The North Central Texas College (NCTC) Course Syllabus provides the following as required by the Texas Higher Education Coordinating Board (THECB): (1) a brief description of the course including each major course requirement, assignment and examination; (2) the learning objectives for the course; (3) a general description of the subject matter of each lecture or discussion; and (4) any required or recommended readings. Contact information for the instructor is also provided. The Course Syllabus also provides institutional information to indicate how this course supports NCTC’s purpose and mission. Information specific to a particular section of the course will be included in the Class Syllabus and distributed to enrolled students.

Course Title: Public Speaking
Course Prefix & Number: SPCH1315
Section Number: 414
Term Code: FA2017
Semester Credit Hours: 3
Lecture Hours: 48
Lab Hours: 0

Course Description (NCTC Catalog):
This course focuses on the process of oral communication and its relation to communication. Emphasis is placed on extemporaneous speaking in and both individual and group formats.

Course Prerequisite(s):

Course Type:
- ☑ - Academic General Education Course (from Academic Course Guide Manual but not in NCTC Core)
- ☑ - Academic NCTC Core Curriculum Course
- ☐ - WECM Course

Name of Instructor: Charles Cannon
Campus/Office Location: Corinth Campus
Telephone Number: N/A
E-mail Address: ccannon@nctc.edu

Name of Chair/Coordinator: Rochelle Gregory
Office Location: Gainesville
Telephone Number: 940-498-6297
E-mail Address: rgregory@nctc.edu

REQUIRED OR RECOMMENDED COURSE MATERIALS
A Speaker’s Guidebook, Hair, Stewart, and Rubenstein, ITP, 6th ed.
### COURSE REQUIREMENTS, EVALUATION METHODS AND GRADING CRITERIA

<table>
<thead>
<tr>
<th># of Graded Course Elements</th>
<th>Graded Course Elements</th>
<th>Percentage or Points Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class Participation</td>
<td>100 points</td>
</tr>
<tr>
<td>2</td>
<td>Tests (Mid-term and Final Exam)</td>
<td>200 points</td>
</tr>
<tr>
<td>1</td>
<td>Impromptu Speech</td>
<td>100 points</td>
</tr>
<tr>
<td>3</td>
<td>Small Group, Informative, and Persuasive Speeches</td>
<td>600 points</td>
</tr>
</tbody>
</table>

### INSTITUTIONAL LEARNING GOALS

- ☒ A quality general education curriculum in all associate degree programs.
- ☐ Quality freshman and sophomore level courses in arts and sciences which parallel the lower division offerings of four-year colleges and universities.
- ☐ Quality technical programs leading directly to careers in semi-skilled and skilled occupations, and quality technical education programs up to two years in length leading to certificates and associate degrees.
- ☐ Quality programs and services in support of adult literacy and basic skills development as a mean of workforce enhancement and expanding access to higher education.

### PROGRAM PURPOSE STATEMENT: CORE CURRICULUM

NCTC seeks to implement its goal of offering quality general education curriculum in all associate degrees by offering a core of general education courses designed to help students achieve academic, career and lifelong goals. Acquiring knowledge, thinking critically, and utilizing the methodologies of various disciplines exposed students to experiences that serve to advance their personal growth. The chief focus of the General Education Core Curriculum at NCTC is to emphasize Exemplary Educational Objectives and Basic Intellectual Competencies.

### DEPARTMENTAL PURPOSE STATEMENT

The Department of English, Speech, and Foreign Language provides quality instruction to students pursuing their academic and career goals.

### STATEMENT OF SKILLS AND KNOWLEDGE EXPECTED OF NCTC GRADUATES

NCTC seeks to implement its goal of offering a core of general education courses designed to help students achieve academic, career and lifelong goals. The chief focus of the General Education Core Courses at NCTC is to emphasize basic intellectual competencies and broad intellectual perspectives.
CORE CURRICULUM COMPONENT AREA: COMMUNICATION

The overall objective of the Communication component area is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

COMMUNICATION: EXEMPLARY EDUCATIONAL OBJECTIVES (EEOs)

☒ (C1) To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing and presentation.

☒ (C2) To understand the importance of specifying audience and purpose and to select appropriate communication choices.

☐ (C3) To understand and appropriately apply modes of expression, i.e. descriptive, expositive, narrative, scientific, and self-expressive, in written, visual and oral communication.

☐ (C4) To participate effectively in groups with emphasis on listening, critical and reflective thinking and responding.

☒ (C5) To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.

☒ (C6) To develop the ability to research and write a documented paper and/or to give an oral presentation.

STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>EEO</th>
<th>Student Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>LO 1. Demonstrate the ability to present information and opinion in formal fashion to an audience.</td>
</tr>
</tbody>
</table>
| C2  | LO 1. Demonstrate the ability to present information and opinion in formal fashion to an audience.  
|     | LO 3. Defend and support controversial ideas. |
| C5  | LO 4. Demonstrate the ability to make effective contributions to a small group discussion. |
| C6  | LO 6. Integrate credible source material in support of a speech topic. |
GENERAL DESCRIPTION OF SUBJECT MATTER FOR EACH LECTURE/DISCUSSION

<table>
<thead>
<tr>
<th>Topic</th>
<th>General Description of Subject Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Introduction</td>
<td>Examples of speeches expected of students and students choose topics for speeches.</td>
</tr>
<tr>
<td>Basics of Communications</td>
<td>Impact and process of public communication, techniques to confront and reduce speaking anxiety, and the relationship between speaking and listening.</td>
</tr>
<tr>
<td>Basics of Communications</td>
<td>Analyzing your audience, selecting and researching topics, presenting a variety of supporting ideas, and language style.</td>
</tr>
<tr>
<td>Organizing and Delivering a Speech</td>
<td>Introduction, body, and conclusion, preparing an outline, storyboard, and speaking notes, and delivering a speech, and preparing effective visual aids.</td>
</tr>
<tr>
<td>Informative Speaking</td>
<td>Types of informative speeches and tools and steps to relay information accurately.</td>
</tr>
<tr>
<td>Persuasive Speaking/ Methods and Theories</td>
<td>Strategies of designing any persuasive message and how evidence and logic contribute to persuasion.</td>
</tr>
</tbody>
</table>

BASIC INTELLECTUAL COMPETENCIES FOR THIS COURSE

☐ READING – Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles and documents. A core curriculum should offer student the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

☐ WRITING – Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

☒ SPEAKING – Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this
competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

- LISTENING – Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

- CRITICAL THINKING – Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

- COMPUTER LITERACY – Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

### Last day to Withdraw

For the Fall 2017 semester, the last day to withdraw from a course with a “W” is November 9, 2017.

### Student Rights & Responsibilities

NCTC Board policy FLB (Local) Student Rights and Responsibilities states that each student shall be charged with notice and knowledge of the contents and provisions of the rules and regulations concerning student conduct. These rules and regulations are published in the Student Handbook published in conjunction with the College Catalog. All students shall obey the law, show respect for properly constituted authority, and observe correct standards of conduct.

A graded written and/or oral critique is given to the student at the end of each speaking assignment. The final grade of the course is determined by combining the grades received on the speaking assignments, written examinations, and the progress of the student in his or her ability to communicate orally.

All assignments are due as specified on the daily schedule. If it is necessary to change a due date, that information will be given in class. Failure to know of a changed assignment due date announced in class because of absence or any other reason will NOT be excused. The instructor is not obligated to allow make-up speeches (possible only if
time permits). Students must attempt all presentations and the final exam in order to receive a passing grade in this course.

If you are late to class, DO NOT ENTER CLASS IF A STUDENT IS MAKING A PRESENTATION. Wait until the student has finished speaking (listen for the applause) before you enter. If the instructor is speaking, you make walk in at any time.

CELL PHONES AND PAGERS are to be TURNED OFF BEFORE entering class. If your cell phone/pager sounds during class, you will be warned the first time. If your cell phone/pager sounds while the instructor is talking, you will be instructed to leave class and will be counted absent for the day. If your cell phone/pager sounds during another student’s speech, you will leave, be counted absent, and your grade for that same speech will be lowered by five points, whether or not you have already given your speech. If you leave class to answer a cell phone/pager, you will be counted absent for the day. If you think you have extenuating circumstances that require you to answer your phone/pager, talk to the instructor BEFORE class.

The instructor will require you to wear business-dress clothing for all presentation speeches except impromptu speech. When giving a speech, you may not wear caps or hairstyles that will hinder your making eye contact with the audience. All outlines and works cited must be typed and turned in on the scheduled due date. If not, points will be deducted from that particular speech grade.

An oral critique is given to the class at the end of all speeches. A graded report will be given to the student the following class period. The final grade will be determined by the following tentative point system.

<table>
<thead>
<tr>
<th>Particular</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (LO 1-6)</td>
<td>100</td>
</tr>
<tr>
<td>Tests (LO 1,5-6)</td>
<td>200</td>
</tr>
<tr>
<td>Informative Speech (LO 1-4,6)</td>
<td>200</td>
</tr>
<tr>
<td>Impromptu Speech (LO 1-3,6)</td>
<td>100</td>
</tr>
<tr>
<td>Small Group Speech (LO 1-6)</td>
<td>200</td>
</tr>
<tr>
<td>Persuasive (LO 1-4,6)</td>
<td>200</td>
</tr>
</tbody>
</table>

Total 1000 points

There are no make-ups for missed exams, group activities, group
presentations, or class activities unless approved by the instructor. There may be extra-credit work for the class (at the discretion of the instructor).

FINAL GRADE
1000-900 points = A
899-800 points = B
799-700 points = C
699-600 points = D
599-000 points = F

Any announcements/information disseminated during class will take precedence over the syllabus

Scholastic Integrity
Scholastic dishonesty shall constitute a violation of college rules and regulations and is punishable as prescribed by Board policies. Scholastic dishonesty shall include, but not be limited to cheating on a test, plagiarism, and collusion.

“Cheating on a test” shall include:

a. Copying from another student’s test paper.
b. Using test materials not authorized by the person administering the test.
c. Collaborating with or seeking aid from another student during a test without permission from the test administrator.
d. Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an unadministered test.
e. The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
f. Substituting for another student, or permitting another student to substitute for one’s self, to take a test.
g. Bribing another person to obtain an unadministered test or information about an unadministered test.

“Plagiarism” shall be defined as the appropriating, buying, receiving as a gift or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work.

“Plagiarism” is further defined as any of the following:

a. Turning in someone else’s ideas, opinions, theories, or work as your own.
b. Copying words, ideas, or images from someone else without giving credit.
c. Failing to put a quotation in quotation marks.
d. Giving incorrect information about the source of a quotation or image.
e. Changing words but copying the sentence structure of a source without giving credit.
f. Copying so many words, ideas, or images from a source that it makes up the majority of your work, whether you give credit or not.

Note: This definition was taken from plagiarism.ord with some modification.

“Collusion” shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

Disciplinary Actions [Student Handbook, p. 164, #5] “When cheating, collusion, or plagiarism has occurred beyond any reasonable doubt, the instructor may give the student or students involved an “F” on a particular assignment or in the course. [See Scholastic Dishonesty FLB (Local)] The instructor shall make a written report of the incident and of the planned action to his Department Chair. The Department Chair shall report the incident and action to the appropriate instructional dean who shall review the case, notify the student and, if necessary, take further action. This may involve either probation or suspension of the student or students in question. If such disciplinary action is deemed necessary, the Dean of Student Services shall be notified, and the action shall be taken through that office.”

**Attendance Policy**

You are expected to attend all classes. Your presence in class is as important when you are a listener as it is when you are a speaker. If you are tardy, it is your responsibility to see that the instructor marks you present before you leave class that day. Students who leave class before being dismissed by the instructor will be counted absent or tardy (at the discretion of the instructor). Those who leave at break will be counted absent. Each absence will affect the final grade. The limit for classes meeting one time a week is three (3) absences (automatic F for the course on the fourth (4) absence). No further warnings concerning absences will be given. It is the student’s responsibility to remember absences. Students who exceed the absence limit may or may not be dropped (at the discretion of the instructor). If you do not plan to continue attending the class and want a ‘W’ for the semester, be sure to drop the class. Do not assume that the instructor will do this for you.
Absences are sometimes excused. If you feel you have justification, then email your request to the instructor. You will receive the answer by email. Email is the only means by which absences may be excused in this class. Do not assume that smiling or nodding on the instructor’s part is acknowledgment of an excused absence.

**STUDENT SUPPORT SERVICES**

**Disability Accommodations**
The Office for Students with Disabilities (OSD) provides accommodations for students who have a documented disability. A disability is anything that can interfere with learning, such as a learning disability, psychological challenge, physical illness or injury. Accommodations may include extra time on tests, tests in a non-distracting environment, note taker in class, etc. On the Corinth Campus go to room 170 or call 940-498-6207. On the Gainesville Campus go to room 110 in the Administration (100) Building or call 940-668-7731 ext. 4321. North Central Texas College is committed to both the spirit and letter of federal equal opportunity legislation, including the Americans with Disabilities Act (ADA) of 1990, ADA Amendments Act of 2009, and Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112).

**Student Success Center**
The Student Success Center is designed to help all students at NCTC develop tools to achieve their academic goals. This program also links students to FREE tutoring, including a Writing Center, a Math Lab, and free 24/7 online tutoring and helps new students acclimate to college by providing computer lab services for prospective students. All students are invited to visit the Student Success Center on the Corinth Campus go to rooms 170, 182, or 188; on the Gainesville Campus go to rooms 114 or 111; on the Flower Mound Campus go to room 111, on the Bowie Campus go to room 124.

**Financial Aid, Scholarships, and Veterans Services**
The Financial Aid Office is responsible for administering a variety of programs for students who need assistance in financing their education. The first step for financial aid is to complete a FAFSA. For more information, please visit your nearest Financial Aid Office.