**Introduction to Public Speaking SPC 2608 Online Syllabus**  
**Fall 2017**

**Instructor:** Dr. Stephanie M. Webster, Associate Director of Written & Oral Communication  
([swebster@ufl.edu](mailto:swebster@ufl.edu)). Dr. Webster has designed your course, developed your lectures and assignments, and will answer any questions you still have after you have already contacted your TA. Essentially, she will take more of an oversight role. However, all questions about accommodations or missed work should come to Dr. Webster. If in doubt, you can ‘cc both your TA and Dr. Webster.

**Contact info:** 402 Rolfs Hall. Phone: 352-273-1861  
Fax: 392-5420  
Email: swebster@ufl.edu  
Office hours: Your TA is facilitating this course and will hold the office hours for the class. To request a meeting with Dr. Webster, please send an email.

**TA:**

Depending upon the final class size after drop/add, 1-5 Graduate TAs will be added to the class. Then, I will post an announcement letting you know which students are assigned to which TA. This person then becomes your first point of contact in the class. They will answer all of your questions, review speech outlines if needed, and grade all of your course work. All TAs have also been sole instructors of a live Public Speaking class at UF. They are highly qualified.

**Contact info:**
Email:
Office: online.
Office hours in chat room:
Video conferences: by appointment

**Speech lab liaison:**
Mary Roca has also been a graduate instructor of her own Public Speaking courses at UF. This Fall, she will be your liaison with the speech lab on campus. The speech lab provides help with coming up with speech topics, helping to brainstorm about the type of supporting material that will help your speech, structuring and outlining your speech, reviewing ppt slides, and even watching you practice (either by conference or by video clips that you send in). Just be sure to plan in advance if you are working by email. 7 days notice is an appropriate turn around time if you are submitting an outline or video to the speech lab.

**Contact info:**
Email: mdroca@ufl.edu  
Office: online  
Office hours in chat room: Exact times TBA.  
Video conference: by appointment
***Please read this syllabus carefully. The goal in this class is to ensure you get a good experience public speaking. This class is not just about making a youtube video (an entirely different process). Every detail below will help simulate the training that in-class students receive. More errors are made in this class when students overlook details in the syllabus than errors that are made during speeches. Policies are not created to be difficult, but rather to ensure consistency and fairness to all students.

Course Description:

The purpose of this online course is to understand and apply (1) the basic principles of effective public speaking, (2) the principles of audience analysis and message preparation, and (3) critical listening skills as they apply to public speaking.

Course Objectives:

A. To increase understanding and integration of the basic principles, practices and techniques of effective public speaking.
B. To give students the opportunity to engage in public speaking and audience analysis outside of a classroom setting.
C. To enhance student’s ability to listen more effectively and to think critically by peer reviewing other student speeches.
D. To research, analyze, organize and select appropriate subject matter through critical thinking and audience analysis.
E. To increase confidence and poise when speaking to audiences or groups.
F. To expand student’s abilities with computer mediated communication in order to better prepare them for future interviews and presentations online.
G. To enrich students’ ability to master all components that make a speech successful: understanding timing, figuring out how much practice is needed, ensuring deliverables are clear, and being able to meet client deadlines.


Course Requirements:

A. 3 Speeches and peer reviews for each:

1) Demonstration Speech: (150 points) – a 4-6 minute speech, where you will teach the audience how to do a step-by-step process. This speech must be delivered and videotaped before an audience of at least 5 adults. You will also incorporate Q&A at the end of this speech. Please note that Q&A cannot be used to meet the minimum time requirements.
2) **Informative Speech:** (200 points) a 5-7 minute informative speech to enhance the audience’s understanding of an event or an idea. This speech must be delivered and videotaped before an audience of at least 5 adults. You will also incorporate Q&A.

3) **Persuasive Speech:** (300 points) a 6-8 minute persuasive speech in which you will be an advocate of an idea, a policy, a plan of action, a program or a product. This speech must be delivered and videotaped before an audience of at least 5 adults. You will also incorporate Q&A.

**For every speech, you have several details that need your attention:**

a. **Make sure you have read all of the documents under Additional Readings and Resources in module one.** In particular, 'Guidelines for recording speeches' and 'Equipment needed for Speeches' will ensure that your speech meets the minimum standards for the class. You are responsible for all information in these documents.

b. **Then, read the guidelines for that particular speech by clicking on its link in Assignments.** (e.g. 'demonstration speech' or 'informative speech'). Requirements change for each speech so pay close attention to these shifts. You can also view suggested speech topics for each speech within the modules under resources for that week.

c. **Upload the link to your recording in 2 places.**

   1) You need to upload for me as an 'assignment' by clicking on the link for that speech. You will attach your outline, biblio, and ppt slides with that video link upload. Missing items will result in a 5 point deduction per item. It is your responsibility to make sure that you upload all documents.

   2) Upload the link to your video for your peers on the discussion board under ‘secondary post for ___ speech.’ You will upload the link to your speech and your ppt slides for your peers. Missing links on the secondary post discussion boards, by the due date, will result in a 5 point penalty each day it is late. If you use a slower home connection, realize that uploading can take a while. **Leave yourself plenty of time.**

   *Both uploads are done at the same due date and time.

e. **Nominate the ‘outstanding’ speeches for that round.** You will watch the 10 people before you in the alphabet and the 10 people after your name. Go under 'people' to see the complete course list. After watching all speeches, rank the top 5 and write a couple sentences to defend your rankings. If you cannot find a video on the discussion board, try to email that person and ‘cc me with a request for the video. If you don’t get a reply, move on to the next person in the alphabet. Make this post on the discussion board under ‘Outstanding _[insert type of speech]_ speeches.’ This task will show up as a new assignment with its own deadline. Thus, you will see 'outstanding speeches' on the discussion board.
Some final points about speeches:

- You will deliver your speeches extemporaneously, though you may use one side of one 3x5 note card for your quotations, statistics or other information difficult to remember. Be sure to hold up your note card to the camera before starting. Using more than a 3x5 note card, or standing behind a podium will start your speech at a 70%.

- When the time limit hits, nothing you say will count. You can have an audience signal you when you have 1 minute left and 30 seconds left. However, it’s your job to practice timing and be well within the limit even if your audience member forgets to signal.

You are required to not turn off the camera once it has been turned on – in a ‘real’ public speaking setting, do-overs are unnatural and reduce credibility. Starts and stops in your recording will result in a zero for that speech.

You should also pan the entire audience before your speech – although, as you see in recording guidelines, the entire audience should remain in the picture during the entire speech. Good practice tip—spend time at the beginning of the class finding a good presentation space. Remember, you are speaking to your audience, not the camera/class.

*Any issues you have that may prevent you from following all instructions with speeches should be addressed with your instructor during the drop/add period.

* speech anxiety is not an excuse for missing steps in the speech recording requirements. If you are nervous, that is very normal. And it is uncomfortable. However, you can still be successful in this class. It is important to take steps early that can help you. Consider scheduling appointments with the instructor in advance to discuss handling anxiety.

Total points from speeches = 650

B. Participation: 150 points comprised of:

1. 13 Discussion Boards - 130 points (10 points each)
2. 1 syllabus quiz – 20 points

C. Midterm (100 points) and Final Exam – (100 points) = 200 points

Grading: Total Possible Points = 1000

Scale for Final Grades:
Grading Scale: A 93-100% 930-1000 points; A- 90-92% 900-929; B+ 87-89% 870-899; B 83-86% 830-869; B- 80-82% 800-829; C+ 77-79% 770-799; C 73-76% 730-769; C- 70-72% 700-729; D+ 67-69% 670-699; D 63-66% 630-669; D- 60-62% 600-629; E 0-59% 0-599
My Expectations:

1. This is a public speaking course, so I require the completion of all three major speeches in order to pass the class. If you do not complete all three major speeches, you will fail the class regardless of your total number of points on other assignments. Also, my goal is to make sure you are competitive in the professional world. Therefore, you will be compared to your other peers at UF. The bar is high as a University of Florida student. Successful students go the extra mile to ensure their work is excellent. This usually means starting early and practicing your speech aloud around 30 times with no note cards. Your goal in a speech is to command the room, while also appearing relaxed and confident.

2. Be proactive. Online classes are definitely NOT easier than traditional classes. Because of the amount of reading required, online classes can be more time consuming. Successful students can expect to commit 3 hours per week to lecture and 6-9 hours per week on reading and other assignments. The good thing is you can do the work at any hour of the day convenient for you. If you are not someone who can work independently, or keep yourself motivated, and online class is probably not a good fit for you.

Attendance Policy
Attendance will be marked by your ‘participation’ assignments. Students should complete the work listed under ‘assignments’ that is due.

***In a public speaking class, where much of your interaction is with your peers, you should make sure you set your notifications to alert you regarding updated information on canvas. However, log on frequently as a back-up to make sure you keep up. This is not a class where you can log in once a week and just do large lumps of work.

Deadlines will fall at 11:55 AM (notice – not pm). Online Public speaking classes across the country have found that mid-day deadlines are most effective for typical obstacles in this skill-based class. It’s easier to get answers to last minute glitches at this time. Please take a moment to put this deadline on your calendar since it will be different than many of your other online classes.

For exams, you will get a limited amount of time to complete them, and the exam closes at 11:55am on the deadline. Thus, if the deadline is Friday at 11:55am, and you sign on at 11:30am, you will get less than the allotted time to complete the exam. Be sure to start early. You have a 24 hour period to sign on for exams. Thus, saying you had to work is not an excuse. You have committed to this academic class. Please arrange your work schedule accordingly. Remember that the date you see for the exam is the ‘deadline’ and not the
open time. When you see ‘Available until,’ that refers to the time when you can still access the exam, but for a penalty.

Late Work
This online course is a “Modified’ self-paced course. Modified self-paced means that there are general deadlines within the semester. Most assignments will open near the beginning of the semester and you can work ahead (except for the exams). However, you cannot work back. You will be at a disadvantage if you fall behind in your work.

**Deadlines are ‘due’ date not ‘available until’ dates.** When you see ‘available until,’ that marks a date where the assignment will be accepted with penalty points assigned. Discussion boards will not be accepted for penalty points. Occasionally, you may see an ‘available until’ date change due to special circumstances for a particular student (such as accommodations with the Disability Resource Center). This does not mean the deadline has changed for everyone.

Improvements in public speaking happen with a clear pattern of practice – feedback-observe – practice. If you choose to work significantly ahead of the deadlines, resubmissions will not be accepted.

Here are the penalties for late work:

1) Malfunctioning videos:
   a. If I cannot open a file on youtube or canvas, your speech will be assigned a grade of zero. Please make sure to check your links. Remember that I may not open every video the day it is submitted. Or even 2 days later. It is not my job to inform you that your link doesn’t work. Thus, broken links receive a grade of zero and not ‘late work.’
   b. If I cannot hear your video, your speech will be assigned a grade of zero. Check your recordings before your audience leaves and make sure the sound plays back.

2) Late presentations: If you are late in submitting your speech presentations, a deduction of 15 percentage points per day will be taken from your grade. Even if you are 1 minute late, the 15% deduction applies. You have the option to submit in advance. In other words, the deadline is a hard deadline and not just a goal.
   a. Issues with technology are not an acceptable excuse for late work. Even if you submit a ticket. You should always try to upload your work long before the deadline rather than that morning. Connections and problems happen. Be proactive and consider uploading days early.
b. Making the secondary post of your video link to the discussion board for your peers can reduce your speech grade by 5 points for each day it is late. Remember that this post has a deadline at the same time your video gets posted to me.

3) **Late discussion board posts:**
   
a. Discussion board posts are all or nothing. **Late or incomplete discussion board posts receive no credit.**

**Audience Members**

You have signed up to take ‘Public’ speaking. This training is different than speaking to 2-3 people (what we call interpersonal communication and not public speaking) or even making a plain video online. Many people are nervous about public speaking for a reason – they don’t have much practice with speaking in front of a large group. Thus, your task in this class is to ensure you have a minimum of 5 adults in your audience.

The minimum number of audience members is 5 adults. Be ready for people you invite to not show. No shows will not be accepted as a reason for a late speech. **Each missing audience member will reduce your speech score by 30 points. It's a good idea to invite more people than you think you need, and to start your speech early enough that you have time for a second recording with a new audience.**

Saying that you are traveling or new to a town is not an acceptable reason for missing audience members. You should drop the class if you cannot commit to the requirements. However, note the possibilities below:

* **Want to go above and beyond in this class?** Consider scheduling all of your speeches with large, public groups. For instance, you might speak at a local group meeting, put on a church program, speak at work, offer a program at the local library, speak at a retirement home, or speak in a college classroom. This will give you the added benefit of analyzing a real audience and tailoring a topic to suit their needs (just make sure you are also meeting the assignment description). While this practice doesn’t translate into different grades, you do develop a strong professional work ethic to exceed standards. If you think about this class as a workplace, you will do a lot better developing yourself as a speaker prepared for the professional world.

Many online public speaking classes across the country require at least one speech to people you don’t know (such as at a retirement community). Again, think about how you can challenge yourself.

**Other Class Policies:**

**Student Conduct in the Online class:** Students are expected to behave professionally and in compliance with the UF Student Code of Conduct. This rule includes all discussion board
posts, peer reviews, and emails with the instructor. This class is a good opportunity to get used to engaging privacy and proper netiquette.

**Speech dress code:** Students will dress appropriately in business casual attire to deliver their speeches. Students should refrain from chewing gum during their speeches, or wearing hats.

**Speech props:** No illegal or dangerous products, chemicals, or substances are allowed in a speech (i.e., guns, drugs, alcohol, explosives, fire, illegal substances, etc). No pets or reptiles will be allowed as a part of speeches. Violation of this rule will result in a penalty of 50 points deducted from that speech’s grade.

**Speech language:** No foul language, harassment, or cursing is allowed during any speech presentations. This can result in a 15-point penalty off of your speech. 'Crap,' 'sucks,' ‘pissed off’ are considered unprofessional and will result in a 5-point deduction.

**Honor Code:** All submitted work, written or oral (including exams and power point slides), will be the student’s personal, original work, with credit being given to sources used. Plagiarism, the use of prepared speech texts, and other forms of dishonesty are grounds for failure of this course and referral to the University Judicial process.

**Accommodations:** Please inform me if I can do anything to make sure physical circumstances don’t get in the way of your work. UF’s official statement on ADA issues includes: "Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation." I’d appreciate your paperwork, or notification that it is coming, in the first week of class.

**Assistance with Technology:** If you need assistance with technology, see the link in the Start Here Module called ‘What to do if you have technical problems.’ I can answer questions about the class, but any trouble with uploading or functioning of the website is best handled by the UF Help Desk.

**CANVAS tips:**

If you are new to Canvas, you may wonder: “Where do I look to find out what I need to know and do?” You can follow our schedule of topics several ways:

1) **Modules** – Modules are the best place to go to view the course. Essentially, a module is like your classroom. You will see lectures, readings, assignments, exam reviews, and supplemental speech samples in each module.
Which lectures take priority? Within modules, you will see voice over ppt lectures for those of you that prefer to listen on the go. You can play these without needing to see the slides. You will also see video lectures (not in every module though). The audio recordings help walk you through each chapter in the text. I do include insider tips that help you with speeches along the way. However, they may have more detail than you want if you are already reading the text. If you are doing well in the class and very comfortable with public speaking, you might narrow your work to just the video lectures and reading the chapters. You can still do well on tests with this approach.

If you are nervous about public speaking, or shooting for that ‘A,’ watch the audio along with the video lectures. Keep in mind, you might like talking in front of people, but ‘public speaking’ is different than just getting up and talking. The more tools you use to adapt to this skill, the better you will do in the class.

2) Assignments – if you want to just quickly view what you must ‘complete,’ you can click on the ‘Assignments’ link. I encourage you to take time now to chart out all assignment deadlines into a personal calendar (hard copy or phone). Students who only rely on the ‘upcoming assignments’ stream when they sign onto canvas often get caught off guard. **This class involves a lot of pre-planning.** Canvas does have a fantastic calendar feature to automatically show you assignments in the calendar.

3) Discussions – you would only want to start in the discussion link if you were trying to track down a particular discussion. Discussions are a limited view of the course. We discuss topics related to all assignments, and most are tied to points, but discussions will also appear under assignments. Thus, don’t make ‘discussions,’ your central stop when signing in.

*Often, students that use the most resources in the class website, over the longest period of time, have the highest grades in online classes.*

**How can I get more help?**

**UF Speech lab** – the UF speech lab is a free resource open to all UF students and staff. Graduate and undergraduate consultants will review outlines, watch practice videos, provide in-person coaching on delivery, discuss strategies for dealing with anxiety, and give feedback on ppt slides.

**Do I go to the speech lab or contact my TA?** I encourage you to contact your TA first. They will be the one grading your speech. However, students in live classes often do both. They might go to the speech lab to brainstorm topics, or review an outline in the early stages. Then, they take an outline to the person grading their
speech for feedback. Also, the person grading your speech will not watch you practice until you have an ‘A.’ Practicing videos can be uploaded to youtube, set to unlisted, and then sent to the speech lab for general feedback on delivery and whether you are on the right track.

**Location:** 415 Rolfs Hall. **Hours for summer will be posted at** [www.cwoc.ufl.edu](http://www.cwoc.ufl.edu).

**Liaison:** Bella Hower, undergraduate consultant and our liaison with Dial Center’s speech lab. Mary will be available (with notice) to answer questions about speeches or review outlines. Her contact info and office hours are at the top of this syllabus.

**Overall about this class:** Public Speaking is one of those classes that has the potential to reach across your lifetime. It is a course that will allow you to develop skills you can use in a variety of capacities as a contributing member of society. Many people always remember their public speaking course and say it is one of their favorites. The level of challenge described above is equaled by the opportunity to demonstrate courage and purpose. It is natural to have reservations about public speaking, but we more often regret the things we don’t try than the stumbles we make along the way. I look forward to working with you!

**Schedule of Topics:** (remember to not just check off tasks. You will get the closest classroom experience by working through the readings, lectures, and assignments in each Module on canvas). The first page of each module is a wiki page with links to all of the lectures. The following schedule includes general guidelines of what module you should be in.

Again, I encourage you not to just follow the ‘coming up’ items on canvas. In week 1, go to assignments and write all deadlines down in your calendars. This will help you work sufficiently ahead. For instance, if you have a speech due, you will want to be done several days in advance to upload all materials early. And, you want to be just practicing several days before that. This means you should always be multitasking in the class. Essentially, after week 1, you should be working on a speech each day.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Aug 21-25</td>
<td>Module 1</td>
</tr>
<tr>
<td>Week 2</td>
<td>Aug 28-Sept 1</td>
<td>Modules 2-3</td>
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<tr>
<td>Week 3</td>
<td>Sept 4-8</td>
<td>Module 4</td>
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<tr>
<td>Week 4</td>
<td>Sept 11-15</td>
<td>Module 5</td>
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<td>Week 5</td>
<td>Sept 18-22</td>
<td>Module 6</td>
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<tr>
<td>Week 6</td>
<td>Sept 25-29</td>
<td>Module 7</td>
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<tr>
<td>Week 7</td>
<td>Oct 2-6</td>
<td>Module 8</td>
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<tr>
<td>Week 8</td>
<td>Oct 9-13</td>
<td>Module 9</td>
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<tr>
<td>Week 9</td>
<td>Oct 16-20</td>
<td>Module 10</td>
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<td>Week 10</td>
<td>Oct 23-27</td>
<td>Module 11</td>
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<tr>
<td>Week 11</td>
<td>Oct 30-Nov 3</td>
<td>Module 12</td>
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<tr>
<td>Week 12</td>
<td>Nov 6-10</td>
<td>Module 13</td>
</tr>
<tr>
<td>Week 13</td>
<td>Nov 13-17</td>
<td>Module 13 continued</td>
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<tr>
<td>Week 14</td>
<td>Nov 20-24</td>
<td>Module 14</td>
</tr>
<tr>
<td>Week 15</td>
<td>Nov 27-Dec 1</td>
<td>Module 14 continued</td>
</tr>
<tr>
<td>Week 16</td>
<td>Dec 4-6</td>
<td>Module 15</td>
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