Introduction to Public Speaking SPC 2608 Online Syllabus
Spring 2020

***Please read this syllabus carefully. In live classes, we often spend a full hour covering the syllabus. 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. Please review the Penalty Section now and before each speech so you are knowledgeable and do not lose points. Policies are not created to be difficult, but rather to ensure consistency and fairness to all students.

   This online course is intense and unlike other online classes. In addition to spending at least 3 hours a week for 16 weeks, reading, viewing lectures and speeches, you will spend many more hours before your 3 speech assignments. You will need time to prepare an outline, bibliography, ppt slides and many hours to practice each speech. It is not recommended you take this course when you have a heavy work/course load.
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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.

Required Text:

<u>THE ART of PUBLIC SPEAKING</u>, 2020 by Steven Lucas. Publisher: McGraw-Hill, 13th edition.

This text is available at most bookstores supplying the university, and at http://shopmcgraw-hill.com. You might also compare rental prices through textbookrentals.com; however, this is a newer edition.

*We are participating in the UF ALL ACCESS program for the Fall 2019 semester. **The ALL ACCESS program will allow you to gain access to the required materials for the course at a significantly discounted price through 9/20/2019.** After that point, the discounted price will no longer be available.*

STUDENT REGISTRATION INSTRUCTIONS FOR UF ALL-ACCESS THROUGH CANVAS FOR MCGRAW-HILL MATERIALS

1. Go to https://www.bsd.ufl.edu/G1CO/IPay1f/start.aspx?TASK=INCLUDED

- This prompts you to log in with your GatorLink account

UF	NEWS CALENDAR OFFICES & SERVICES DIRECTORY GIVING UF HEALTH UF IFAS	Welcome to UF ↓ Q

UF | Authentication UNIVERSITY of FLORIDA   CHANGE PASSWORD   FORGOT PASSWORD   CREATE ACCOUNT   TROUBLE SIGNING ON?

Username

GatorLink Username

Password

Password

LOGIN

UF Login has a new look.
Click here for more information.

You are logging in to a University of Florida (UF) information system and agree to comply with the UF Acceptable Use Policy and Guidelines. Unauthorized use of this system is prohibited and may subject the user to criminal and civil penalties. UF may monitor computer and network activities, and the user should have limited expectations of privacy.

2. You are shown a list of classes in which you are enrolled that are participating in UF All Access, with the prices.

3. Click the Opt-in check box next to the appropriate class. You may have more than one class that you are taking participating in the program.

4. Click the button below to authorize the charges.

****Please see the screen shots below****

Get access codes for your classes
Current Term Codes

You are enrolled in the following classes which require an access code for online content:

Term	Course	Publisher	Price	Code	Opt-In
SPRING 2016	GEB3373	Pearson	$90.00		☐
SPRING 2016	GEB3373	Capsim	$54.00		☐
SPRING 2016	QMB3250	Pearson	$102.50		☐

You may authorize these charges to be posted to your student financials account and receive access codes immediately. Click the check box under "Opt-In" for each code you wish to opt into. Then click the check box authorizing the charge and click the "Opt-In" button.

Charges thorugh this system are refundable if you drop the class before the end of the Add/Drop period (11:59 pm on January 11, 2016 for Spring).

☐ I authorize the above charges to be posted to my student financials account.

Amount to Charge: $0.00 [Opt-In]

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Charges thorugh this system are refundable if you drop the class before the end of the Add/Drop period (11:59 pm on January 11, 2016 for Spring).

☑ I authorize the above charges to be posted to my student financials account.

Amount to Charge: $144 [Opt-In]

5. Click the Opt-In button next to the "Amount to Charge" once you have reviewed your course selections.

6. Once you click Opt in you will receive the following message on the UF All Access page: *"Thank you for opting in to access your digital textbook. You will receive a confirmation email to your @ufl.edu email with a registration link within 2 business days through which you can activate your account. The email will come from RedShelf.com & the subject line will be "New Digital Materials Added to Your Library" You will be able to access your text through the link provided in the email or by going to https://brytewave.redshelf.com/. For additional technical support please visit https://brytewavesolve.zendesk.com/hc/en-us"*

You will receive an email to your @ufl.edu email address within two days of opting in. When you receive the email click on the link to go to brytewave.redshelf.com. You will then be prompted to create a username and password for your account. After you have completed your account set up your textbook will appear on your bookshelf. For the rest of the semester you will continue to access your eBook through https://brytewave.redshelf.com. If you need any further technical support please visit *https://brytewavesolve.zendesk.com/hc/en-us*. *If you have any additional questions regarding UF All Access please contact allaccess@bsd.ufl.edu.*

UF All Access Tips:

*If you are having difficulties **navigating your Canvas course to obtain your access code**, contact the following address:*
allaccess@bsd.ufl.edu

*If you are having difficulties with an **invalid access code**, contact the following address:*
allaccess@bsd.ufl.edu

Instructor: Dr. Kim McCall (mccall@ufl.edu). I have taught public speaking for more than 20 years and I know first hand how important this course will be both for you now and in your future. I have more of an oversight role for this course. Many times my work is in the background, but I am here! As an instructor, the positive thing about me is that I will encourage you to learn, be confident, and to turn in your assignments on time. The negative thing about me is that I am really strict with deadlines, specially since you have weeks to accomplish assignments.   I will be happy to answer any questions, but please contact your TA if you have a question about your speech or speech topic. However, all questions about accommodations or

missed work should come to me, Dr. McCall. If in doubt, you can 'cc both your TA and Dr. McCall. This course has been designed by Dr. Webster and she has created the lectures so she will be the person you will hear and see as you work your way through the modules. She did an amazing job of presenting important material and adding encouraging messages. I highly recommend you view all of her lectures and listen to her voice overs as she adds personal examples which will help you learn and remember the material.

Contact info: 211A Rolfs Hall. Phone: 352-392-5421

Email: Dr. McCall: mccall@ufl.edu

TA:
We have approximately 6 TAs for this course and students will be assigned to one of those TAs after drop/add. Your TA will facilitate all of your work for this course. They will be your first point of contact. They will answer your questions, review speech outlines per request, and grade all of your course work.

All TAs are highly qualified to grade your work. Many have taught their own, live Public Speaking course, some are working full-time out in the professional world and have expertise in Public Speaking, and some have coached or traveled with competitive speech teams. Grading has been standardized across instructors to ensure that speeches are viewed the same.

TA Office Hours: All TAs will hold office hours in the chat room. You can ask questions of any TA in the chat room; however, for questions about your specific outline or speech, you should plan to visit the chat room during your specific TA's hours. Once drop/add ends, you will receive an email from your TA informing you of their office hours/contact information.

The chat room is not the place to leave a question to get a question answered quickly (unless your TA is working in office hours). For quick answers, send an email to your TA and 'cc Dr. McCall. If you want a face-to-face meeting via the conference tool, just email your TA to set up a meeting time. To request a meeting with Dr. McCall, please also send an email.

Please make time to actively engage with your TA. In live classes, office hours tend to be fairly quiet until after the demo speech round. After that, students quickly realize how different this skill-based class is. Talking more in depth with your TA about feedback, or even requesting some tips face-to-face via video, can make all of the difference in understanding better gestures or vocal variety.

Course Requirements:

A. 3 Speeches and 5 peer reviews for each: = 600 points

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**: (250 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.

B. Early Speech Outline: for the Demo speech with 5 peer reviews = 50 points

For every speech assignment, you will submit your outline, ppt, and your video. However, we will also do one earlier outline assignment for your first speech to help you tune into the rubric (and push you to finish early enough to practice). The outline assignment for the demo speech is 50 points and is due weeks before your speech. Then, you will revise after receiving feedback from your peers and you will resubmit the new outline with your speech by the demo speech deadline.

With the demo speech outline assignment, you will also complete 5 peer reviews of other outlines submitted in the class. At the deadline for this assignment, the computer will automatically assign you 5 peers to evaluate. The goal is to allow you to apply the skills you have learned about research, organizing a speech, and writing intros and conclusions.

To get full credit for the peer review, you must use the rubric that you find when you click on that peer's outline. If you are late turning in your outline, the computer will not automatically assign you peer reviews. You should contact Dr. McCall to request that the peer reviews get assigned. The 3 day deadline will still apply from the time of your submission.

C. Participation: 100 points.

1.   5 Discussion Boards -85 points
3.   1 syllabus quiz – 15 points

D. Midterm (150 points) and Final Exam (100 points) = 250 points.

E. Extra Credit (possible 15-20points). See assignment pinned at the top of the discussion board. Notice that it is due by the date persuasive speeches are due.

Grading : Total Possible Points = 1000

Scale for Final Grades:
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

Quick Summary of Grades (listed in order of when due)

Post Welcome to Course Introduction	10 points
Syllabus and Intro Video Quiz	15
Post Demo Speech Purpose and Central Idea	15
Demo Outline and 5 Peer Reviews	50
Midterm Exam	150
Demo Speech and 5 Peer Reviews	150
Post Info Speech Purpose and Central Idea	15
Post Special Occasion Speech	30
Info Speech and 5 Peer Reviews	200
Post Persuasion Speech Purpose and Central Idea	15
Persuasion Speech and 5 Peer Reviews	250
Final Exam	100
	1000 points

Note- Extra Credit due Friday April 3

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. If you are already talented at public speaking, you can tailor this class to go to the next level. Gators definitely take charge of their own learning and growth. If you want ideas about how to advance an already strong foundation, just see your TA or contact me, Dr. McCall.

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 8-10 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, an online class is probably not a good fit for you. I personally went through the new book and all the Modules Summer A and it is a lot of work! I do not recommend you take this course during a semester when you have a heavy work load online and/or at work. In addition to all the reading and online materials, expect to spend 1-2 hours per each minute of your speech on rehearsing your speech. So for a five minute speech you need to rehearse from 5-10 hours.

Attendance Policy

Attendance will be marked by your 'participation' in assignments. Students should complete the work, listed under 'assignments,' that is due.

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.

**<mark>Deadlines are the 'due' date not the 'available until' date</mark>. When you see 'available until,' that marks a date where the assignment may possibly be accepted, but with penalty points assigned. Many times the available date is later than you can earn a grade. 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.

Deadlines will fall at 11:59 PM.

> **For exams**, you will get a limited amount of time to complete them, and the exam closes at 11:59pm **on the deadline**. In other words, the date you see for the exam is the 'deadline' and not the open time. Thus, if the deadline is Friday at 11:59pm, and you sign on at 11:30pm, 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. Although

these are timed exams (60 minutes for each exam), you have a full 24 hour period during which you can choose to take it. You will need to sign up for Honorlock to take the exam. See the last page of this syllabus for exact instructions on preparing your room and computer for taking the exam with Honorlock. <mark>The exams are NOT open book.</mark>

Since you have 24 full hours, and prior notice about the date, having to work is not an excuse for missing an exam. You have committed to this academic class. Please arrange your work schedule accordingly. When you see 'Available until,' that refers to the time when you can still access the exam, but for a penalty.

***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.

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.

PENALTIES FOR THE CLASS

Here are the penalties for late work:

1) **Malfunctioning videos: Grade of 0 points**

  a. If I cannot open a file on youtube or canvas, your speech will be assigned a grade of zero. Please make sure to double check your links. Get a friend in the class and check each other's links because you will always be able to open your own and won't know there is a problem. Remember that your TA may not open every video the day it is submitted. Or even 2 days later. It is not their job to inform you that your link doesn't work. Thus, <mark>broken links receive a grade of zero</mark> and not 'late work.'

  b. <mark>If we cannot hear your video, your speech will be assigned a grade of zero</mark>. It's a good idea to 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, <mark>a deduction of 15 percentage points per day will be taken from your grade. Even if you are 1 minute late,</mark> the 15% deduction applies.
   For the **demonstration speech**, you **lose 22 points each day** it is late.
   For the **information speech**, you **lose 30 points for each day** it is late.
   For the **persuasion speech**, you **lose 37 points each day** it is late.

You have the option to submit in advance. In other words, the deadline is a hard deadline and not just a goal.

    a. <mark>Issues with technology are not an acceptable excuse for late work</mark>. Even if you submit a ticket from the help desk. 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. You are posting in 2 different places to give your peers access.

3) Late discussion board posts: Grade of 0 Points

a. Discussion board posts are all or nothing. <mark>Late or incomplete discussion board posts receive no credit</mark>.

4) Late peer reviews for 'speeches' – 10 points each missing peer review:

<mark>Each late peer review for speech assignments will reduce your speech grade by 10 points</mark>. Please make a note to yourself. You have 72 hours from the speech deadline to watch just 5 speeches and fill out a rubric on them. Make yourself a reminder of this step for each speech.

5) Late demonstration outline 'Early' outline assignment: **-25 to -50 points**

<mark>Missing the initial deadline for the assignment will receive an automatic **25 point deduction**. If you miss posting before all peer reviews are due within the 72 hour period after the deadline, **all 50 points will be lost**</mark>. Late work after the 72 hour period will only be allowed with proper documentation for an excused absence (e.g. medical emergency). If an outline is submitted, but the **peer reviews are missing after 72 hours, 5 points will be deducted** from the assignment for each missing peer review.

6) Late exams:

Midterm: <mark>15% penalty per day</mark> late (or **minus 22 points each day late**) unless documentation of an emergency is provided.

Final exam: There are <mark>**no make-ups**</mark> for the final exam.

<mark>Speech Recording Penalties</mark>:

Not Showing UF ID- Minus 15 Points or Fail Class if Never Show

At the beginning of your recording <mark>you must show your UF ID or driver's license</mark>. Make sure your name and picture are showing, but cover the other important information. Failure to show your ID will result in a 15 point penalty. <mark>If you never show your ID in any of the 3 speeches, you automatically fail the course because we need proof YOU did the speeches</mark>. It is important to show your ID before each speech because in case your TA wins the lottery and leaves, or there is an emergency, the new grader needs proof of who you are.

Not Showing Both Sides of one 3 x 5 Note Card- Minus 15 Points
You only get ONE side of one 3 x 5 note card. ==If you do not show us your note card, we assume you used two sides,== which is too much information.

Reading- Speech Starts at 70%
Reading from both sides of your note card, your phone, laptop, notebook, cue cards, hence, ==reading from ANYTHING results in a loss of the following points==:
Demo speech **minus 45 points**
Info speech **minus 60 points**
Pers speech **minus 75 points**

Missing or Young Audience Members- Minus 30 Points
You will lose 30 points for each missing audience member.
==You will lose 30 points for each audience member that is not in view 100% of the time==.
You will lose 30 points for each audience member that is not an adult (age 17 and younger).
You will lose 30 points for each audience member that does not wave at the camera before your speech (or make some motion so we can see it really is a person).

No Head to Toe View of You- Minus 15 points
==You must be visible from head to toe 100% of the time== or you will lose 15 points. This is on top of the points you will lose on the rubric for not showing items listed, such as gestures. Do not walk out of the camera range, or be careful that the camera has not dropped down a tad, thus cutting off parts of you. The exception, is for the demonstration speech if you need to show us something behind a table, start your speech in front of the table, then move behind the table for the actual demonstration, and move to the front of the table again for your conclusion.

Going Over Time Limit- Point Deduction Varies
Once the time limit hits==, you get no credit for anything said after that point==. So if your time limit is reached just at you start to say your conclusion, all points on the rubric for that section will earn a grade of zero.

Missing Q and A Period- Minus 15 points
Answering questions after your presentation is important. ==It should last about two minutes==. If you record your whole speech, stop the recording, then remember you need to answer questions, you may turn the camera back on to do your Q and A period. The question and answer period is not counted toward your speech time. So if your speech is 3 minutes, plus two minutes of Q & A, your speech is only 3 minutes, and you will have points deducted for not making the time limit.

Editing Your Speech- You Will Earn a Grade of 0
You are not allowed to edit your speech. ==You must record it from start to finish in one take==. In live classes, there are no do overs, so you aren't allowed to splice together the best parts from many different recordings.

Uploading to the Discussion Board, but not the Assignment- You Will Earn a Grade of Zero
You must upload your speech, powerpoint slides, outline and bibliography to the assignment AND the discussion board. If you upload to the discussion board, but not the assignment, you earn a grade of zero. Why? Because the assignment is where your TA grades your speech. If nothing is there, there is nothing to grade and hence, the speech earns zero points.

Not Recording in Allowed Format- You Will Earn a Grade of Zero
The only recording formats allowed are: Quick Time, MP, Windows Media Player 4, Flash and Real Time.

Other Class Policies/Penalties:

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: **minus 10 points**
Students will dress appropriately in business casual attire to deliver their speeches. Lack of business casual attire will result in a 10 point deduction of your speech grade. Students should refrain from chewing gum during their speeches, or wearing hats.

Speech props: minus 50 points
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: minus 5 or 15 points
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, using your own speeches from a prior class, and other forms of dishonesty are grounds for failure of this course and referral to the University Judicial process.

Grade Disputes: If you dispute the grade you receive for an assignment, you may request to have it re-graded by Dr. McCall. First though, you should meet with your TA to discuss the grade you received to be sure you understand the rationale for your grade. Following that meeting, if you still wish to dispute the grade, you may email Dr. McCall(mccall@ufl.edu) to request that your assignment be re-graded. If you request this re-grade, the second grade will stand, regardless of whether it is higher or lower than the original score. You may request re-grading up to one week after an assignment has been returned. We will not consider requests after this time.

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.' When you contact the UF Help Desk, **the most knowledgeable staff is only on duty from 9-5 EST.** If you call other than those hours, the person might start a ticket for you, but may not be able to help you immediately. 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. If you have technical problems on a deadline, take a screen shot of the problem and contact the help desk immediately. Having a ticket with the helpdesk will not guarantee that you will avoid penalty points because you should start all work well in advance to avoid technical issues.

**For every speech, you have several details that need your attention. Let's take a look at these because they are important.

The trap is to feel the details are to make your lives difficult. However, they have actually been fine tuned over years, under the oversight of UF's teaching center, to ensure that online students are receiving the same level of quality that live students receive. In a skill-based class like Public Speaking this means more than reading and taking tests. You need to watch speeches, practice, and execute. Every step in the assignments ensure that you are moving through the process used across the country for online public speaking classes. Further, part of public speaking in the professional world is more than just talking out loud. Great speakers know what is expected in a situation, do preliminary prep, pay attention to details such as the room or deliverables, and meet deadlines.

> a. Make sure you have read all of the documents under Additional Readings and Resources in the first module. 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 <u>guidelines for that particular speech</u> by clicking on its link in 'Assignments' (e.g. 'demonstration speech,'). Requirements change for each speech so pay close attention to these shifts.

c. <u>Upload the link</u> 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, bibliography, and ppt slides with that video link upload. It is okay to attach the outline and ppt in the comments box if you have trouble uploading all items at once. Missing items will result in a point loss on your rubric. Since submitting work on time is different than the employee who says 'oops, I forgot that detail,' you cannot just submit work late. It is your responsibility to make sure that you upload all documents. **Please use Microsoft word and Microsoft ppt for your outlines and slides**. Keynote and word perfect submissions will result in a late penalty until you resubmit with the correct file formats.

> *Pro Tip*: If you use a slower home connection, realize that uploading can take hours. **Leave yourself plenty of time.** When the assignment is received (fully uploaded) is what counts, not the time you started to upload the assignment. Delays in technology will not be an acceptable excuse. Loss of power will not be an acceptable excuse. Just as in the work world, planning in advance for possible setbacks is important to success.

> 2) The second place you need to upload your work is on the Secondary Discussion Board for that particular speech assignment. You will upload the link to your speech and your ppt slides for your peers. You don't have to upload the outline on the Secondary DB. Missing links on the secondary post discussion boards, by the due date, will result in a 5 point penalty each day it is late.

> *Both uploads are done at the <u>same due date and time</u>.

d. <u>Complete peer reviews</u>. Once the deadline for the speech has hit, the computer will automatically assign peer evaluations. When you go back to the assignment page after submitting you should see the names of the people you need to peer review. When you click on a name, you will be able to access the rubric and fill out a peer review. Peer reviews are **NOT** just a few sentences written to the student. **To get credit, you must use the rubric.** This task makes you a better judge of all fundamentals of a speech, and in turn, a better speaker as you tune into those subtle features of good speakers. Peer reviews are also **NOT** done on the secondary discussion board. You have 72 hours to complete all 5 of your peer reviews. Each late peer review will reduce your speech grade by 10 points per review.

If you don't see all 5 reviews, it is possible that a student was late submitting their work. In that case you should take a screen shot of the missing peer review and email both Dr. McCall and your TA right away to get another peer review assigned. Missing this step will result in no credit for that peer review.

*Pro tip: the peer reviews will not show up in your 'upcoming task' list on the home page since they are part of the speech assignment. Write down this 72 hour deadline on your own calendar for each speech.

Receiving low scores on peer reviews from your peers will not harm your grade. We understand that your peers have not been trained. There is some history though of peers not watching speeches and just filling out a peer review randomly. Please don't do this. I see a constant correlation between accurate peer reviews and top speakers in the class. Peer reviews help you learn the fundamentals and tune into unique styles.

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. In the business college, we actually don't allow any note cards and students learn to be highly effective at learning and delivering their speeches focused on the audience. You can certainly choose to take this challenge on. If you do use a note card, be sure to hold up your note card to the camera before starting and show both sides. Using more than one side of 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. In live classes, almost every student uses the signal technique and finds it helpful.

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**. It is common to forget the Q&A in the first round and we will see an end to the recording at the end of the speech and then a start for the Q&A. This is okay. Don't start all over. You just cannot start and stop the recording in the middle of the speech.

You should also pan the entire audience before your speech. Have all audience members wave at the camera to prove they are real individuals (yes, people have tried to use stuffed blankets and wigs in the past). If this step is not done, that audience member will not count (-30 points off of your speech per missing audience member). Further, 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. The recording guidelines show you a diagram for camera set up.

Be wary of claiming that online students shouldn't have to find 5 audience members. You would be arguing for lower quality training in your course. Under 5 audience members resembles interpersonal communication more than public speaking at best, and just making a youtube video at worst.

*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. I want you to succeed. The most common comments I see from students after they have gone on to internships or work sites is a huge thank you for showing them that they had more potential than they gave themselves credit for.

*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. We don't want you to sit alone and worry about this class. Many UF students have found interesting techniques, by working with their TAs, that would help them to speak effectively even if it was outside of their comfort zone. You can be successful in this class. It is important to take steps early that can help you. Consider scheduling appointments with your TA or the instructor in advance to discuss handling speech anxiety.

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:

Do you 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.

Navigating 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 on the first content page for that 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 listed below 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.** Try to look ahead at deadlines and then work backwards to set up mini-deadlines for completing parts of each assignment. ==Strive to submit all assignments days BEFORE the due date.==

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.

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.

Week #	Week starting…	General guideline of pacing
		(starred items are not the only course tasks. See the assignments link on canvas for all deadlines. However, I posted the big ones here so you can plan ahead or start early to accommodate your schedule.)
Week 1	Jan 6-10	Modules 0-1 (Ch 1,13,14)
Week 2	Jan 13-17	Modules 0-1 continued, and Module 2 (Ch 2,3,6)

Week 3	Jan 20-24	Module 3 (Ch 4,5,15)

Week 4	Jan 27-31	Module 4 (Ch 7,8) &Module 5 –(Ch 9,10,11)) **Demo outline due***

Week 5	Feb 3-7	Module 5 continued

Week 6	Feb 10-14	Module 7 – **Midterm Exam ***

Week 7	Feb 17-21	Module 6 -**Demo speech Due***

Week 8	Feb 24-28	Module 8 (Ch 18,19,20)Spring Break

Week 9	Mar 2-6	Spring Break

Week 10	Mar 9-13	Module 9-10 (Ch12)

Week 11	Mar 16-20	Module 10 continued **Info Speech Due ***

Week 12	Mar 23-27	Module 11-12 (Ch 16,17)

Week 13	Mar 30 – Apr 3	Module 12 continued

Week 14	Apr 6-10	Module 13

Week 15	Apr 13-17	Module 13 continued– **Persuasive speech Due***

Week 16	Apr 20-22	Module 14 -**Final Exam ***

Here is a list of my due dates with all assignments included:

Jan 6	Tuesday Classes Start
Jan 17	Friday Syllabus/ Video Quiz, And the Introductory Post due
Jan 24	Friday Demonstration Topic Due
Jan 31	Friday Demonstration Outline Due
Feb 3	Monday Peer Reviews of Outline Due
Feb 13	Thursday Midterm Exam (bc Friday is Val Day and long weekend)
Feb 21	Friday Demonstration Speech Due
Feb 24	Monday Demonstration Speech Peer Reviews Due
Feb 28	Friday Information Speech Topic Due
Mar 9	Monday Special Occasion Speech Due
Mar 20	Friday Information Speech Due

Mar 23	Monday Information Speech Peer Reviews Due
Mar 27	Friday Persuasion Topic Due
Apr 3	Friday Extra Credit Due
Apr 17	Friday Persuasion Speech
Apr 20	Monday Persuasion Speech Peer Reviews Due
Apr 22	Wednesday Final Exam Due

Procedure for Honorlock (must complete before both exams)

Prior to test start, you will need the following:
● Government issued photo ID (or Student photo ID).
● Working camera and microphone.
● Stable internet connection.
● Google Chrome browser (https://chrome.com).
During the test:
The online testing environment should mimic the 'in class' testing environment, and has following guidelines:
Testing Area :
● Sit at a clean desk or table (not on a bed or couch)
● Lighting in the room must be bright enough to be considered "daylight" quality. Overhead lighting is preferred; however, if overhead is not possible, the source of light should not be behind the student
● Ensure your desk or table is cleared of all other materials.
● If prompted to do a room scan, be sure to include your work area. Make sure to do a complete 360 degree rotation of your room, then show your work space. Partial scans and/or failure to show your work space may be flagged during the proctoring review.
● Make sure your laptop is fully charged, or keep the charger within arm's reach.
The following items/actions are not permitted:
● No writing visible on desk or on walls.
● No websites other than Canvas and the Honorlock proctoring extension should be used or open while taking a proctored exam.
● Close all other programs and/or windows on the testing computer prior to logging into the proctored test environment.
● Make sure music/televisions are not playing in the background.
● Communication or receiving assistance from others is not permitted during a proctored assessment. Exceptions: contacting Honorlock support or your institution's help desk.
● No other persons except the test-taker should be in the room during testing.
● Using a phone or any other electronic device, other than your test-taking device, is not permitted.

- Remain visible in the web camera during the entire duration of the exam.
- Leaving the room during the testing period is not permitted.
- You must not take the computer into another room to finish testing (exam must be completed in the same room the "Exam Environment View" is completed in).
- Headphones or smart watches are not permitted.
- Dual monitors are not permitted.

Questions? Contact Honorlock support at (844) 243-2500