

**Course Syllabus**  
**Fayetteville State University**  
**College of Arts and Sciences**  
**Department of Performing Arts**

I. LOCATOR INFORMATION

Semester: Fall 2009

Course: SPEE200 Intro to Speech, 3 credits

Instructor: R. Babatunde Oyinade, Ph.D.

Office Location: BU-268      **Phone: 672-1402**

Office Hours: MW: 12-1:00p; 2:00-5:00p

**Others by appointment only**      Email:boyinade@uncfsu.edu

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto: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 and reasoning, listening, and

**By the end of the course, the instructor would have**

- Taught the basic theoretical principles of communication as a process.
- Demonstrated the fundamental basis of oral communication as necessary and influential component of all aspects of human endeavor, including intrapersonal, interpersonal, group, organizational, mediated, and inter-cultural activities.
- Taught the usefulness of speech communication as an academic study.

**At the end of the course, students would have**

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

**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 (1<sup>st</sup> Floor); 910-672-1203.

**IV. TEXTBOOK:**

**O'Hair, Dan, Stewart, Rob, and Rubenstein Hannah. (2007). *Speaker's Guidebook: Text and Reference*. 4th ed. NY: Bedford/St. Martin's**

**V. Student Learning Outcomes:**

Upon completion of this course, it is anticipated that the student will be able:

1. To develop an understanding and awareness of the total process of communication.
2. To build critical thinking skills that will help students analyze the larger role of global communication
3. To better understand International communication in the information age.

**VI. EVALUATION CRITERIA**

**Rubric: What you will be graded on in this course**

Criteria for passing the course		Possible Points	Points Earned
Introduction Speech	1	100	
Informative Speech	1	200	
Persuasive Speech	1	200	
Impromptu Speech	1	100	
Midterm Exam	1	100	
Final Exam	1	200	
Class Participation		100	
<b>Total</b>	<b>6</b>	<b>1000</b>	

**Rubric: Distribution of grades**

Criteria	Excellent	Good	Average	Needs Work	Poor
920-1000	<b>A</b>				
830-910		<b>B</b>			
730-820			<b>C</b>		
640-720				<b>D</b>	
0-630					<b>F</b>

**VII. COURSE OUTLINE**

<b>Week One</b>	Introduction to the class and syllabus ( <b>Peer Interview</b> )
<b>Week Two</b>	Introductory Speeches
<b>Week Three</b>	Giving it a Try: Preparing Your First Speech
<b>Week Four</b>	Listening and Audience Analysis (chapter 6)
<b>Week Five</b>	Selecting a Topic and Purpose (chapter 7)
<b>Week Six</b>	Organizing the Speech (chapter 11)
<b>Week Seven</b>	The Informative Speech (chapter 23) Mid-term Examination
<b>Week Eight</b>	Organizing the Speech and Outlining (chapters 11, 12, &13) Informative Speeches
<b>Week Nine</b>	Informative Speeches
<b>Week Ten</b>	Developing Introduction/Conclusion (chapters 14 & 15)
<b>Week Eleven</b>	Using Language to Style the Speech (chapter 16)
<b>Week Twelve</b>	The Persuasive Speech/Developing Arguments for Persuasive Speeches (Chapters24, 25, &26)

<b>Week Thirteen</b>	Developing Arguments for the Persuasive Speech (chapter 25) Persuasive Speeches
<b>Week Fourteen</b>	Special Occasion Speeches (chapter 27) Persuasive Speeches
<b>Week Fifteen</b>	Impromptu Speeches
<b>Final Exam</b>	(Final Examination)

- VIII. Academic Support resources—  
 Chestnut Library  
 FSU Computer Lab  
 FSU Writing Center  
 Telecommunication Center Radio and (CCTV)

## IX. COURSE REQUIREMENTS

**Student Responsibilities:** To earn a passing grade in this course, a student must minimally attend 90% of all class meetings, submit assignments and complete all requirements. 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:**

- 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 with explanation will be allowed. For each absence after three, your grade will be reduced by two cumulative percentage points. NOTE: Cutting classes for reasons other than illness or emergency limits your allowed absences for real problems. In other words, don't cut.
  - Failure to submit your assignment on the due date will result in a reduced grade for that assignment by one full letter grade. Failure to submit missed assignment will result in a grade of zero for that assignment. Make-ups assignments and exams are always at the discretion of the instructor when the absence is unexcused.
- \* If you are absent, it is your responsibility to find out what you missed. Journalists must meet deadlines, so being absent does not change an assignment deadline for you, and neither one-point homework assignments nor quizzes can be made up. **Furthermore, late articles will not be eligible for peer or instructor critique.**

## **Tardiness:**

Tardiness is annoying and frustrating for both your peers and the instructor. It is treated as an absence unless satisfactory explanation is made at the break or at the end of the period, not at a later date or not at all. Absences are excused for illness, requirement to work for bereavement (death of an immediate family member, i.e., parent, spouse, child, grandparent. A physician's excuse must be presented in the case of illness; an employer excuse must be presented for requirement to work; an obituary must be presented for bereavement. If you must leave for some reason (bathroom, water), please do so in a suitable manner. There is no need to ask permission, but keep exits to a minimum

## **X. TEACHING STRATEGIES:**

Introduction to speech course is designed to offer beginning student the basic skills and knowledge about public speaking in order to succeed in school, career, globally and in life. This class embraces multiple approaches to reach that goal, including interpersonal interaction, group activities, discussion, individual research, and lecture. 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.

## **XI. BIBLIOGRAPHY:**

### **Printed Materials:**

Aristotle. (1991). *On Rhetoric: A Theory of Civic Discourse*. (G. Kennedy, Trans.) NY: Oxford University Press

Cicero. (1959). *De Oratore*. (E. Sutton & H. Rackman, Trans.) Cambridge, MA: Harvard University Press

Ferguson, Sherry D. (2008) *Public Speaking: Building Competency in Stages*. NY: Oxford University Press.

Frobish T. (2003) *Unpublished Manuscript. Crises in American Oratory: A History of Rhetorical Inadequacy*.

Frobish, T. (2000). Jamison Meets Lucas: Pedagogical Models in The Art of Public Speaking. *Communication Education*. 49, 239-252

Little John, S. (1996) *Theories of Human Communication*. 5<sup>th</sup> Ed. Belmont, CA: Wadsworth.

Lucas, Stephen E. (2007). *The Art of Public Speaking*. 9<sup>th</sup> Ed. NY: McGraw-Hill

Watt, M. Willis, C.B. Crawford, Mahnoud E. Hashem, Eric L. Krug, and J. David Turner (2005). *Speech Communication: Theories and Practices*. 3<sup>rd</sup> Ed. NY: McGraw-Hill

## Speech Presentation Rubric

<b>Evaluating Student Presentations</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Total</b>
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	10
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	10
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	10
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	10
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	10
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	10
				<b>Total Points:</b>	<b>60</b>

## Speech Outline Rubric

Your Name: \_\_\_\_\_ Your Topic : \_\_\_\_\_

### Speech Outline Rubric

Speech Outline Rubric	Possible Points	Self-Assessment	Teacher Assessment
My topic and specific purposes are clearly stated	10		
My thesis statement is written as a declarative statement	10		
My introduction contains material to create attention, establish my credibility, and focus and preview my message	10		
My main points represent the most important ideas on my topic.	10		
My main points are related in kind and importance.	10		
My main points are declarative sentences	10		
My sub-points are divisions of the main points they follow.	10		
My conclusion contains a summary statement that repeats my message and concluding remarks that reflect on its meaning and significance.	10		
I have provided transitions where they are needed to make my speech flow smoothly	10		
Each main point is supported by facts, statistics, testimony, examples, or narratives	5		
Bibliographic information for others was complete.	5		
<b>Total Possible Points</b>	<b>100</b>		

**Rate each category according to the following scale: 9-10 = excellent, 7-8 = very good, 5-6 = good, 3-4 = satisfactory, 1-2 = poor and 0 = unsatisfactory.**

## **Persuasive Speech Assignment Sheet**

**Course:** Speech 200 –06/07 Introduction to Speech  
**Instructor:** R. Babatunde Oyinade  
**Sessions:** MWF Classes

### **Assignment:**

This assignment requires you to focus on a single issue/assertion and convince your listeners of your position. The issue must be significant, controversial and debatable. Your topic should be something you believe in and have a strong conviction towards. Your speech is to have sound reasoning and follow a logical pattern. Attention is to be given to developing the speech design. Speech designs include categorical, comparison/contrast, sequential, problem-solution, motivated sequence and refutative. The speech is to be 6 to 8 minutes in length, exceeding the time limit will result in a reduction of your composition score by one full grade.

### **Requirements**

1. You are required to do research on this project. Four published scholarly, credible sources must be quoted in your speech and cited in your formal outline. You are encouraged to consult more than four.
2. Outlines are due two class dates before your assigned speech date. A formal outline will be the only outline accepted for this review. Typed outlines are required. Note: Outlines submitted after the due date will receive a full-grade reduction. The outline must include a thesis, preview, introduction, main points, summary/conclusion and transitional statements. You will be scored on internal summaries. A final formal outline, with a work cited page, is due on the day of your speech. It must be typed in 12-point size. The work cited references must be in MLA style. It is your responsibility to provide the instructor with your outline prior to giving your speech.
3. Assigned speech dates are noted on the class syllabus. Special Note: The number you randomly drew on the first day of class corresponds with your assigned speech date. Your speech is due on the date noted on the syllabus.
4. A minimum of four types of supporting materials are required, they may include facts, statistics, testimonies or examples. Visual aids are encouraged.
5. Type of Delivery – Extemporaneous -- Do not read your speech. A podium will not be used.