Windward Community College
Department of Language Arts

SP 251: Principles of Effective Speaking (WI)
Spring 2016

Instructor: Dr. Linda Shkreli
Office: Hale Manaleo 108
Phone: (808) 236-9234
E-mail: lshkreli@hawaii.edu
Office Hours: Mon/Weds 3:45-5:30pm; Tues/Thurs 2:15-3pm, and by appointment

CRN: 61420
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
This course provides students with the opportunity to build on their public speaking skills through extensive practice in speech preparation and delivery techniques. This course will focus on how to organize a presentation, develop rhetorical skills, and use analytical skills.

Pre-Requisite: Grade of C or better in English 100 or credit for SP 151.

LEARNING RESOURCES
• Both electronic and hard-copy readings will be provided throughout the semester.
• Out-of-class conferences: A conference must be scheduled with me by the thirteenth week of the semester in preparation for the persuasive speech project.
• 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.
• The Speech Lab and Writing Center in the LLC are available for individualized help and advice on your assignments.

STUDENT LEARNING OUTCOMES
1. Demonstrate correct usage of relevant concepts, theories, and principles of effective public communication.
2. Analyze the ethical implications of speaking and being an attentive audience member.
3. Select appropriate and effective speech topics.
4. Conduct quality research and gather supporting material for various types of public speeches.
5. Critique and provide constructive feedback to public speakers.
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

**Writing Hallmarks for a Writing Intensive (WI) Course:**
- Writing promotes learning of course content.
- Writing is considered to be a process in which multiple drafts are encouraged.
- Writing contributes significantly to each student’s course grade.
- Students do a substantial amount of writing, a minimum of 4,000 words.
  - Depending on the types of writing appropriate to the discipline, students may write critical essays or reviews, journal entries, lab/research reports, or reaction papers
  - To allow for meaningful teacher-student interaction on each student’s writing, the class is restricted to 20 students

**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]. No hand-written work will be accepted.

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


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 hesitate or wait until the last minute, just come see me.

COURSE TASKS
Participation: Due to the nature of a speech course, participation is necessary. Discussions, in-class activities, 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>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>200</td>
</tr>
<tr>
<td>Peer Evaluations</td>
<td>50 (various)</td>
</tr>
<tr>
<td>Writing Responses</td>
<td>50 (various)</td>
</tr>
<tr>
<td>Impromptu Speeches</td>
<td>100 (50 points each x2)</td>
</tr>
<tr>
<td>Formal Speeches</td>
<td>600</td>
</tr>
<tr>
<td>Pecha Kucha Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Informative Speech</td>
<td>150 (100 points speech; 50 points outlines)</td>
</tr>
<tr>
<td>Persuasive Speech</td>
<td>150 (100 points speech; 50 points outlines)</td>
</tr>
<tr>
<td>Group Ad Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Commemorative Speech</td>
<td>50</td>
</tr>
<tr>
<td>Acceptance Speech</td>
<td>50</td>
</tr>
<tr>
<td>Essays</td>
<td>200</td>
</tr>
<tr>
<td>Group Ad Analysis Essay</td>
<td>100</td>
</tr>
<tr>
<td>Rhetorical Analysis Essay</td>
<td>100</td>
</tr>
<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>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td>1000 points</td>
</tr>
</tbody>
</table>
# Grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Determining Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
<td>Distinguished mastery, exceptionally well prepared, creative and engaged</td>
</tr>
<tr>
<td>B</td>
<td>89.99-80</td>
<td>Good mastery, strong preparation, original application</td>
</tr>
<tr>
<td>C</td>
<td>79.99-70</td>
<td>Acceptable mastery, basic preparation, correct technique</td>
</tr>
<tr>
<td>D</td>
<td>69.99-60</td>
<td>Unsatisfactory grasp, incomplete assignments, unprepared</td>
</tr>
<tr>
<td>F</td>
<td>59.99-0</td>
<td>Failure to complete the assignments during the scheduled time</td>
</tr>
</tbody>
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## 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 1/12: Course introduction
- Thurs 1/14: Pecha Kucha Discussion

### Week 2
- Tues 1/19: The Informative Speech: Supporting Material and Visual Support
- Thurs 1/21: The Informative Outline: Organizing Your Speech

### Week 3
- Tues 1/26: **Pecha Kucha Presentations**
- Thurs 1/28: **Pecha Kucha Presentations**

### Week 4
- Tues 2/2: Informative Outline Workshop: **Outline Drafts DUE**
- Thurs 2/4: Informative Outline Workshop continued

### Week 5
- Tues 2/9: **Informative Speeches**
- Thurs 2/11: **Informative Speeches**

### Week 6
- Tues 2/16: **Informative Speeches**
- Thurs 2/18: **Informative Speeches**

### Week 7
- Tues 2/23: Rhetorical Analysis Discussion
  - Discuss Group Ad Analysis Presentation/Essay (groups selected)
- Thurs 2/25: Persuasive Appeals
Week 8
 Tues 3/1: Logical Fallacies
 Thurs 3/3: Group Ad Analysis Workshop

Week 9
 Tues 3/8: Group Ad Analysis Presentations/Essays DUE
 Thurs 3/10: Group Ad Analysis Presentations/Essays DUE

Week 10
 Tues 3/15: The Persuasive Speech
   Discuss: Individual Rhetorical Analysis Essay Assignment
 Thurs 3/17: The Persuasive Speech; Speech topics DUE

Week 11
 Tues 3/22: Spring Break Holiday
 Thurs 3/24: Spring Break Holiday

Week 12
 Tues 3/29: Choosing the Appropriate Persuasive Outline
   Individual Rhetorical Analysis Essays DUE
 Thurs 3/31: Choosing the Appropriate Persuasive Outline

Week 13
 Tues 4/5: Persuasive Outline Workshop Day: Outline Drafts DUE
 Thurs 4/7: Persuasive Outline Workshop Day

Week 14
 Tues 4/12: Persuasive Speeches
 Thurs 4/14: Persuasive Speeches

Week 15
 Tues 4/19: Persuasive Speeches
 Thurs 4/21: Persuasive Speeches

Week 16
 Tues 4/26: Commemorative Speech Workshop
 Thurs 4/28: Acceptance Speech Workshop

Week 17
 Tues 5/3: Commemorative/Acceptance Speeches; Debrief and class wrap-up
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**COURSE POLICIES CONTRACT**
I have read and reviewed my Speech 251 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

_________________________________________  
Signature