Fayetteville State University  
College of Arts and Science  
Department of Communication, Languages, and Cultures  
SPEE 200: Intro to Speech  
Fall 2015

I. Locator Information:
Instructor: Todd S. Frobish, PhD, Department Chair and Professor  
Office Location: Telecomm #207  
Email address: tfrobish@uncfsu.edu  
Office Location: Telecomm #207  
Email address: tfrobish@uncfsu.edu  
Office: M-F 9-5*  
Office Phone: 910-672-1206

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. Course Description:
An introduction to the development of effective oral communication through instruction in theory and practice of the principles and skills required in common types of speaking situations. Basic skills in audience analysis, research, organization, outlining, utilizing evidence, reasoning, listening, and verbal/nonverbal expression are developed. Various methods of delivery are examined and practiced.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link:  http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher  
Licensed Professional Counselor  
Spaulding Building, Room 165  
(910) 672-387  
psmith@uncfsu.edu

Ms. Linda Melvin  
Director, Student Health Services  
Spaulding Building, Room 121  
(910) 672-1454  
lmelvin10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Title IX Coordinator  
Barber Building, Room 242  
(910) 672-1141
Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

V. Textbook:

VI. Student Learning Outcomes –

Upon completion of this course, students will be able to:

1. Gained a more encompassing appreciation for communication as an academic study.
2. Gained the skills, experience, and self-confidence for speaking in public settings, including a basic technological competence for multimedia presentations.
3. Learned and be able to apply the concepts learned to real-world situations
4. Learned the influence they wield in society through their communication behaviors and the factors that influence them in return.

VII. Course Requirements and Evaluation Criteria

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 -100</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
<tr>
<td>FN</td>
<td>Failure for NonAttendance</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
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</tbody>
</table>

Grade Distribution:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Speech</td>
<td>25</td>
</tr>
<tr>
<td>Topic</td>
<td>25</td>
</tr>
<tr>
<td>Speech Intro</td>
<td>50</td>
</tr>
<tr>
<td>Speech Conclusion</td>
<td>50</td>
</tr>
<tr>
<td>Outline/Works Cited</td>
<td>50</td>
</tr>
<tr>
<td>Persuasive Speech</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
</tr>
</tbody>
</table>

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

Student Responsibilities: To earn a passing grade in this course, a student must minimally attend 80% of all class meetings, deliver both major speeches and take both exams. A student who wishes to achieve better than a passing grade should strive to actively participate in class discussions and activities, and show effort, thoughtfulness, and creativity in course assignments. Plagiarism, or using someone else’s intellectual work as one’s own, WILL NOT be tolerated. Plagiarizing will result in the failure for that assignment and may lead to one’s failure of the course!

Absences and Make-up Policy:

- This course is considered a lab. Your attendance is mandatory. By not attending class, you are not only hurting yourself, but putting your peers at a disadvantage since class discussion will suffer and activities will not be as interactive.
- Three absences will be allowed without consequences. For each absence after three, your grade will be reduced by two cumulative percentage points. At six absences, you have exceeded the university’s allowed absences and will receive an FN.

NOTE: Cutting classes for reasons other than illness or emergency limits your allowed absences for real problems. In other words, don’t cut classes.
• Attendance is mandatory on those days when you have signed up to present a speech. Failure to show up on your speech day will result in a reduced grade for that assignment by one full letter grade. Failure to make-up that speech within two days will result in a grade of zero for that speech. Failure to show up for a test or quiz will require you to make up that test or quiz during my office hours within two school days of the absence. Failure to make up that test or quiz within two school days will result in a grade of zero for that speech. Make-ups for speeches and exams are always at the discretion of the instructor when the absence is unexcused.

Tardiness:
Tardiness is annoying and frustrating for both your peers and the instructor. If a student is presenting when you get to class, wait until you hear clapping before you open the door, or else you may hinder the student’s performance and grade. If you must leave for some reason (bathroom, water, etc.), please do so in a suitable manner. Keep exits to a minimum.

VIII. Course Outline and Assignment Schedule

The course schedule provides students with a detailed listing of assignments and expectations for each week of class during the semester (although the schedule may be adjusted at the instructor’s discretion). On weeks where readings are listed, the student is expected to have read the material PRIOR to attendance on the week in question and is also expected to be able to actively discuss the material. On weeks where an assignment is listed, the assignment is due on the first class day of that week.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Skills Assessment, Reading: Chapter 1 &amp; 2, and Introduction Speeches</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Readings: Chapters 4 (3 is optional)</td>
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<tr>
<td>Week 3</td>
<td>Readings: Chapters 6 and 7</td>
</tr>
<tr>
<td>Week 4</td>
<td>Readings: Chapters 8, 9, 10, 11</td>
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<tr>
<td>Week 5</td>
<td>Library Week and Topic Review</td>
</tr>
<tr>
<td>Week 6</td>
<td>Readings: Chapters 12, 13; Topics Due</td>
</tr>
<tr>
<td>Week 7</td>
<td>Readings: Chapters 14, 27</td>
</tr>
<tr>
<td>Week 8</td>
<td>Readings: Chapters 15, 16, 25;</td>
</tr>
<tr>
<td>Week 9</td>
<td>Introduction Assignment Due</td>
</tr>
<tr>
<td>Week 10</td>
<td>Conclusion Assignment Due</td>
</tr>
<tr>
<td>Week 11</td>
<td>Readings: Chapters 18-23</td>
</tr>
<tr>
<td>Week 12</td>
<td>Continue Readings: Chapters 18-23</td>
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<tr>
<td>Week 13</td>
<td>Outline Due and Practice Week</td>
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<tr>
<td>Week 14</td>
<td>Speeches</td>
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<tr>
<td>Week 15</td>
<td>Speeches</td>
</tr>
<tr>
<td>Week 16</td>
<td>Speeches, Final Skills Assessment</td>
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<tr>
<td>Final Exam</td>
<td>TBA</td>
</tr>
</tbody>
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IX. Teaching Strategies

The Intro to Speech course is designed to offer the beginning student the basic skills and knowledge about public speaking in order to succeed in school, career, and life. This class embraces multiple approaches to reach that goal, including interpersonal interaction, group activities, student-to-class presentations, discussion, lecture, and examination. Students will have the chance to learn through both theory and practice the importance of public speaking in society and qualities needed to succeed in that endeavor.

X. Bibliography


Rules of Etiquette for Intro to Speech

My personal philosophy as a teacher is that the classroom is not just a place to gain information, but also character. I expect a collegial atmosphere. I will treat you as adults and expect you to act as such. I will not tolerate distractions in the classroom. I reserve the right to excuse any student that I feel is disrupting the class and will, ultimately, drop a student who I feel continually disrupts the class and/or is not showing respect for myself and other students. Among these general concerns, here are some specific items that I expect to be honored:

- turn off all cell-phones, or other electronic devices that may interrupt class.
- limit exits only to necessary bathroom visits
- be polite to others when interjecting your opinions
- use the door when entering the classroom, and shut it quietly
- stay awake and attentive
- come to class prepared (having read the material, completed assignments, etc.)
- talk only on those topics that are relevant to the class and only those that will not be offensive those in the classroom
- do not smoke or otherwise pretend to smoke anything as part of the speech
- do not break or pretend to break any laws as part of your speech
- no nudity or inappropriate show of body functions as part of the speech
- no guns, fireworks, or anything that could potentially create a shock effect on an audience
- no animals, live or otherwise
- enter quietly and appropriately when coming to class late; **if a student is speaking, wait outside until he or she is finished**
- act professionally when speaking in front of the class, meaning:
  - remove all hats and sunglasses when giving speeches
  - take off all jackets
  - do not wear distracting shirts, those with inappropriate logos, colors, or comments
  - do not wear noisy footwear
  - do not chew gum
  - avoid slang, unless employed strategically
  - do not laugh at students, yawn, make faces, or do anything else that may make other students uncomfortable while they are speaking
  - speech topics and visual aids should be ethical, legal, non-harassing, and appropriate
  - do not waste the teacher’s and the other students’ time by “winging” a speech just to get a grade
- do not complain about assignments, exercises, or grades, especially during class – make an appropriate attempt to speak with the teacher after class or during office hours
- do not miss class and assume an oral excuse will suffice.
- do not miss class and wait a week or longer before speaking to the teacher
- do communicate with your teacher if you know beforehand that you will miss a class
- do not assume that assignments will be graded immediately, especially if you hand them in late yourself
- do keep your own record of absences and grades
- do not wait until the day before or the day of your speech to tell the teacher you need equipment (tv/vcr/computer/cd/radio)
- do have a backup plan whenever you plan on using visual/audio aids
- do take everything in class seriously.

**When writing emails to your professor, please be sure to conform to proper business email format. This means including a salutation, short and succinct message, proper spelling and grammar, proper punctuation and capitalization, and your full name. It always helps to add your name and class information to the subject line.**
FSU Policy on Disruptive Behavior in the Classroom

The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.