



Bethesda University

730 North Euclid Street, Anaheim, California 92801 Tel: (714)517-1945, Fax: (714)683-1440

GC 210 Speech and Communication Fall 2015

Professor Jason Pruitt	
Class Hour: Mon 9:30 AM -12:00 PM	Class Room: TBD
Office: 2nd Floor/Athletic Office	Phone: 317.471.9219
Office Hours/ Consultation: M-TH By Appointment	E-mail: Jk.pruitt@buc.edu
TA: TBA (To Be Arranged)	Credit Unit: 3

A. Mission Statement

1. Bethesda University

Mission of the Bethesda University

Bethesda University is a Christ-centered community of higher education preparing Korean/English speaking men and women with professional competence, academic excellence, and spiritual integrity to be servant leaders in the Church, community, and global society.

2. Bethesda University General Education Mission Statement

The Mission of General Education at Bethesda University is to facilitate the acquisition and integration of knowledge, abilities, ethics and spirituality in order to form a foundation for lifelong learning through the interdisciplinary study.

B. Course's Academic Level and Place in Curriculum:

This is one of the general education courses for all undergraduate students. This course may be taken at anytime. But, it fits best if it is taken at the first stage of your course of study.

C. Course Description

This course will help students understand the relationship between controlled communication anxiety and reaching personal and professional goals. Anxiety about public speaking is related to communication avoidance. However, by avoiding communication, steps that help achieve goals are also avoided. Students will learn techniques and gain experiences that will reduce anxiety in future communication situations.

It will also teach the ability to speak articulately to a group is vital to effective leadership. The confidence to speak up when a situation or problem arises is also needed in a strong leader. Learning the basic skills of persuasive speaking is necessary for effective leaders. By learning



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persuasive speaking, students will be asked to analyze current societal problems, discover solutions to those problems, and convince others to become part of the solution.

D. Course Objectives & Student Outcomes

Expected Student Outcomes	
Spiritually	Students develop analytical and critical listening skills and acquire lifelong research, speaking, and performance ethics. In addition, students will demonstrate a general knowledge of the Bible as it relates to their lives and work.
Intellectually	Students will be able to analyze the audience and adapt the speech to fit the people listening while learning to build (research, outline, and organize) speeches for public performance
Socio-Emotively	Students will develop/build a stronger sense of self-confidence and self-reliance in uncomfortable speaking situations and learn how to manage their apprehensions about performing in public.
Vocationally	Students will be able to perform group, narrative, informative, and persuasive speeches and will understand public speaking in a historical and contemporary context

E. Class Formation

The following topics must be included in this course. Additional topics may also be included.

Speech of Introduction

Persuasive Speech

Speech to Entertain

Informative Multimedia Speech

Biography Speech

Sales Presentation

Impromptu Speeches

- On the day of your presentations you are required to provide me with a typed, full- sentence outline and bibliography where applicable before you speak. Including bibliography where applicable. We will discuss the proper outline format in class.
- Do not e-mail me this.
- You are permitted to use index cards with notes during your presentation. As we will discuss in class, it is important that you do not rely too heavily on notes. Using index cards will help you to minimize your dependency on the written word, thereby allowing you to make eye contact with audience members.
- After each speech, classmates are encouraged to ask questions of the speaker. The presenter should be prepared to reply to questions and concerns from the audience.



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- During some presentations, classmates will be required to write critiques of the speaker's presentation. Remember--critiques are not all negative; it is important to make note of the positive aspects of a speaker's presentation as well.

F. Required Textbook(s)

No.	Title	Author	Publisher	Library code	Year
1	The Art of Public Speaking 10 th edition	Stephen Lucas	Mcgraw-Hill College	ISBN-13: 978-0077306298 ISBN-10: 0077306295	2012

G. Recommended Reading and Other Course Resources (All reserved for reading)

No.	Title	Author	Publisher	Library code	Year
1	10 Days to More Confident Public Speaking	Philip Lief	Warner Books	ISBN-10: B009QSG4KW	2001
2	Speech Communication Made Simple	Paulette Dale/James C Wolf	Pearson Education ESL	ISBN10: 0132861690 ISBN-13: 9780132861694	2013
3	It's the Way You Say It	Carol A. Fleming	Berrett-Koehler Publishers	ISBN10: 1609947436 ISBN-13: 978-1609947439	2013
4	Talking is Hard for Me	Linda M Reinert	Woodbine House	ISBN10: 1606131923 ISBN-13: 9781606131923	2013



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H. Course Calendar/Schedule, include the following

N	Date	Theme	Reading	Assignments
1	8/24	Speaking in Public	Chapter 1	Basics of this class, getting to know each other Syllabi and defining and exploring "speech" Lecture Explain Assignment
Last Day to Request Add/Drop is Friday of First Week				
2	8/31	Ethics and Public Speaking	Chapter 2	Speech 1
3	9/7	Listening/Giving Your First Speech	Chapter 3	Read Over the Break
4	9/14	Selecting a Topic and a Purpose/Analyzing the Audience	Chapter 4/5	Lecture Explain Assignment Reading Quiz 1
5	9/21	Gathering Materials	Chapter 6	Speech 2
6	9/28	Support Your Ideas	Chapter 7	Lecture Explain Assignment Reading Quiz 2
7	10/5	Organizing the Body of the Speech/Beginning and Ending the Speech/	Chapter 8/9	Speech 3
8	10/12	Outlining the Speech	Chapter 10	Lecture Explain Assignment Reading Quiz 3
Last Day to Request Grade Withdrawal "W" is Friday of 8 th Week				
9	10/19	Mid Term/Using Language/Delivery	Chapter 11/12	Speech 4 Test 1
10	10/26	Using Visual Aids	Chapter 13	Lecture Explain Assignment Reading Quiz 4
11	11/2	Speaking to Inform	Chapter 14	Speech 5
12	11/9	Speaking to Persuade	Chapter 15	Lecture Explain Assignment Reading Quiz 5
13	11/16	Methods of Persuasion/Speaking on Special Occasions	Chapter 16/17	Speech 6
14	11/23	Thanks Giving Break		
15	11/30	Speaking in small groups	Chapter 18	Speech 7
Last Day to Request Grade Incomplete "I" is Friday of 15 th Week				
16	12/7	Final		Test 2



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I. Assignments

Speech of Introduction

Persuasive Speech

Speech to Entertain

Informative Multimedia Speech

Biography Speech

Sales Presentation

Impromptu Speeches

Reading Quizzes

Midterm

Final

J. Evaluation/Assessment Rationale for Grade Determination

1. Grade Assessment

Speech #1: 5

Speech #2: 5

Speech #3: 5

Speech #4: 5

Speech #5: 5

Speech #6: 5

Speech #7: 5

Test #1: 20

Test #2: 20

5 Reading Quizzes: 5 POINTS EACH

Professionalism: *possible deductions for unprofessional/inappropriate behavior*

TOTAL: 100 pts

2. Grade definition

A Excellent

B Good



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- C Satisfactory
- D Poor
- F Failure

3. Grade scale

Letter Grade	Numeric Grade	Grade Points
A	95-100	4.0
A-	90-94	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	59 or below	0

K. Course Policies

1. Attendance, Preparation, and Participation:

An **excused** absence results from one of two things: **illness or death**. That's it.

Your **first** excused absence may be "pledged," that is, you present a signed statement that you were, in fact, too ill to attend class. Subsequent absences for illness **require a physician's note** stating that you must be excused. If you do not get a physician's note, you receive an **unexcused** absence. No exceptions.

Absences for a death in the family require an obituary, or some other **verification**. If I do not get some kind of written verification, you receive an **unexcused** absence. No exceptions.

2: A **Qualified** absence results from missing **for a school-affiliated reason** or a religious reason. The most common qualified absence is for athletics.

- **ABSENCE FOR PARTICIPATION IN SPORTS WILL NEED VERIFICATION FROM THE COACH.**
- **ATHLETES—IT IS YOUR RESPONSIBILITY TO EITHER PROVIDE ME WITH A LIST OF ALL OF YOUR POTENTIAL ABSENCES AT THE BEGINNING OF THE SEMESTER. DO NOT COUNT ON YOUR COACH TO DO IT.**
- **ALSO, AN ADDITIONAL EMAIL REMINDER TO ME BEFORE EACH ABSENCE IS THE BEST WAY TO INSURE THAT YOU ARE NOT MISTAKENLY MARKED AS HAVING AN UNEXCUSED ABSENCE.**
- **IF YOU MISS BECAUSE CLASS IS SCHEDULED ON A DAY THAT IS A RELIGIOUS HOLIDAY IN YOUR TRADITION I REQUIRE WRITTEN VERIFICATION THAT IN YOUR RELIGION THAT**



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PARTICULAR DAY IS A HOLIDAY.

3: AN UNEXCUSED ABSENCE IS AN ABSENCE FOR ANY OTHER REASON.

- **UNEXCUSED REASONS INCLUDE: CAR TROUBLE, COURT DATES, FAULTY ALARM CLOCKS, WORK/JOB, STUDYING FOR TESTS IN OTHER CLASSES, OR ANYTHING NOT INDICATED AS EXCUSED OR QUALIFIED.**
- **DO NOT BE LATE. COMING TO CLASS LATE OR LEAVING EARLY IS AN UNEXCUSED ABSENCE.**
- **ONLY TWO UNEXCUSED ABSENCES ARE PERMISSIBLE FOR THIS CLASS.**
- **UNEXCUSED ABSENCES BEYOND TWO RESULT IN A FIVE-POINT REDUCTION FROM YOUR FINAL GRADE FOR EACH OCCURRENCE. MISSING SEVERAL CLASSES WITHOUT A DOCUMENTED REASON RESULTS IN A FAILING GRADE.**

CLASSROOM PROFESSIONALISM:

YOU WILL NOT CHAT WITH OTHER STUDENTS IN THE COURSE OF CLASS UNLESS IT IS DURING A SMALL GROUP EXERCISE. YOU WILL NOT BE DISRUPTIVE IN CLASS. THE USE OF CELL PHONES, LAPTOPS, TEXT MESSAGING, IPODS (OR ANY ENTERTAINMENT/LISTENING DEVICE) IS OFF LIMITS

If you are disruptive or otherwise engage in unprofessional/inappropriate behavior in class I will deduct points off of your final grade per my discretion.

IF you talk, or text, or if your cell phone/pager/etc goes off during another student's speech, I will deduct points from YOUR speech.

I HAVE A 2-STRIKE RULE WITH BEING DISRUPTIVE IN GENERAL:

I will give you TWO warnings over the course of the semester. After that, I will **deduct** one point off of your **final** grade for each time YOU ARE BEING DISRUPTIVE. I may **not say anything** to you, but simply keep **knocking off points**. Therefore, it is better not to do it in the first place.

2. **Deadlines:**

Deadlines are Deadlines! Only exceptions are outlined in Course Policy/Makeup section on this syllabus.

3. **Advance Assistance:**

Any students who have a disability that may prevent them from fully demonstrating their abilities should contact the instructor as soon as possible for accommodations to ensure their full participation and to facilitate their educational opportunities.

4. **Assignment Options:**

You are required to deliver seven speeches; failure to do so will result in an "F" for your final grade. Evaluation is based on your skill in selecting and researching a topic, organizing and delivering your speeches, and following instructor requirements. Evaluation is also by the



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criteria on the critique sheet (s), your ability to adapt while presenting the information orally, and by your adherence to time limits.

If you do not begin and conclude your speech within the specified period, your delivery grade suffers. The penalty is a 1-point deduction for every ten seconds that a speech is over or under time.

On the day you are to speak, **you must turn in two typed copies of your outline.** One outline will be graded and returned to you along with a critique sheet for your oral speech. If you fail to turn in **both copies**, you will receive a deduction. In short, no outline equals a lowered speech grade. You are required to complete all speeches in order to pass the course.

You **must** prepare an outline for each speech. All written assignments are to be neatly typed, double-spaced on white paper with one-inch margins. Follow current MLA or *Chicago Manual of Style* (CM) guidelines regarding fonts, headings, and pagination. Incomplete sentences and mistakes in grammar, punctuation, and spelling will adversely affect your grade.

5. Make up work:

No make-up speeches are allowed! If you miss a speech you must follow the procedure below:

Time Limit: 4 to 7 minutes. You must not exceed 7 minutes nor be under 4 minutes or your grade will suffer. Time yourself in rehearsal so that you make maximum use of your time. (user the word counting website to convert your speech) <http://www.speechinminutes.com/>

Topic Selection: Topic you missed

Supporting Materials: Use your own knowledge first; then find published and/or interview sources to back up your points and enhance your credibility as a speaker. Whether your purpose is to inform, persuade, or entertain, you must include **a minimum of 3 sources of at least 2 types** into this speech. Only one personal interview will count as a source. Remember, it is imperative that you **cite your sources orally during the speech**, as well as in the bibliography that you will turn in with your outline.

Organization & Written Work: Structure your ideas and draft an outline, using your sources of supporting material for substance. The speech should have only one overall thesis with 3 to 4 main points. The **typed outline you hand in the day you speak** should conform to the format discussed in class. Also to be turned in with the outline is **a complete bibliography of all sources cited in your speech** in MLA format.

Purpose: You must be clear on your purpose whether it is to inform, persuade, or entertain. You must inform me as to your purpose before you begin speaking. **Regardless of the purpose you choose, the same structure, outline and bibliography requirements will apply.**



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6. Extra-credit work:

Attend, in person, a public speech. The speech may not be of another student or a teacher.

Write a 3-4 paragraph critique and analysis of the speech. Guidelines of the evaluation are:

One well-developed paragraph introducing the speech and providing background information about the speaker and setting or occasion.

One paragraph evaluating the content & writing style of the speech.

One paragraph evaluating the speaker's delivery.

One paragraph providing your overall evaluation and assessment of the speech.

The critique must be typed (12 point font, double-spaced).

You must provide documentation of attendance at the speech (program, bulletin, photo of the speaker and setting, etc...) This documentation must be attached to the critique/analysis.

You may complete one outside observation/analysis per quarter. The extra credit must be submitted prior to the end of the quarter in order to receive credit.

7. Emergency procedures:

The purpose of this guideline is to briefly outline emergency procedures that faculty, graduate students, teaching assistants and staff should review with class attendees during the first class meeting.

Identify and point out the locations of:

Exits;

Fire extinguisher(s);

Pull stations (primarily near exits);

Telephone(s);

Electrical breaker panels and emergency on/off switches (if applicable); Emergency eyewash stations and safety shower (if applicable); Designated emergency gathering point; *

Emergency Procedures Flip Chart.**

If you discover a fire:

Sound the alarm manually if it has not already been activated;

Call 911 or ensure someone calls 911 if you choose to fight the fire; 911 calls from cellular telephones will connect with the Phoenix dispatch center. Under these circumstances let the dispatcher know which ASU campus you are calling from;

Use the nearest fire extinguisher if you are trained and competent in the use of an extinguisher and if the fire can be controlled or extinguished with this method. If you choose to fight the fire,



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do so without putting yourself or anyone else at risk, and keep yourself between the exit and the fire.

The activation of a pull station should be followed with a call to 911 from a safe location. Any emergency warrants a call to 911, even if you think another person may have called. Specify whether you need police, medical or fire assistance.

When calling 911 have the following information available:
Building name and address or closest mall intersection; Room number;
Type of emergency, e.g., injury, chemical release, or fire.

If the fire alarm sounds:
Stop what you are doing;
Secure any dangerous activity;
Assist persons with special exiting needs;
Leave the building immediately by the nearest and safest exit; do not use the elevators;
Do not re-enter the building if the alarm stops; wait until the "All Clear" has been given by the local fire department or campus police services.

If the emergency involves an unconscious or injured person:
Ensure there is no danger to yourself or the victim;
Do not move the victim unless their life is endangered by staying in the current location; Call 911 and remain with victim until help arrives.

8. Other policies on Withdrawal and Grade Permanence, Academic Integrity, and Appeals and Grievance procedures refer to the Student Handbooks and Catalog.

L. Support Services

Research for speeches provides students multiple opportunities to gain familiarity and facility with computers. Computers are used for Internet research, text preparation, and visual aids, i.e., PowerPoint presentations.

M. Bibliography

Pruitt, Jason. Speech and Communication Syllabus. 2015. General Education Dept., Bethesda University, Anaheim, CA.

Microsoft Word file

Instructor reserves the right to make adjustments to this syllabus in part or in whole as necessary.