SP 151: Personal & Public Speech
Fall 2015

Instructor: Dr. Linda Shkreli
Office: Hale Manaleo 121
Phone: (808) 236-9227
E-mail: lshkreli@hawaii.edu
Office Hours: Mon/Weds 3:45-5:30pm; Tues/Thurs 2:15-3pm, and by appointment

CRN: 60090
Time: TR 1-2:15pm
Location: Hale Manaleo 111

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT
Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai`i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O`ahu’s Ko`olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment – inspiring students to excellence.

COURSE DESCRIPTION
SP 151 introduces students to develop communication skills necessary to function effectively in today’s society. Students will enhance their communication skills in one-on-one situations, public speaking, and small group situations. Models and concepts are used to explain the speech act. Prerequisite: placement in English 21 or higher.

LEARNING RESOURCES
- The textbook can be found at the bookstore:
  Communication (Pearson Custom Library, WCC, SP 151: Personal & Public Speaking). There are three copies on reserve at the Circulation Desk at the library (LLC).
- Materials posted on Laulima: Syllabus, assignments, class materials, and announcements will be distributed to the class via Laulima. It is your responsibility to regularly check your Laulima account. Log in using your UH username and password. Please check your email frequently as the instructor often sends information via email. The address for accessing Laulima is: https://laulima.hawaii.edu/portal.

STUDENT LEARNING OUTCOMES
The student learning outcomes for the course are:
1. Choose and narrow a topic appropriately for the audience and occasion.
2. Communicate the thesis/specific purpose in a manner appropriate for audience/occasion.
3. Provide appropriate supporting material.
4. Use an organizational pattern appropriate to topic, audience, occasion, and purpose.
5. Use effective language.
6. Use vocal variety in rate, pitch, and intensity to heighten and maintain interest.
7. Use appropriate pronunciation, grammar, and articulation.
8. Use physical behaviors that support the verbal message.

To provide flexibility to adapt to particular needs or circumstances, the instructor reserves the right to deviate from the course outcomes, to add or omit tasks, and to adjust grades or points as the circumstances of the particular situation justify.
COURSE CONTENT

Concepts or Topics
- Communication Models
- Topic Selection
- Audience Analysis
- Listening and Responding
- Organizational Methods
- Nonverbal Communication
- Verbal Communication
- Persuasion
- Methods of Speaking

Skills or Competencies
- See Class Schedule and Class Handouts

STUDENT CONTRIBUTIONS AND COURSE POLICIES

Academic Integrity: The Code of Student Conduct states that academic dishonesty includes both cheating and plagiarism. Plagiarism is, but is not limited to, “the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.” Word-for-word copying of another’s work without the use of quotation marks and the citation of the source, paraphrasing another person's ideas without proper citation of the source, lack of reference to the sources (i.e., reference pages) from which the information was obtained, and misleading citations are all considered plagiarism.

DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.

Attendance Policy: Regular and prompt attendance is necessary for students to achieve the goals of this course. Most activities build upon one another so attendance and adequate preparation for each class period are essential. Students are responsible for material covered in classes in which they were absent (whether the absence was excused or unexcused) or late to class.

Unexcused Absences: Absolutely no make-ups will be given for unexcused (“no show”) absences resulting in a missed speech performance, examination, quiz or in-class activity. If there is a prior engagement or schedule conflict, notify me and discuss your situation.

Deductions for unexcused absences. Attendance will be regularly recorded. Students are allotted two unexcused absences for any emergencies arising during the semester. For every unexcused absence beyond two, your overall grade will be lowered by ten points per absence.

Deductions for tardiness. Students are marked as late if they arrive after attendance has been taken at the beginning of class. Every three classes that a student is marked late will equal one unexcused absence. It is encouraged that students come to class on time.
Assignments: Assignments and speeches are due as assigned. The course schedule is subject to change – however changes will only allow MORE time to do work. Due dates are firm. Make sure you are prepared on your assigned day. There are no make-ups of unexcused missed speeches or other in-class work. E-mailed assignments are not permitted. Graded work will be reduced one full grade point for each day—not class day, any day—late. Exceptions will be granted only in unanticipated or extreme situations (e.g., medical emergency) with documentation.

E-mails: The University of Hawaii e-mail has been declared an official means for communication with students. Executive Policy E2.213 reads: “Students are responsible for checking their email account frequently and consistently to remain current with University communications. They are expected to monitor and manage their email storage quota to insure that their mailboxes are not saturated and are able to receive new messages.”

Writing – Mechanical & Stylistic Competence: Students are responsible for proper spelling, grammar, usage and syntax in all written assignments. If you need help in these areas, I urge you to use the services of Brainfuse and the Writing Resource Center located in Hale La’akea 222 (LLC). Workshops, an online writing lab and individual tutoring are available free to all WCC students. Written assignments will be graded on mechanics. Papers and presentations should be typed and in appropriate format [double-spaced, with one-inch margins, numbered pages and standard 12 point Times New Roman font].

Use full and correct citations: For this class, use Modern Languages Association [MLA] style manual format. Located below are a few websites to help with research, MLA format and citations, and library resources.

- **UH Manoa’s Communicology Research Page for Students:**

- **UC Berkeley’s Resource Page for Citing Resources [Print & Electronic]:**
  [http://www.lib.berkeley.edu/instruct/guides/citations.html](http://www.lib.berkeley.edu/instruct/guides/citations.html).

WebPages generally have authors, titles, dates, etc. All the proper information may not be there but you must cite the information that is available rather than just the URL.

NO TECHNOLOGY USE DURING THE CLASS PERIOD. Turn off all electronic devices during class. No cell phones, no texting, no laptops. If you use electronic devices, or disrupt the class in others ways, you will forfeit participation points or be asked to leave. Transcribe notes to your computer outside of class. During examinations, using or the act of looking at your phone will be considered cheating and appropriate disciplinary action will be taken.

Additional course help is always available. Please make use of my office hours or schedule an appointment with me if you need help with any assignments, readings, or concepts of the course before you fall behind. This also includes scheduling one-on-one meetings to help you turn your ideas into speech presentations, whether you need help getting started or want to run through a prepared speech before your scheduled presentation date. I urge you to connect with me outside of class. Don’t wait until the last minute or hesitate; just come see me.
COURSE TASKS

Exam: The midterm exam is used to reflect your knowledge of course content based on participation in class, readings, and presentations. **There are no make-up examinations.** If you are not able to take the exam on the assigned date, you must make arrangements with me prior to the exam date. **Exam Policy:** Every student who enters the classroom after the first student who completes the exam leaves will receive a zero. Come to class on time.

Participation: Due to the nature of a speech course, participation is necessary. Class discussions, student involvement, in-class activities, quizzes, critique reflection essays and impromptu assignments are regarded as participation.

Impromptu Speeches: Students will be randomly selected to provide impromptu speeches about their career goals and other selected topic prompts. **If you are absent on an impromptu day, there will be no make-up participation.**

Grade Summary: Your grade will be based on the total number of points you earn as outlined directly below. While I keep updated records of your course grades, students are also responsible for keeping track of their grades when they are returned. You may find it useful to use the assignment chart below to record your points throughout the semester.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>PERCENTAGE POINTS POSSIBLE</th>
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<tbody>
<tr>
<td>Participation</td>
<td>350</td>
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<tr>
<td>Reading Quizzes</td>
<td>___100 (20 points each x5)</td>
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<tr>
<td>Self/Peer Evaluation Essays</td>
<td>___100 (50 points each x2)</td>
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<tr>
<td>Impromptu Speeches</td>
<td>___150 (50 points each x3)</td>
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<tr>
<td>Formal Speeches</td>
<td>500</td>
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<tr>
<td>Narrative Speech/Self-Introduction</td>
<td>___50</td>
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<tr>
<td>Peer Interview Introduction Speech</td>
<td>___100</td>
</tr>
<tr>
<td>Informative Speech</td>
<td>___150 (100 points speech; 50 points outline)</td>
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<tr>
<td>Persuasive Speech</td>
<td>___200 (150 points speech; 50 points outline)</td>
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<tr>
<td>Midterm Exam</td>
<td>150</td>
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<tr>
<td>*Unexcused Absences/Late Arrivals</td>
<td>___ <em>minus 10 points each day in excess of 2</em></td>
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<tr>
<td><em>minus 10 points for each 3 late arrivals</em></td>
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<tr>
<td>Total Points</td>
<td>1000 points</td>
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Grading scale: Determining Criteria
A 100-90 Distinguished mastery, exceptionally well prepared, creative and engaged
B 89.99-80 Good mastery, strong preparation, original application
C 79.99-70 Acceptable mastery, basic preparation, correct technique
D 69.99-60 Unsatisfactory grasp, incomplete assignments, unprepared
F 59.99-0 Failure to complete the assignments during the scheduled time
Course Schedule

The course schedule is subject to revision. All readings listed below are due on the dates assigned. They should be read and prepped for discussion on those dates. Exam and speech assignment due dates are also noted.

Week 1
- Tues 8/25: Course introduction
- Thurs 8/27: Chapter 1: “An Overview of Communication”
  - Discussion on Narrative Speeches

Week 2
- Tues 9/1: Chapter 1 cont’d; Discussion on Narrative Speeches
- Thurs 9/3: **Narrative Speeches**

Week 3
- Tues 9/8: Chapter 2: “Perception”
- Thurs 9/10: Chapter 2 cont’d; Chapter 3: “Listening”; in-class peer interviews

Week 4
- Tues 9/15: Chapter 3 cont’d; Chapter 4: “Verbal Communication”;
  - in-class peer interviews
- Thurs 9/17: Chapter 4 cont’d; in-class peer interviews

Week 5
- Tues 9/22: **Peer Interview Introduction Speeches**
- Thurs 9/24: **Peer Interview Introduction Speeches**

Week 6
- Tues 9/29: Chapter 5: “Nonverbal Communication”
- Thurs 10/1: Midterm Review and Informative Speech topic selection exercise

Week 7
- Tues 10/6: **Midterm Exam**
- Thurs 10/8: Chapter 15: “The Informative Speech”; **Speech topics DUE**

Week 8
- Tues 10/13: Chapter 13: “Organizing Your Speech”
- Thurs 10/15: Chapter 12: “Supporting Material”
  - Library Tour and Instruction at 102 LLC with Tara Severns

Week 9
- Tues 10/20: Informative Outline Peer Workshop: **Draft Outlines DUE**
- Thurs 10/22: Outline workshop and conferences cont’d
Week 10
   Tues 10/27: **Informative Speeches** (In-class Peer Evaluations)
   Thurs 10/29: **Informative Speeches** (In-class Peer Evaluations)

Week 11
   Tues 11/3: **Informative Speeches** (In-class Peer Evaluations)
   Thurs 11/5: Chapter 16: “The Persuasive Speech”
   **Self-Evaluation Essays DUE**

Week 12
   Tues 11/10: Persuasive Appeals; **Speech topics DUE**
   Thurs 11/12: Choosing the Appropriate Persuasive Outline

Week 13
   Tues 11/17: Persuasive Outline Workshop Day: **Draft Outlines DUE**
   Thurs 11/19: Outline workshop and conferences cont’d

Week 14
   Tues 11/24: Discussion on Persuasive Speech Writing Continued
   Thurs 11/26: **Thanksgiving Holiday**

Week 15
   Tues 12/1: **Persuasive Speeches** (In-class Peer Evaluations)
   Thurs 12/3: **Persuasive Speeches** (In-class Peer Evaluations)

Week 16
   Tues 12/8: **Persuasive Speeches** (In-class Peer Evaluations)
   Thurs 12/10: **Persuasive Speeches**
   Debrief and class wrap-up
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COURSE POLICIES CONTRACT
I have read and reviewed my Speech 151 syllabus and course policies. By signing this document, I acknowledge not only that I understand the policies and requirements of this course, but also that I understand the consequences of not following these policies. By not signing this document, I have not read the syllabus.

__________________________  _______________________
Print Name                  Date: ______________

__________________________
Signature