

SPCM 4326 Advanced Public Speaking

Course Syllabus

Professor: Ashleigh M. Day, Ph.D.

Office: CAS 231

E-mail: Aday@uttyler.edu (use this email, *not* Canvas)

Office Hours: Mondays & Wednesdays, 12:15pm – 1:15pm and by appointment

Class Days & Time: Mondays, Wednesdays, & Fridays, 11:15am – 12:10pm

Classroom: HPR 253

Section #: 001

Course #: 80554

Class Capacity: 25

Course Attribute: Senior-level course

Welcome

Course Description “A course in the composition and delivery of speeches for various occasions, in audience analysis, and in speech criticism.”

Prerequisite SPCM 1315 Fundamentals of Speech

Course Objectives Students will be able to display and master invention, disposition, style, and delivery skills in the presentation of informative, persuasive, and commemorative messages to effectively impact a given audience.

Required Materials Students will need some type of video-recording device to record their classroom speeches for self-evaluations. Most smartphones and digital cameras have recording capabilities. Students are responsible for securing a person in the class to record their speeches (or bring a tripod); the professor cannot record the speeches for you. Additionally, students will need a binder or spiral notebook to use daily for in-class assignments and notes.

Course Textbook & Readings

Hostetler, M. J., & Kahl, M. L. (2017). *Advanced public speaking: A leader's guide* (2nd ed.). New York, NY: Routledge.

- Additional assigned readings will be posted on Canvas for student access.
- All course readings are to be read *previous* to coming to class on the day they are assigned for. It is expected that students bring their book/reading(s) to class each day. Failure to do so will result in point deductions from your participation grade.

- I will conduct this course in an interactive lecture format. That is, I will present notes and information during each class meeting, and you are expected to contribute. I expect you come to class ready to participate in our creation of our collective knowledge. I invite you to ask questions, answer questions, share insights, and engage in the material during activities.
- Lectures will not duplicate readings. Lecture PowerPoints and notes are not posted to Canvas; you must take notes in class. *I will present new information, concepts, and application-based activities in class that are not necessarily included in the textbook. Concerning the textbook material, I will cover only a portion of the textbook material in class.* Thus, you should stay atop of the weekly readings and complete them before coming to class, and be prepared for activities that assess your understanding of ideas in each chapter or article.

Course Policies

Classroom Environment. Throughout the course, attention will be focused on providing an atmosphere of positive reinforcement and constructive feedback. Students will be asked to listen attentively to one another's speeches and provide positive support and/or constructive suggestions for improvement. The basic premise of this course is that public speaking is a skill which can be substantially improved upon by anyone with motivation and persistence. Finally, this course is designed to provide a practical, intelligent, and, fun public speaking experience which will help equip you for your present college and future professional endeavors. Please stop by my office hours or e-mail me if you have any questions, concerns, or ideas related to the class.

E-mail. E-mail is my preferred form of contact (note UT-Tyler address above, *not* the Canvas system). I cannot guarantee a response to e-mails sent to other addresses, including Canvas. Allow a 48-hour window for a response. If an e-mail is after 4:00pm on any given day, I cannot guarantee a response before 9:00am the following *business day*. Emails about assignments will not be responded to after 8:00pm and are not guaranteed after 2:00pm the night before the assignment is due. You should treat our online correspondence with the same respect as any business or legal communication. Emails that do not conform to these standards will not be answered. It is in your best interests to write your course emails with intelligence and respect. Also, be sure to include the course number and first and last name in either the body text or subject of your email.

Due Dates will be Enforced. No late work will be accepted. Any work turned in late earns zero points. Exceptions: Speech make-ups and other assignment make-ups will be allowed only in extreme emergency situations with verifiable documentation (e.g., doctor's note, jury duty summons). The professor determines the definition of "extreme emergency." Work-related events do not qualify as an "extreme emergency." In order to make up a speech:

- The student must take the initiative to contact the professor for permission to do a make-up speech within two days of missing the speech. After this point, if the professor does not hear from the student, they will not be allowed to make up the speech and will

receive a zero.

- The student must meet the make-up deadline set by the professor. If the student misses the make-up deadline there will not be another opportunity to make-up the speech. Zero points have been earned.
- There must be sufficient class time remaining for the student to do the speech. If not, the student may have to make-up the speech/assignment in the professor's office at a set, scheduled time.
- Verifiable documentation that excuses the student's absence must be provided to the professor before a make-up opportunity is discussed or scheduled. Such documentation should be provided to the professor within two days of the student's absence.

Regular Attendance is Expected. You are a vital part of this class; so, please come! I want you to come, truly! And, perhaps most importantly, public speaking requires an audience. However, if you acquire three (3) unexcused absences, your final grade will be lowered by 5 percent. A fourth (4) absence will lower your final grade by 10 percent. Students who have five (5) or more absences will receive an automatic "F" for the course. In regard to tardiness, two tardies equals one absence. You are expected to come to each class and be present for all speech days, even if you are not scheduled to speak. Missing speech days counts as two (2) absences, unless verifiable documentation (e.g., doctor's note, jury duty summons) is provided to the professor. The professor determines the definition of "extreme emergency."

If you know you will miss class due to a school-related activity, let me know before the day you miss. These are excused *with proper notice*, but course work is still expected to be turned in on time. If you are absent from class—for any reason—it is *your* responsibility to determine what was missed, to hand in any work, and complete any homework or readings that were assigned in-class during your absence. If you need assistance because of university-related absences (e.g., debate, sports, etc.), you must contact me before the missed class.

Attire. Appropriate, business attire is expected. The classroom is a professional environment. Students should dress appropriately when coming to class and especially on speech days. The rule of thumb is to dress "one step above" your audience (i.e., no jeans or pants with rips or holes, no jerseys, etc.). Simply, on days which students are scheduled to deliver a speech, they are expected to dress professionally. Failure to do so may result in point deductions from your speech grade(s).

Be Aware as you Enter the Classroom. On days when students are giving speeches, please do not enter the classroom while a classmate is presenting. If you happen to be late to class on speech days, wait outside the classroom until the speaker is finished and then enter. Students who interrupt another student speaker by walking in during their speech will have 10 points taken off *their* speech grade.

Classroom Civility. People and ideas must be treated with respect in the classroom. Please avoid disruptive behavior that makes it difficult to accomplish our mutual objectives. Disrespectful, threatening, diminishing, minimizing, and/or inappropriate talk, nonverbals, suggestions,

drawings/writing, etc. will not be tolerated. Such actions will result in point deductions and the Dean may be notified if the infraction is major, which may result in more serious repercussions.

Electronics and Technology Policy. Unless otherwise directed, students should not be on cellphones or laptops during class. Concerning laptops and tablets, I have found that most students who say they need to take notes on their laptops are actually surfing the web or doing work for another class. A study published in 2014 in the scholarly journal, *Psychological Science*, found that students learn more when taking notes by hand compared to typing notes during class. Also refer to an article written by Ann Curzan from *The Chronicle* as to why I am asking you to adhere to this policy: <http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/>.

Having said that, *students that have talked with me about using laptops/tablets for notetaking purposes in the class must be ready to show their notes at any point during or after class and provide the professor a copy of your notes, if requested.* If a student has to be told to get off their phone/laptop/other electronic device, or is using any other device inappropriately or in a distracting manner, their grade on the next assignment will be lowered by 10 points. If subsequent behavior takes place, your final grade for the course will be lowered by 5 percent.

In regard to video-record speeches and uploading: It is the student's responsibility to understand how to operate Canvas and other technology that is required for the course. It is your responsibility to upload your assignments to Canvas in the proper format. When you upload audio and media files using the media tool in the Rich Content Editor on Canvas, Canvas converts files up to 500 MB. If a file exceeds the 500 MB limit, you can host the file through an external source, such as YouTube, and embed it using the Rich Content Editor. To learn more about available options for using media files in Canvas, view the [Canvas Media Comparison PDF](#) and instructions on how to [Upload a Media File Assignment on Canvas](#).

Canvas Support. It is your responsibility as a student to understand how to operate Canvas and access/upload assignments. If you need assistance with Canvas, it is your responsibility to seek out help. You can:

- call the Canvas Support hotline at: 844.214.6949
- visit UT-Tyler's Canvas Help page: <https://www.uttyler.edu/canvas/>
- visit UT-Tyler's Canvas Student Resources page: <https://www.uttyler.edu/canvas/canvas-student-help.php>
- Contact UT-Tyler's Office of Digital Learning for Canvas at: 903.566.6200 or canvas@uttyler.edu

College-Worthy Work is Expected. Not only does this mean that you are expected to turn in college-level work, but that it also must be presented appropriately. All assignments must be typed using Times New Roman in 12-point font, double-spaced, one-inch margins (with no extra spaces between paragraphs), and proper APA style. You must cite ALL bibliographic sources used in your papers/outlines (using APA format) within text and in a references page. For help

with APA style and writing, please do not hesitate to visit the Undergraduate Writing Center on campus or online. You may also wish to consult [Purdue OWL's website about APA](#).

Paper/outline headings should include the student name, course name/number, due date, and assignment title. No other information is needed. Papers/outlines will mostly be turned in via Canvas. Word documents are the only type of documents accepted, unless otherwise noted. Papers/outlines/speeches/videos submitted in the wrong format will be given a zero. Always check the assignment instructions and ask the professor if further clarification is needed. Spelling, grammar, and neatness count towards your grade, for all assignments.

Elasticity Clause. The professor reserves the right to modify the existing course calendar and assignments. If changes must be made, the professor will notify students as soon as possible. Students are expected to adapt to and abide by any changes.

General Classroom Infractions

- All electronic devices must be silenced or turned off before class begins.
 - *If I can hear it vibrating, it must be turned off. If I hear a device again in the semester, points will be deducted from your participation grade and the device stays home for good.*
- Cell phone use, ear buds, headphones and other electronic devices are not welcome in the classroom.
- Working on unrelated material, copying, or writing on someone else's notes during class is prohibited.
 - *If you need a pen, paper, etc., then raise your hand and wait for the professor to acknowledge you.*
 - *A lack of preparedness on your part does not give you the right to interrupt the class.*
- Private comments, jokes, nudges, pokes, texts, or written notes between students are a major disruption.
 - *If your attention is not exclusively on the board, your notes, the professor or peer that is presenting/talking, or class-related material, then you will be told to leave.*
 - *Laptops and tablets are not allowed in the classroom (see laptop policy). Also keep tablets, phones, and smartwatches put away!*
- Inattention, sleeping, or the appearance of sleeping (as decided solely by the professor) is prohibited.
- Disruptions such as closing books, zipping bags, or packing up before being dismissed are not welcome.

Consequences: Attendance/Participation grade dropped. Further infractions will result in your permanent dismissal from class and/or lowering your final grade by 5 percent. Also, the professor reserves the right to permanently assign seats to counter disruptive behavior.

Major Course Infractions

- Arguing with, engaging in demeaning acts, or minimizing/rudely questioning the professor's actions during class time, especially when you've been accused of an infraction.
 - *We can discuss your behavior later in my office, but arguing with me during class only worsens your offense and is a severe distraction to the course objectives, your classmates, and overall student code of conduct.*
 - *If you ever find yourself being sent out of class, gather your things and quietly leave. Be aware that, from the moment the infraction started, everything you are saying and doing will be written in a report to the Dean.*
- Disrespectful or uncivil conduct of any form, either online or in the classroom.
 - *While you have the right to your own opinion, inflammatory language, including discriminatory language based on race, appearance, class, ethnicity, culture, gender, dis/ability, sexual orientation, or national origin, is unacceptable.*
- Religious diversity must be represented in a respectful manner.
 - *Be aware that at no time will I allow you to proselytize your own religious view or bash another's religious view.*
- Academic dishonesty is prohibited in any form.

Consequences: You will be dismissed from class and sent to the Dean for disciplinary action. The Dean may determine that a note be permanently placed on your transcript, barring you from any future college plans.

Ethics

In this course it is unethical to (re)use as your own, a speech or speech outline prepared, in whole or part, by someone other than yourself. It is unethical to abstract a speech primarily or completely from a magazine article—or any other source, which includes assignments previously submitted to/in other class—and pass it off as your own, original work. Sources used should be credited in the outline and in the speech according to APA format. The best speeches do not rely heavily upon a single source, but instead represent ideas formulated from several sources. Also, see “Plagiarism” section under University Policies.

Plagiarism

Academic Honesty The core values of The University of Texas at Tyler are integrity, optimism, curiosity, accountability, leadership, initiative, and development. Each member of the university is expected to uphold these values, which includes students.

All students must adhere to the UT- Tyler Honor Code (“Honor and integrity that will not allow me to lie, cheat, or steal, nor accept the actions of those who do”). Furthermore, students must complete their work with academic integrity outlined at:

<http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>.

All students are expected to maintain absolute honesty and integrity in academic work undertaken at The University. Lack of knowledge of the academic honesty policy is not a

reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the professor. Cases of suspected academic dishonesty will be pursued to the fullest extent allowed by University policies and procedures. Adding another student's name to an attendance roster when he or she is not in class is academic dishonesty.

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit; • taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by SafeAssign™, available on Canvas

The “Common Knowledge” Clause. Material does not have to be cited if it is common knowledge—that is, knowledge that most American high school graduates already know (e.g., Humans once painted in caves. Berlin is the capital of Germany.).

The “Textbook” Clause. Material does not have to be cited if both of these points are true:

1. If the information contained in a student’s work is found in a course textbook or other assigned reading
2. And if that information is presented in such a way that the work is not copying or nearly copying the reading material word–for–word.

For example, if a student's textbook lists the Stone Age as beginning in 3,000 BCE, then a student can simply include this date. But, if a student copied full sentences from the textbook, then that would be plagiarism.

The “10% Rule”. As a general rule, a college assignment is considered an original work only if the vast majority of text is original. Generally, no more than 10% of a work can be someone else’s words, regardless of proper quotes or citation.

Intent. When reviewing a possible case of plagiarism, the student’s intent will not be taken into consideration. In other words, an act of plagiarism is plagiarism whether or not the student claims to have intended plagiarism.

Mistakes & Accidents. The possibility that the student mistakenly or accidentally committed plagiarism will not be taken into consideration. I strongly suggest that you discuss your sources with the Writing Center before turning in work.

Appeal to Ignorance. A student’s claim to ignorance with concern to policy will never be treated as a valid justification of plagiarism.

Collaboration. Students are not permitted to collaborate on an essay, discussion post, quiz, test, or any written assignment, unless noted otherwise. Having someone proofread your work is fine and encouraged, but that can only entail matters of style, grammar, and spelling.

Disciplinary Action for Plagiarism. Per departmental policy, the first offense of plagiarism will result in a zero for the assignment. Any additional acts of plagiarism will result in a “F” for the course and possible disciplinary action by the Dean (e.g., expulsion).

Method of Evaluation

Speeches (575 pts.)

1. Mini Research Poster Presentation - 75 pts.
2. TED Talk - 100 pts.
3. Partner Persuasive Proposal Speech - 125 pts.
4. Crisis Speech (Digital) - 75 pts.
5. Commemorative Speech - 125 pts.

6. Video Resume - 75 pts.

Evaluations (100 pts.)

- Self-Evaluations (TED Talk & Commemorative Speech x 25 pts. each = 50 pts. total)
- Peer Evaluations (3 for Poster Presentation + 3 for Crisis Speech @ 5 pts. each = 30 pts. total)
- Partner Persuasive Proposal Speech Evaluations (self and partner) = 20 pts.

Participation & Homework (125 pts.)

- Class Participation - 50 pts.
- Homework (e.g., syllabus acknowledgement, outline drafts) - 75 pts.

Total Points in the Course: 800

Grading Scale

720 – 800 pts. = A: 90%-100%

719 – 640 pts. = B: 80%-89%

639 – 560 pts. = C: 70%-79%

559 – 480 pts. = D: 60%-69%

479 – 0 pts. = F: 0%-59%

ASSIGNMENT DESCRIPTIONS

Speeches

You will prepare and deliver six major speeches: a mini research poster presentation speech (informative), a TED Talk speech (informative), a partner persuasive proposal speech (persuasive), and a commemorative speech. Two of your six speeches must be video-recorded and uploaded as a video speech: a digital crisis speech (informative and persuasive-directive) and a video resume. Requirements and details for each speech are provided on Canvas and will be discussed in class previous to speech days. Each speech has different requirements; thus, it is imperative that you review the instructions previous to and after crafting your speeches to ensure that you have included all the requirements. You are responsible for delivering your speech on your assigned day(s). Students who fail to deliver speeches on their assigned day(s) will not have the opportunity to give them at a later date unless arranged prior to the speech day. **Opportunities to make-up speeches are limited to emergencies involving unforeseeable and potentially life-threatening injuries and, in any case, are wholly subject to the Professor's authorization.**

A note about video recording. The professor may video record student speeches for evaluative purposes. Students are advised to record all of their speeches (with the help of a peer or self-recording equipment, such as a tripod). Students must, however, record their TED Talk and Commemorative Speech. It is the student's responsibility to have a recording device and ensure these two speeches are recorded.

A note about topics. You may choose the same/similar topic for each of the six speeches.

However, the content must be different, original and uncopied, and meet the requirements of each speech.

For example, if you wanted to focus on the Flint, Michigan water crisis for each speech, you could. The exact topic would become more specific for each speech. For the Mini Research Poster Presentation, you might focus on effects of lead consumption on the human body, for the TED Talk you might talk about social justice efforts that are ongoing in response to the Flint water crisis or the history of the City of Flint and how that contributed to the water crisis, for the Partner Persuasive Proposal you might explain why current policies are problematic in Flint and propose new policies (i.e., the action step), and so on and so forth with the other speeches.

You do not have to choose the same/similar topic for each speech; however, it is advised.

A note about sign-up. Sign-ups for speaking days will operate on a first-come, first-served basis on the day they are noted in the course calendar. The sign-up sheet will be posted in class on the day sign-ups are noted for and students can choose their speaking day. Students that are absent or late to class on sign-up days will be randomly placed in the leftover slots. Students are not permitted to trade speaking days or request changes, unless there is an emergency (that can be supported with verifiable documentation that is given to the professor). Students are not permitted to interrupt class to get the sign-up sheet.

Evaluations

Self-Evaluations

Students are required to video record their TED Talk and Commemorative Speech. Students are required to have their own recording device (most cellphones have video-recording capabilities) and to secure a person in the class that will record your speech. The professor cannot record it for you.

Students will watch their video recordings and write a self-evaluation on their performance. Questions are listed in the Self-Evaluation documents (uploaded on Canvas). **You may type directly into the Word documents that are uploaded on Canvas**, but your answers must be in complete sentence format and thoroughly answer the questions (i.e., one sentence is not sufficient). See the guidelines for writing a paper in this class under the Course Policies section of the syllabus. Each of these Self-Evaluations will be submitted to Canvas.

Peer Evaluations

Students will offer their peers feedback on the Mini Research Poster Presentation and Crisis Speech (Digital) speech assignments. You will complete three (3) peer evaluations for each of the noted speeches. Students must print out and bring the peer evaluation forms to class on the day that they are assigned to completed peer evaluations. Peer evaluations may be hand written and must be submitted to the professor for review at the end of the class period in which the peer evaluation was completed. Emailed copies of the evaluations are not accepted. Once the professor reviews the peer evaluations, they will be given to the student that was evaluated; thus,

be constructive, professional, and kind with your feedback. Any inappropriate, offensive, rude commentary will result in zero points and the Dean may be notified if the infraction is major.

Participation & Homework

Participation

Participation in this class is essential. Participation not only accounts for your engagement in class activities (both in class and assignments for outside of class) and general classroom discussions, but also includes your preparation, completion of activities, support/feedback to peers, etc.

On certain days when students come into class, a Table Topic may be displayed, an Impromptu Speech activity may be assigned, or a speech criticism activity may take place. These three activities will make up a significant portion of your Participation grade.

- **Table Topics:** various topics may be displayed in which students are to create a speech response to the topic/prompt. The professor will *randomly* choose a few students to present their response to the Table Topic, which are typically **45 sec. – 1.5 minutes** in length. This assignment may be completed several times a semester by a student. You may use your phone, laptop, or tablet for these activities—for research purposes only! After the activity is concluded, you are expected to put your electronic devices away for the remainder of class.
- **Impromptu Speeches:** Students will be asked to prepare a brief impromptu speech. The speech should include an introduction, a few main points, and a conclusion. The professor will *randomly* choose a few students to present their speech, which are typically **45 sec. – 1.5 minutes** in length. This assignment may be completed several times a semester by a student. You may use your phone, laptop, or tablet for these activities—for research purposes only! After the activity is concluded, you are expected to put your electronic devices away for the remainder of class.
- **Speech Criticisms and Evaluations:** for certain class meetings, we may evaluate a speech. Each student will be expected to watch/listen/read the speech, critique it based on relevant course concepts and support their criticism(s)/evaluation(s). The professor will *randomly* choose a few students to present their criticisms/evaluations, which are typically **45 sec. – 1.5 minutes** in length. This assignment may be completed several times a semester by a student.

Homework

You will be assigned homework throughout the semester, such as completing outline drafts for your speeches and completing a syllabus quiz at the beginning of the semester. Other homework will be assigned in class and the due date will be presented in class.

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Academic Honesty Policy

Students will adhere to the highest standards of academic honesty. Anyone caught cheating will earn a “0” for that assignment and will be subject to academic and disciplinary action. Plagiarism (the use of written and oral words or ideas of another person, including another student, without the expressed acknowledgment of the speaker’s or writer’s indebtedness to that person) will not be tolerated. This includes the use of papers or other materials previously submitted to instructors in other classes, as well as video and audio recordings. Students caught plagiarizing will fail this class and be subject to academic and disciplinary action. **(See next section for University Policy)**

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- “Cheating” includes, but is not limited to:
 1. copying from another student’s test paper;
 2. using, during a test, materials not authorized by the person giving the test;
 3. failure to comply with instructions given by the person administering the test;
 4. possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The

presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;

5. using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 6. collaborating with or seeking aid from another student during a test or other assignment without authority;
 7. discussing the contents of an examination with another student who will take the examination;
 8. divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 9. substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 10. paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 11. falsifying research data, laboratory reports, and/or other academic work offered for credit;
 12. taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 13. misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
 - “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
 - All written work that is submitted will be subject to review by plagiarism software.

The UT-Tyler Writing Center

The Writing Center provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper.

Appointments: 903.565-5995, writingcenter@uttyler.edu

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit

<https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, #3150 or call 903.566.7079.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the **Census Date is Sept. 9, 2019**.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The **Census Date (Sept. 9, 2019)** is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule,

a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second-class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

Course Calendar Fall 2019

Date	Day of the Week	Course Schedule	<p style="text-align: center;">*Assignments Due*</p> <p style="text-align: center;"><i>All assignments are due by the start of class on the day they are noted for</i></p>
8/26	M	Introduction to Course – Welcome Impromptu – Who Are You? (index card speech) First Day Form	Syllabus acknowledgement quiz <u>due</u> by 8/30 (on Canvas, under “Quiz”)
8/28	W	<p style="color: #A52A2A;">Guest Speaker for Canvas Tips—Jennifer Daniel, M.S., Educational Technology Support Specialist at UT Tyler</p> Why Advanced Public Speaking?	Read <u>Textbook</u> Introduction: Why Advanced Public Speaking? Read <u>How to Make Your Speech Sparkle</u> (Public Speaker’s Treasure Chest) Read <u>Dishman-These Are the Biggest Skills That New Graduates Lack</u>
8/30	F	Impromptu Grab Bag Discuss Mini Research Poster Presentation <u>Sign up</u> for speech days	Read <u>Livingston “Impromptu Speeches”</u> Review <u>Mini Research Poster Presentation Instructions</u> Watch “How to Present an Academic Research Poster” <div style="background-color: yellow; padding: 2px;"> Syllabus acknowledgement quiz <u>due</u> (on Canvas, under “Quiz”) </div>
9/2	M	<i>Labor Day—no class</i>	
9/4	W	Lectures, Presentations, and Posters Speaking with Visuals/Aids – A Review Poster Examples	Read <u>Textbook</u> Chapter 8 Read <u>Kasperek “Visual Aids”</u> Watch “Giving an Effective Poster Presentation”
9/6	F	Technical Briefings	Read <u>Textbook</u> Chapter 7
9/9	M	Connection, <i>Audience</i> , & Delivery – A Review	Read <u>Maxwell “Connecting Goes Beyond Words”</u> Read <u>Livingston “Immediacy Behaviors</u>

This Syllabus is subject to change

			and Delivery Techniques” Read Textbook’s Appendix on Arrangement, Audience, & Delivery
9/11	W	Advanced Listening <u>Review</u> Peer Evaluation assignment	<u>Read Textbook</u> Chapter 13 <u>Review Textbook’s</u> Appendix on Audience
9/13	F	Workshop & In-Class Workday Reflect on Audience Analysis <i>You must be present for the entirety of class, bring your draft, and be working on your speech. This time is not only for you to work on your speech, but time to also ask the professor questions about the assignment and receive feedback from your peers.</i>	Draft of Mini Research Poster due, in class. (Feel free to use the “Poster Layout Template” on Canvas). Bring your draft to class (and any other needed materials for the workshop and in-class work day).
9/16	M	Mini Research Poster Presentations <i>*Peer Evaluations – bring three (3) printed evaluation forms to class on your assigned day</i>	Mini Research Poster Presentations
9/18	W	Mini Research Poster Presentations <i>*Peer Evaluations – bring three (3) printed evaluation forms to class on your assigned day</i> Debrief after all students have presented (time permitting).	Mini Research Poster Presentations
9/20	F	Discuss TED Talk speech & Outline Worksheet <u>Criticisms & Evaluation</u> of examples <u>Sign up</u> for speech days	<u>Read</u> Gallo “TED Talks That Go Viral Have One Thing in Common” <u>Read</u> “The TED Commandments” <u>Review</u> TED Talk Instructions and Examples (linked)
9/23	M	<u>Guest Speaker (virtual) on Public Speaking in TED Forums—Barbara King, Ph.D.</u> Storytelling (<u>Review Dr. Barbara King’s TED Talk</u> and her incorporation of stories)	<u>Read Textbook</u> Chapter 10 <u>Watch Dr. Barbara King’s TED Talk</u> Each student must bring at least two questions that you could ask Dr. Barbara King. You will turn your questions in for Participation points.

9/25	W	Speaking to Inform Outlines	Read Lucas “Speaking to Inform” Read “Effective Outlines-Building the Skeleton of the Speech” Outline Worksheet for TED Talk <u>due</u> – bring a completed hardcopy to class to workshop and turn in.
9/27	F	In Class Workday for TED Talk speeches Reflect on Audience Analysis <i>You must be present for the entirety of class and be working on your speech. This time is not only for you to work on your speech, but time to also ask the professor questions about the assignment and receive feedback from your peers.</i>	Review TED Talk Instructions and TED Talk examples for the work day *Bring your speech materials to class (e.g., laptops, books)
9/30	M	TED Talk speeches <i>Must be recorded in class.</i>	TED Talks
10/2	W	TED Talk speeches <i>Must be recorded in class.</i>	TED Talks
10/4	F	TED Talk speeches <i>Must be recorded in class.</i> Debrief after all students have presented (time permitting).	TED Talks
10/7	M	Rhetorical Styles Speech Criticism & Evaluation: Ida B. Wells “Lynch Law in America” Ida B. Wells 6-minute Biography Discuss Partner Persuasive Proposal requirements, choose your partner, & <u>sign up</u> for speech days	Read <u>Textbook</u> Chapter 12 Read <u>Textbook’s</u> Appendix on Style (pp. 204-205) Review for Partner Persuasive Proposal Instructions Self-Evaluations for TED Talks <u>due</u> (on Canvas)
10/9	W	Proposals & Monroe’s Motivated Sequence Speech Criticism & Evaluation: Emma Gonzalez’s speech at March for Our Lives	Read <u>Textbook</u> Chapter 3 Read “Monroe’s MS Reading” Read Grice et al.’s “Monroe’s Motivated Sequence”
10/11	F	Outlining Workshop	Review “Effective Outlines-Building the Skeleton of the Speech”

			<p>*Bring your speech materials to class (e.g., laptops, books). *Print a hardcopy of the Outline Worksheet or bring your laptop for electronic access.</p>
10/14	M	Speaking in Small Groups	<p>Read Lucas's "Speaking in Small Groups"</p> <p>Partner Persuasive Proposal Outline draft due (on Canvas)</p>
10/16	W	Civic Persuasive Appeals Speech Criticism & Evaluation: MLK Jr.'s "I Have A Dream..."	<p>Read Textbook Chapter 4 Read Textbook's Appendix on Persuasion/Argumentation Follow Along with MLK Jr.'s Transcript</p>
10/18	F	In Class Work Day for Partner Persuasive Proposal. Reflect on Audience Analysis <i>You must be present for the entirety of class and be working on your speech. This time is not only for you to work on your speech, but time to also ask the professor questions about the assignment and receive feedback from your peers.</i>	<p>Review Partner Persuasive Proposal Instructions</p> <p>*Bring your speech materials to class (e.g., laptops, books)</p>
10/21	M	Partner Persuasive Proposal speeches	<p>Partner Persuasive Proposal Evaluation of Self and Partner due on the day you speak.</p>
10/23	W	Partner Persuasive Proposal speeches	<p>Partner Persuasive Proposal Evaluation of Self and Partner due on the day you speak.</p>
10/25	F	Partner Persuasive Proposal speeches Debrief after all students have presented (time permitting).	<p>Partner Persuasive Proposal Evaluation of Self and Partner due on the day you speak.</p>
10/28	M	Speaking during Crises Defining Crises, Risks, and Disasters Examples	<p>Read Textbook Chapter 6 Read Sellnow & Seeger, "Theorizing Crisis Communication," Chapter 1 (pgs. 1 – 23)</p>

		Discuss Crisis Speech (Digital) requirements <u>Sign up</u> for speech days	<u>Review</u> Crisis Speech (Digital) Instructions
10/30	W	On Camera Speaking Peer Review/Workshop of your Crisis Summary	<u>Read Textbook</u> Chapter 11 Post Summary of Crisis, Risk, or Disaster Event <u>due</u> (on Canvas discussion board)
11/1	F	<u>Speech Criticisms and Evaluations</u> of “Real” Crisis and Risk Communication Speeches Reflect on Audience Analysis	
11/4	M	Watch and Evaluate Crisis Speeches (Digital) <i>*Peer Evaluations – bring three (3) printed evaluation forms to class on your assigned day</i>	Crisis Speech (Digital) <i>*Last day to withdraw from one or more classes at UT Tyler*</i>
11/6	W	Watch and Evaluate Crisis Speeches (Digital) <i>*Peer Evaluations – bring three (3) printed evaluation forms to class on your assigned day</i> Debrief after all students have presented (time permitting).	Crisis Speech (Digital)
11/8	F	Commemorative Speech (lecture) Discuss Commemorative Speech requirements and Manuscript Worksheet <u>Sign up</u> for speech days	<u>Read</u> Lucas’s “Speaking on Special Occasions – Commemorative Speeches” <u>Review</u> Commemorative Speech Instructions
11/11	M	Speaking from a Manuscript Stylistic Devices	<u>Read Textbook</u> Chapter 9 <u>Read</u> “List of some stylistic devices” <u>Read</u> Sprain’s article “Purpose of Protest”

		Tongue Twisters	Speech” Review Textbook’s Appendix on Style Manuscript Worksheet due (on Canvas)
11/13	W	Eulogies George H.W. Bush’s Eulogy Toasts Table Topics – Toasts & Bubbly	Read Textbook Chapter 5 Watch “How to Give a Toast”
11/15	F	<i>No Class— Presenting at the National Communication Association Conference</i> At-Home Workday for Commemorative Speeches Reflect on Audience Analysis during this time.	At-Home Workday for Commemorative Speeches Reflect on Audience Analysis during this time.
11/18	M	Commemorative Speeches <i>Must be recorded</i>	Commemorative Speeches
11/20	W	Commemorative Speeches <i>Must be recorded</i>	Commemorative Speeches
11/22	F	Commemorative Speeches <i>Must be recorded</i>	Commemorative Speeches
11/25	M	<i>Thanksgiving Break—no class</i>	Think about using this time to review the Video Resume assignment and start planning it out...!
11/27	W	<i>Thanksgiving Break—no class</i>	
11/29	F	<i>Thanksgiving Break—no class</i>	
12/2	M	Commemorative Speeches <i>Must be recorded</i> Debrief after all students have presented (time permitting).	Commemorative Speeches
12/4	W	Discuss Video Resume requirements Video Resumes (lecture/activity)	Read “Video Resumes - What are they?” Read “Video Resume – Structure” Review Video Resume Instructions Self-Evaluations for Commemorative

			Speeches <u>due</u> (on Canvas)
12/6	F	Review & Reflect on First Day Forms Course Debrief Video Resume Audience Analysis	
12/9	M	<i>Study Day—No class</i>	<i>No Class</i>
12/13	F	<i>No physical class meeting</i>	Video Resume <u>due</u> (on Canvas by 12:15pm)

The Course Calendar is subject to change