**University of Arkansas Rich Mountain/Mena High School**
**SPC 203**
**Oral Communications**
**Spring 2021**

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M.B.A., University of Central Arkansas, Conway, Arkansas, 1998
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Class Location/Time: Mena High School 12:45pm – 1:35pm
Office Hours: Monday – Friday 2:35 – 3:45
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**Prerequisite**
ACT score of 19 on Reading OR ACCUPLACER passing score

**Required Material**
1. Textbook: *The Challenge of Effective Speaking,* 15th edition *by* Verderber, Sellnow and Verderber. (**Provided by UARM**)
2. Audio-Visual (A-V) aid material (It will be required to use presentation software in class.)
3. Paper
4. Small index cards for speech notes

**Course Description**
This course will assist students through an integrated study of theory and practice to be more competent in oral communication situations. Emphasis will be placed on student preparation and presentation of various types of speeches. This course satisfies the requirement for teacher certification in Arkansas public schools. This course requires at least one paper using a documentation format. (ACTS: SPCH1003) (Offered fall and spring semester)

**Program Outcomes**
This course is designed to develop confidence in the student's ability to communicate effectively. Students will demonstrate the following competencies:

*Critical thinking and listening skills
*Research and organizational skills
*Verbal and non-verbal presentation skills
*Knowledge of oral communication theory
*Understanding diversity in society

**UARM Instructional Objectives**
Upon successful completion of Oral Communications, the student should be able to do the following:

1. The student will be able to control stage fright, but not get rid of it completely.
2. The student will be able to analyze his/her audience before speaking.
3. The student will be able to understand how to improve his/her listening skills.
4. The student will be able to organize a speech using three major sections: the introduction with a transition sentence leading to the body, a body with the traditional three main points, and a conclusion with a transition phrase leading into the conclusion
5. The student will be able to develop and make oral presentations of speeches by placing emphasis on careful topic selection, gathering of materials (research), using credible sources and sound reasoning.
6. The student will be able to understand how to participate in small group and interpersonal situations.
7. The student will be able to understand how to participate in a reader's theatre presentation.
8. The student will be able to understand how to record material for broadcast over the radio.

**Critical Thinking Skills**
This class requires a student to use their general knowledge and critical thinking skills. During this semester students will be expected to analyze problems, arrive at intelligent conclusions, and make reasoned choices regarding the selection of speech topics, the use of facts and supporting materials, and the evaluation of what they and their fellow students say in class.

**UARM Credit Hour Calculator**
For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/ exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

**Methods of Instruction**
Lecture, discussion, student presentations, exercises and student speeches.

**Grading and Testing Procedures**
1. Objective exams will be given throughout the term based on concepts from the textbook and lectures.
2. Examples of presentations to be given will include:
   - Introduction
   - Elevator Speech
   - Impromptu Speeches
   - Motivational Speech
   - Newscast/Radio Broadcast
   - Narrative

Speech to inform
Speech to demonstrate
Speech to persuade
Ceremonial Speech
Group Speech

3. Students will write a positive evaluation and a critical evaluation for each speaker. Comments will be typed up and given to students in addition to my comments after speeches are presented.
4. Students will use note cards as an aid while presenting speeches. In most cases, no full paper notes may be used.
5. Speech outlines will be needed for each speech except for the Impromptu Speeches.

**The Grading Scale**

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|---|---|
| 90%-100% | A |
| 80%-89% | B |
| 70%-79% | C |
| 60%-69% | D |
| 59% or below | F |

**Grade Breakdown**

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|---|---|
| Speech Performance (Special Project) | 30% |
| Speech outlines & Aud Adaptation (Homework) | 30% |
| Critiques (Participation) | 10% |
| In-class exercises/participation (Classwork) | 15% |
| Quizzes, unit tests (Tests) | 15% |
| **Total** | **100%** |

You will get an overall grade at **4 weeks, 8 weeks, 12 weeks, and 16 weeks** each semester through the UARM grading and reporting system. Your MHS grade is always accessible through HAC.

**Explanation of Assessment Tools**

1. **Index cards**
   The Index cards are to be used for notes while presenting speeches. All index cards will be turned in online. These SHOULD NOT have your speech written word-for-word. It should only represent highlights, reminders, quotes, etc. If any part of your speech other than a quote is written word-for-word your notecards will receive a zero score.

**2. Outline of Speech**

(1) The outline is due the day speech presentations begin.
(2) Typed outlines will be submitted at the beginning of class on due date.
(3) Hand written outlines will not be accepted

**3. Speech Evaluation**

1. Speeches will be graded based on a rubric that will be distributed to students. This rubric evaluates preparation as well as presentation of each speech.

   ****A minimal outline of speaking notes can be used.
   An outline **with sources** listed must be provided for the instructor.

   Outline expectations
   - State purpose of speech
   - State point of view statement
   - List of main points in body
   - Typed and easy to read
   - Bibliography of speech sources

2. The student will be graded by the following criteria:

   Delivery
   - Use adequate and inclusive eye contact
   - Use effective vocal tone, rate and volume, energy
   - Articulate
   - Varied inflection, good choice of words
   - Control of your words and your body
   - Appropriate facial expression
   - Sincerity, confidence, and dynamism
   - Use effective body language, posture, poise, gestures
   - Purposeful movement

   Topic
   - Original and interesting
   - Appropriate for assignment and audience
   - Substantive
   - Narrowed sufficiently

   Introduction
   - Captures attention (Attention Getter)
   - Stated point of view
   - Related topic to audience (Audience Relevance)
   - Established Credibility (Speaker Credibility)
   - Previewed main points in transition to body (Thesis)

   Body
   - Organized main points effectively
   - Included transition between main points
   - Use credible sources with identification of sources
   - Used three or more credible sources
   - Used language appropriate to topic and audience
   - Used visual aids appropriately (A-V= poster, PowerPoint, etc)
     - Clear explanation
     - Neat, easy to read design
     - Relevant to purpose and audience
   - Showed mastery of the topic

   Conclusion
   - Provided a transition into the conclusion

Summarized main points
Ended with a memorable final thought

3. **Reference Sources**
   Reference sources for the bibliography can be found from the computer catalog, encyclopedias, yearbooks, indexes, biographical dictionaries, special dictionaries, quotations, government publications, computer-assisted research, & interviews. No references sources are needed for the Impromptu speeches. One reference source will be needed for the Ceremonial speech and the Newscast. A minimum of three reference sources are needed for the Demonstration, Informative, and Persuasive speeches. An inferior outline will have points deducted. **Be sure all sources are credible**

**Semester Calendar**
Please follow the MHS as well as the UARM calendar for breaks, testing periods, and weather days.

**Attendance/Tardy Policy**
Student participation is an extremely important for SPC 203, therefore, punctuality and class attendance are absolutely necessary. We will follow the Attendance and Tardy policies for Mena High School as stated in the MHS Handbook.

It is important to give your speech on the assigned day to make sure that there is an adequate amount of time for all of the speakers. If you are positive that you will not be in class on a speech day, you will need to sign up for the day that you will be in class. Each student will be allowed to make-up one speech. It is to the advantage of the student to be prepared for each speech and not to plan on using the make-up day. A student will receive the grade of "0" if the student is in class and chooses not to speak (for whatever reason). Being absent is not an excuse for not being prepared for any assignment including speeches/exams**.** If you miss your speech day, be prepared to present the day you return or you will receive a 0 (zero). The student will need to contact the instructor prior to missing any test in case of illness or emergency.

**Cell Phones and Texting**
Students will not be able to use cell phones or text during class time unless it is permitted by the instructor for a specific assignment. We will follow the Mena High School cell phone policy as stated in the MHS Handbook.

**Inclement Weather Procedure**
Listen to local radio and TV stations for UARM/MHS closing info in case of bad weather. If a test or speech is assigned for the day the college/high school is closed, they will be due the next time the class meets. Listen to the announcements for details regarding bad weather or go to the college website: www.uarichmountain.edu

**Academic Dishonesty**

Academic Dishonesty is not tolerated. Cheating and Plagiarism fall into this category. If the instructor suspects academic dishonesty, you will be sent to the principal at MHS and the college will be notified.

**Disability Policy**
It is the policy of RMCC to accommodate students with disabilities, pursuant to state and federal law. Any student with a disability who needs accommodations should contact the Vice President for Student Affairs Office, 394-7622 ext 1400.

**Arkansas Clean Air Act**
In compliance with Arkansas Clean Air Act, UARM is a smoke and tobacco free facility. Students and guests are to refrain from the use of all tobacco products while on campus.

**Student Misconduct**
Students committing misconduct are subject to disciplinary sanctions and or restrictions. Misconduct or prohibited behavior will be dealt with by the administration at Mena High School.

**Face Mask Policy (UARM):**
As per the Executive Order from the governor of Arkansas, all students are required to wear a proper face covering that completely covers the nose and mouth while on campus and in class. Masks with holes or masks that do not completely cover nose and mouth are not acceptable. Any student that does not have a proper mask will leave class and be referred to the Vice Chancellor for Student Affairs for possible disciplinary action.
**Face Mask Policy (MHS):**
As per the Executive Order from the governor of Arkansas, all students are required to wear a proper face covering that completely covers the nose and mouth while on campus and in class when 6ft of social distance cannot be maintained. Masks with holes or masks that do not completely cover nose and mouth are not acceptable. Any student that does not have a proper face covering will be sent to the office.

**Food and Drink (UARM):** Food and drinks, including water are not allowed in the classroom at any time. **Food and Drink (MHS):** Food and drink may be allowed in classrooms if they have a proper covered lid. This is at the discretion of the classroom teacher.

**Mission of UA Rich Mountain** UA Rich Mountain provides transformative education to all learners.

**Campus Security:** UA Rich Mountain strives to provide a safe learning environment; therefore, students who know of any security risk are asked to contact a college official. http://www.uarichmountain.edu/at-a-glance/disclosures

*This syllabus is subject to change at the instructor's discretion.*

**Course Calendar**
**(*Tentative*)**

| DATE | LESSON COVERED |
|---|---|
| Jan 5 - 8 | Welcome, Class Procedures, Syllabus, *Introductions*<br>Edmentum: Speaking and Listening |
| Jan 11 - 15 | Chapter 1: Foundations of Public Speaking<br>TO DO<br>Public Speaking Strengths and Weaknesses<br>Public Speaking Effectiveness Model<br>Define and Identify Acts of Plagiarism<br>Quiz |
| | Chapter 2: Developing Confidence through the Speech-Planning Process<br>TO DO<br>Narrative Speech Questions<br>Public Speaking Apprehension in film<br>Research Public Speaking Apprehension & Cures<br>Introduce a Classmate<br>*Narrative Speech*<br>Quiz |
| Jan 18 - 22<br>*Monday is Virtual* | Chapter 3: Listening and Responding Effectively<br>TO DO<br>Listening Activity – Log 2 conversations (Homework)<br>Who Am I?<br>Listening Problems<br>Why is Listening Important<br>Team Listening Challenge<br>*Newscast*<br>Quiz |
| Jan 25 - 29 | Chapter 4: Selecting an Appropriate Speech Goal<br>TO DO<br>Audience Analysis http://www.ljlseminars.com/audience.htm<br>Brainstorm, Concept Map, Adapt to Audience<br>Create a General and Specific Goal<br>*Impromptu Speech*<br>Quiz |
| Feb 1 - 5 | Chapter 5: Adapting to Audiences<br>TO DO<br>The President's Audience<br>Adapting to All Types<br>Battle of the Sexes<br>Audience Adaptation Plan form<br>*Impromptu Speech – Credibility*<br>Quiz |
| Feb 8 - 12 | Chapter 6: Gathering and Evaluating Information<br>TO DO<br>Reliable Source?<br>Fact Finder<br>Verbal Citations<br>Quiz |

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| Feb 16 – 19<br>*No School on Monday* | Chapter 7: Organizing and Outlining the Speech Body<br>TO DO<br>Outline vs Notes<br>Main Points and Thesis Statement<br>Evaluate a Famous Speech (Main points)<br>Quiz |
| Feb 22 - 26 | Chapter 8: The Introduction and Conclusion<br>TO DO<br>Both are Equally Important<br>"Hello I am…" – Effective or Not?<br>*Impromptu – Various types of Intros*<br>*Informative Speech*<br>Quiz |
| | Chapter 9: Presentational Aids<br>TO DO<br>*Impromptu – Visual Aid* (Evaluate Effectiveness)<br>Visual Aid Checklist<br>Research PowerPoint Tips<br>Quiz |
| Mar 1 - 5 | Chapter 10: Language and Oral Style<br>TO DO<br>Illegal Language<br>Celebrities and Inappropriate Language<br>Abstract to Concrete (Directions Activity)<br>Story Chain<br>Ready, Set..Draw<br>Jargon and Slang<br>Quiz |
| | Chapter 11: Practicing Delivery<br>TO DO<br>Read sample Texts<br>Articulation<br>Vocal Variety/Inflection<br>Quiz |
| Mar 8 - 11 | Chapter 12: Informative Speaking<br>TO DO<br>Vivid Language<br>*Impromptu – Choose Topic and Type*<br>*Demonstration Speech*<br>***Could require the purchase of materials based on topic chosen***<br>Quiz |
| Mar 15 - 18 | Chapter 13: Understanding Persuasive Messages<br>TO DO<br>TV Commercial = Persuasive (target audience)<br>Persuasion in YOUR Real World<br>Donate!<br>I Deserve It ☺<br>*Impromptu – Sell What You Can*<br>Quiz |

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| Mar 29 – Apr 1<br>*No School on Friday* | Chapter 14: Persuasive Speaking<br>TO DO<br>Negative vs Positive Persuasion<br>Word Choice and Persuasion<br>*Persuasive Speech* |
| Apr 5 - 9 | Chapter 15: Ceremonial Speaking: Speeches for Special Occasions<br>*Ceremonial Speeches* |
| Apr 12 - 16 | Chapter 15: Ceremonial Speaking: Speeches for Special Occasions<br>*Ceremonial Speeches* |
| Apr 19 - 23 | Chapter 16: Developing and Delivering Group Presentations<br>*Group Speech – OR additional Informative or Persuasive Speech |
| Apr 26 - 30 | Continue and Present Final Speeches |
| May 3 - 7 | College 101 |
| May 6 | UARM Grade Due |
| May 10 – 14<br>May 17 - 21 | College 101 |
| May 25 - 27 | Review and Semester Test |
| 1st day of speeches | Speech Outlines, Adaptation Plans, PowerPoint |
| With speeches | Index Cards |