able to:

1. Develop the main points of their speech.
2. Organize their main points.
3. Construct their introduction, conclusion, and transitions.
4. Develop a clear, cogent outline of the speech.

Unit VIII. Word, Rehearse, and Present Your Speech. At the end of the unit, students should be able to:

1. Word their speech effectively.
2. Rehearse their speech.
3. Present their speech.
4. Achieve effective vocal delivery.
5. Move their bodies effectively during the speech.

Unit IX. Informing Your Audience. At the end of the unit, students should be able to:

1. Explain the principles of informative speaking.
2. Explain the principles of descriptive speeches.
3. Explain the basics of speeches of definition.
4. Explain how to prepare and deliver a demonstration speech.

Unit X. Persuading Your Audience. At the end of the unit, students should be able to:

1. Identify the goals of persuasive speaking
2. Explain the principles of persuasive speaking.
3. List the three persuasive proofs.
4. Discuss the relationship between culture and persuasion.

Unit XI. Speaking on Special Occasions. At the end of the unit, students should be able to:

1. Define and the speech of introduction
2. Define the speech of presentation or acceptance.
3. Define the speech to secure goodwill.
4. Define the speech of dedication.
5. Define the commencement speech.
6. Define the inspirational speech
7. Define the eulogy.
8. Define the farewell speech.
9. Define the toast.
10. Explain the special occasion speech in cultural perspective.

Unit XII. Speaking in Groups. At the end of the unit, students should be able to:

1. Identify the essential operating principles in a successful small groups.
2. Differentiate between and among the types of groups.
3. Identify the different types of group members in small group communication.
4. Explain the role of leaders in small group communication.
5. Explain how members can effectively present the group's thinking.

### Assessment Description(s)

Students will deliver eight speeches, culminating in the final address, upon which their achievement will be assessed according to the rubric aligned with this course.

### Materials and Technological Requirements

Text: Devito, Joseph. The Essential Elements of Public Speaking. Fifth edition. New York: Allyn & Bacon, 2012. Print. ISBN-13:978-0-205-75369-7.

Video Camera (available to check out through the library)

### Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of "WE" if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

### Regular Semester

- Courses which meet once a week ..... 2 absences
- Courses that meet twice per week ..... 3 absences
- Courses that meet four times per week ..... 5 absences

### Summer Session

- Courses that meet four times per week in a five week session ..... 3 absences
- Courses which meet two evenings per week in a 10 week session ..... 3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

### Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the

instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

#### Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

#### **Academic Honesty Policy**

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a Student Academic Misconduct Form, written report of the incident, to the appropriate dean.
- The dean will submit form to Vice President for Learning to determine disciplinary action.
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's academic appeals procedure.

#### **Equal Opportunity-Affirmative Action Statement**

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

#### **Library Services**

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

**Procedures to Accommodate Students with Disabilities:**

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. . VPSS Contact: 870.875.7262

**The Early Alert System**

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

**Behavioral Review Team**

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262  
BRT@southark.edu

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