

Course Basics, Part I – Overview & Syllabus

Learning Goals & Objectives

Your learning goals are important, and you might have goals that reach beyond those listed here. Certainly your speaking skills will continue to grow across a lifetime of practice. The following list of goals is adapted from the National Communication Association's list of competencies for undergraduates in any major. You should be able to demonstrate the following competencies by the time the term has ended:

- Determine the purpose of oral discourse in various contexts.
- Identify theories related to development and delivery of oral presentations.
- Choose a topic and restrict it to meet the needs of purpose and audience
- Construct effective message content to engage an audience
- Demonstrate effective delivery strategies through speech assignments
- Design and implement effective presentational aids
- Demonstrate effective audience interaction through various oral communication activities
- Evaluate critical listening skills used to critique messages presented by other speakers.
- Recognize and employ ethical strategies in communication
- Identify and demonstrate strategies to reduce apprehension throughout speech assignments
- Identify, incorporate, and cite sources in an ethical manner to support an argument.

These goals also apply to our classroom versions of this course, so your achievement in this online setting will prepare you for other types of presentations as well.

Success in the Online Course

Your success in this class is important! While some students have taken online courses, others may be enrolled in a fully online class for the first time. Additionally, each of you brings differing levels of experience with and knowledge of technology. Although there are no pre-requisites regarding technology, all students should have basic knowledge of the Internet and be proficient with your computer, including the audio and camera functions.

As this is a public speaking course, all students are required to actively participate and deliver speeches in real time to a live audience of classmates. All due dates, including speech dates, are based on Eastern Standard Time (EST).

There are no pre-requisites for this course. Students enrolling in this course should be motivated to learn about and improve upon their public speaking skills. Given the nature of this course, there are significant speaking requirements; therefore, students should be proficient with speaking and listening in English in an online synchronous (real-time) environment.

Course Materials

The course was carefully designed to provide support for your learning and performance. The textbook, Canvas site, and assignments were created to meet your needs as online learners and speakers.

Texts. Be sure to keep up with the reading assignments for this class because your effective performance should include attention to strategies in the text. Beyond the textbook, you should pay careful attention to all email correspondence, Discussion postings, announcements, and unit introductions. Always read carefully and critically!

1. *A Speaker's Guidebook: Text and Reference* by Dan O'Hair, Rob Stewart, and Hannah Rubenstein (Virginia Tech edition, 7th edition)

Canvas site. To succeed in this course, you should take full advantage of the information provided on the Canvas site. If you have a question, check these resources first, and then contact your instructor if you are still in doubt. In order to gain the flexibility of controlling your own learning time online, you'll need to take responsibility for accessing the abundance of materials provided.

Technology.

Students in this online course will need a 1) reliable Internet connection and 2) computer with functional audio (microphone) and video (camera) capabilities. We will be online multiple times throughout each week of the course, using sites such as Canvas, Zoom, and other online resources as provided. *Adobe Flash Player will be needed to watch the video lectures provided. Please check with Virginia Tech 4HELP (4help.vt.edu) for additional information.

We will be using Zoom for weekly real-time sessions and for office hours. You must download the software onto your computer the first time you attend a Zoom session.

Other Resources

Newman Library: www.library.vt.edu

Syllabus -- Specific dates and other requirements will be posted on Canvas.

Unit	Reading Assignments	Evaluation	Weight -- % of course grade
I - Intro	O'Hair – Ch. 1, 2, 3, 4, 13, 14 Syllabus & Module 0: "Getting Started" (posted to Canvas)		
		Quiz 1	5%
		Unit 1 Participation	2%
II - Fundamentals	O'Hair – Ch. 6, 7, 10, 21, 23, 28	Speech 1: Podcast	9%
		Quiz 2	5%
		Unit 2 Participation	4%
III – Informative Techniques	O'Hair -- 8, 11, 12, 15, 16, & Q&A, pages 271-272	Speech 2: Interview	11%
		Quiz 3	5%
		Unit 3 Participation	4%
IV – Advanced Informative Techniques	O'Hair—Ch. 5, 9, 17, 18, 19, 20, 22	Speech 3: Meeting	15%
		Quiz 4	5%
		Unit 4 Participation	4%
V – Persuasive Techniques	O'Hair – 24, 25, 26	Speech 4: Persuasive Video	20%
		Quiz 5	5%
		Unit 5 Participation	4%
VI – College and Career	O'Hair-- Comprehensive + 27, 29, 30, 31		

		Unit 6 Participation	2%
		Final exam	5%
Course Participation			20%

Assessment 25%

Presentations 55%

Participation 20%

Units and Course Evaluation

Following is a list of the six units that will be discussed during this term. Each unit addresses various strategies related to message construction and delivery.

I - Intro

II – Fundamentals – podcast*

III – Informative Techniques – interview*

IV – Advanced Informative Techniques – group meeting*

V – Persuasive Techniques – video*

VI – College and Career

***Note: All four formal presentations must be presented in order to pass the class.**

Final grades for the course will be determined using this grading scale, based on the percentage of possible points achieved:

A = 93-100% A- = 90-92

B+ = 87-89 B = 83-86 B- = 80-82

C+ = 77-79 C = 73-76 C- = 70-72

D+ = 67-69 D = 63-66 D- = 60-62 F = 59 and below

For more detail about grading policies, see Course Basics, Part III.

Accommodations

If you have a documented learning or speaking disability, please inform your instructor immediately. Your instructor will provide any accommodations necessary so that you can be successful in this course. For more information, please visit Services for Students with Disabilities office at www.ssd.vt.edu.

Unit Sequence –

As shown on the chart below, the speaking assignments are designed to help you practice and build skills in increasing complexity across the course.

	Speech 1 (Complexity: Level 1)	Speech 2 (Complexity: Level 2--includes Level 1)	Speech 3 (Complexity: Level 3--includes 1 and 2)	Speech 4 (Complexity: Level 4 -- includes 1, 2, 3)
Type	<u>Podcast</u> – Informative, asynchronous	<u>Interview</u> -- Informative, group, synchronous	<u>Progress Report</u> <u>Meeting</u> -- Informative extemporaneous with cited sources, synchronous	<u>Persuasive video</u> -- extemporaneous with cited sources, synchronous

Time	3-5:00 minutes	4-5 minutes of questions (5:30-6:30 minutes total)	5:30-7:00 mins + Q&A	7-8:00 minutes
Topic choice/focus	Campus organization	Online employment interview	Project in which student is or has been involved; or local project	Promote product, organization
Audience	VT students	Interview team	Colleagues	Prospective clients or members
Purpose	Inform; socialize	Inform	Inform	Persuade
Credibility	Personal integrity; sincerity	Personal expertise as student and minimal research	Personal expertise and research, including library databases	Variety of types of sources, including library databases
Support	Personal experience; info about organization	Evidence of personal strengths, accomplishments, goals	Examples, testimony, facts, statistics; source citation	Examples, testimony, facts, statistics; source citation
Organization	Topical order	Topical	Chronological; Emphasis on Q&A	Monroe's Motivated Sequence
Voice & language	Vocal clarity, volume, variety	Appropriate vocal delivery, language tailored for audience	Enhanced vocal variety and language choices; Appropriate physical delivery	Advanced use of vocal & physical delivery
Physical behaviors	Vocal expression to match tone of presentation	Eye contact; gestures; variety of facial expression	Management of technology; use of speaking notes; eye contact; expression, variety of physical & vocal delivery	Mastery of technology; advanced use of eye contact, physical & vocal delivery techniques, gestures
Technology	Podcast	Zoom	Zoom; PPT	Zoom; PPT
Confidence	Addressing apprehension	Minimizing apprehension	Building confidence	Building confidence