SPC2608: Introduction to Public Speaking Syllabus
Online Asynchronous

Contact Information:
Instructor: Dr. Dennis McCarty
Zoom Office Hours: Tuesdays from 1:00pm-4:00pm, or by appointment
Zoom link: https://ufl.zoom.us/j/6784738511
Email: d.mccarty@ufl.edu
Website: http://lss.at.ufl.edu (Canvas)

General Guidelines
Please read this syllabus carefully and complete the Syllabus Quiz.
The policies in this syllabus are dictated by UF's Dial Center for Written & Oral Communication to ensure consistency and fairness to all students across live and virtual sections of public speaking at the University of Florida.

The most important things to know are:
- *You must turn in all three speeches in the correct sequence by their deadlines to pass this course.*
- *You must adapt to your TA's feedback to improve both your public speaking skills and your grade. Your TA is your first point of contact for this course. If your TA cannot answer your question or any issue arises, please contact Dr. McCarty. Contact Dr. McCarty whenever you have concerns or questions about course policy, or if you are requesting an extension due to an emergency.*
- *Review the policies in this syllabus before each speech and assignment to ensure you are abiding by all the expectations.*
- *Read assignment instructions and follow the teaching in the videos to ensure that you keep track of guidelines and do your best to express your thoughts and knowledge professionally.*
- *Check your email and Canvas daily. Especially for the Summer course, you will need to keep up with course messages and changes. If I contact you (always via UF email) about a problem with an assignment or submission, you need to reply to me within 24 hours, 72 hours at most. Since we are online and remote, we need to maintain clear and consistent contact.*

Course Purpose
The general purpose of this course is to understand and apply the basic principles of effective public speaking, the principles of audience analysis and message preparation, and critical listening skills as they apply to public speaking.

Objectives
At the end of this course, students will be able ...
- To demonstrate the understanding and integration of the basic principles, practices and techniques of effective public speaking.
- To recall and discuss principles of listening and perception in order to enhance speaking abilities.
- To show confidence and poise when speaking to audiences or groups.
- To discuss and reveal in presentation how public speaking contributes to our role as citizens in our communities.

Proceed to more information on the next page:

Additional Course Information

Teaching Assistants: You will be assigned a TA for this course. Your TA is your first point of contact to ask about speeches/outlines/topics/etc. Please check Canvas frequently for correspondence from your TA.

TAs will be assigned after the drop/add deadline. Your TA will facilitate your work for this course. They will also answer your assignment questions and grade most of your course work.

Check for a Canvas announcement after drop/add regarding your TA's contact information and office hours. This information will also be updated on the Syllabus page on the Canvas site.

Please send any correspondence to your TA or to Dr. McCarty directly through UFL email—to ensure a speedy response, do NOT use Canvas messenger.

Please make time to actively engage with your TA. Talking more in depth with your TA about feedback, or even requesting some tips face-to-face via Zoom, can make all the difference in understanding different aspects of content and delivery, such as better gestures or vocal variety.

Required Web Browser: For optimal viewing of videos and taking tests on Canvas, you need to download, install, and use Google Chrome.

Required Texts
For this course, you are not required to purchase a textbook. Instead we are using open educational resources. Textbook chapters will always be linked from module pages, but if you need to download the full PDFs of the texts, here they are:

- "Stand Up, Speak Out: The Practice and Ethics of Public Speaking" by University of Minnesota Press
- "Speak Out, Call In: Public Speaking as Advocacy" by Meggie Mapes

Additionally, for the sake of maintaining good resources, we encourage you to own a useful handbook on public speaking. Students are not responsible for the information in this text for assessments and assignments–it is simply a recommendation:

Engleberg, I.N. & Daley, J.A. The Norton Field Guide to Speaking, W. W. Norton & Company Inc., New York, 2022.

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor. The instructor is only responsible for these instructional materials.

Learning Activities and Assignments
- **Major Speech Assignments**
  Each speech must be completed on time and within the prescribed time limit. Also, with some difference between speeches, presentations should be before an audience of at least three individuals who are made visible in the speech video. Consult the recording guidelines for further information.
    - **Online Conference Presentation**
      The speaker will introduce a topic of concern to them and elaborate upon initial research they have completed and information they have found. This speech is conducted with the help of a support-oriented class group, with which the speaker will demonstrate cohesion.
    - **Informative Speech**
      The object of this speech is to give the audience a fuller, more functional understanding of a specific topic. Your instructor will require use of visual aids and an outline.
    - **Persuasive Speech**

A speech of advocacy where the speaker confronts neutral and/or opposing listeners, inviting them to change their opinions to match that of their own using a variety of motivational strategies. Your instructor will require use of visual aids and an outline.

- **Peer Reviews**
  For each speech, students will complete evaluations of their peers. These peer evaluations will be graded in assignments separate from the speeches, and students will be assigned peers for evaluation on Canvas' peer evaluation tool, which you can find in the upper right of speech assignment pages. After each speech deadline, students are expected to complete peer evaluations within 48 hours.
- **Quizzes**
  Assessments comprise short quizzes and asynchronous assignments. Quizzes cover readings in the text and class material. Point values vary according to the breadth of material covered in each quiz. It is strongly recommended that you read and take notes on the reading as well as lecture and supplemental videos.
- **Participation Assignments and Discussions**
  Worksheets and discussions will be assigned that assess your progress, group work, and speech development as the course proceeds. Pay attention to assignment instructions and the context given in the modules to know what is expected.

Assignments and Grading

Assignment and Points Summary
- **Online Conference Presentation – 150 pts**
- **Informative Speech – 200 pts**
- **Persuasive Speech – 250 pts**
- **Peer Reviews – 50 pts**
- **Quizzes – 175 pts**
- **Participation Assignments and Discussions – 175 pts**
  TOTAL: 1000 pts

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

Other Relevant Information:

- **Recording Guidelines and Submission**:
  Every recording must be completed on your device and downloaded securely to your files (e.g. on your computer). Do not erase your speech recording until after the course is done. Then, ==take your video file and upload it to YouTube, making sure that the upload is "Unlisted" and NOT "Private."== We need to be able to access your video in order to view it. This is the only way that video sharing will be allowed for this course: YouTube link "Unlisted." The link to your video will be submitted in your assignment submission for each speech.
  Download and familiarize yourself with the Recording Guidelines document linked on the Canvas Orientation page showing the detailed recording process and guidelines for the course. You are responsible for managing technology and coordinating with an audience for each speech.

- **Course Groups**
  For the Online Conference Presentation and some assignments, you will coordinate with a group of your peers assigned to you by your instructor. The purpose of these groups is primarily to provide support for brainstorming, studying, practicing, etc. **Do not neglect your group!**

- **Peer Reviews:**
  In an in-person course, adapting to the needs of a diverse audience is highly evident as a full classroom is faced every meeting. For an asynchronous course like this, we manage more exposure and feedback by allowing students to evaluate their peers and practice supportive, constructive communication.
  For each of your speech assignments, you will receive and be assigned peer feedback. Peer reviews will be assigned at the deadline of each speech, and you will have 48 hours after the deadline to complete them. You can always find your peer review assignment links in the upper right of the speech assignment page.

Schedule of Topics, Assignments, and Due Dates

A separate schedule document will be provided on the Syllabus page on Canvas. During the first week of the semester, I recommend going through this list of assignments and due dates to write all deadlines in your own personal calendar. This will help you work ahead and meet each deadline.

There is a penalty for late work in this course. Any speech submitted late without extension will be reduced in its grade by 15% of the total for each day late. Speeches submitted more than five days late will receive a grade of 0. Any other late work, including exams, quizzes, discussion posts, and the demo outline, will receive a grade of 0. Any extension request (or excuse of any kind) can only be given by Dr. McCarty after you notify him of the problem (within 5 days of the missed deadline) and provide official documentation, such as a letter from the Disabilities Resource Center or CARE. Any alterations to this policy based on circumstance are at the instructor's discretion. Only one extension can be granted for a speech assignment. Any further problems with reaching the new deadline or the deadlines for other speeches necessitates communication with CARE about recurring obstacles to course objective fulfillment.

To meet these deadlines (especially for the speeches) I highly recommend you finish recording your speech well before the deadline so that you have time to upload all the materials properly and ensure everything is working—any dead links or otherwise inaccessible speech videos will be considered late if you do not fix them before the due date.

If you fail to submit any one of the three speeches, you will not pass this course. If you submit the speeches out of order, you will not pass this course. Failure to adhere to the sequential order of speeches will result in an automatic final grade of "E" for this course.

Important University Dates and Deadlines:

August 22	Classes Begin
August 28	Drop/Add ends
September 2	Labor Day (No Class)
October 18	Homecoming (No Class)
November 11	Veterans Day (No Class)
November 22	Withdrawal Deadline
November 25-30	Thanksgiving Break (No Class)
December 4	Classes End

For additional critical dates, consult the University of Florida Registrar's office at: http://www.registrar.ufl.edu/

Syllabus continues with speech expectations on the following page.

General Speech Expectations

For all speeches, you will be practicing an extemporaneous performance. This means NOT memorized, but instead delivered to your audience with a conversational familiarity. Here are some "Dos" and "Don'ts." These will help you optimize the grade you receive; the "Don't" items in particular mention some practices that may hurt your grade:

- **DO speak on topics with which you have a relationship or sincere interest**: It makes things much easier for you than grabbing a random speech topic!
- **DO show the one side of a 3x5 note card that you're using as speaking notes before the video begins**. This card should contain basic bullet points, key words, and anything difficult to remember (such as stats, citations, or names and dates).
- **DON'T read your speech from an external source**. If we see that your eyes are tracking from left to right repeatedly and gazing at a point beyond the screen, then we must assume you are reading from another screen or a notes app like Read.ai. Doing this will result in a lower speech grade, per the assignment instructions. The notecard should be your only notes for the speech.
- **DO show and nonverbally interact with your audience of 3 or more adults**. At the beginning of your video, make sure they are clearly seen. A complete audience is necessary for full points on the grade. More clarity on this is in a section below.
- **DO arrange your speaking view so that we can see your performance thoroughly**, with your face and body movement visible the whole time – this makes your performance gradable. Also **check that the video and audio recording are working, without noise**.
- **DON'T share your screen if recording on Zoom**. It makes the window view of you too tiny. More information on recording is in the modules, and more clarifications are in a section below.
- **DON'T edit your video; try to do it all in one take**. It is understood that sometimes odd things happen in recording: Bring these issues to your instructor; don't respond to a problem by doing nothing. Editing without permission will result in serious point loss.
- **DO meet the time expectations for each assignment**. Do not go under the minimum or over the maximum time – anything beyond the max will not count toward your speech's content, so be careful! Meeting the time requirements means…
- **DO practice your speech several times before recording**. Practice it in ways that help you remember the sequence and difficult material (like citations), but also practice it by having conversations with friends and family. Doing this will help you build familiarity.
- **DO upload your speech videos to YouTube as "unlisted" but NOT "private" (because then no one can see it).** This YouTube link will be what you submit for the assignment, in addition to outline and slides; it may not be submitted in any other way without explicit instructor permission.
- **DON'T forget to record a 2-minute (after speech time) Q&A session with your audience**, and **DON'T forget about the Peer Reviews**.

To ensure you earn the best possible grade…

**Please use Microsoft Word and Microsoft PowerPoint 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 a while. Leave yourself plenty of time. 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.

Summary of Common Penalties to Avoid:
- Incomplete/missing audience: -30 pts
- Not submitted as a YouTube link (or broken link): Ungradable; 0% unless fixed right away

- Sitting while speaking (other than Online Conference Presentation): -30 pts; if you fail to show enough of your body in the frame, this will result in a lower physical delivery grade.
- Reading from an external source (other than your note card): Much lower delivery grade, especially if you've ignored feedback – beware of looking like you're referencing a separate screen or paper (and sounding like you're reading a speech in general).
- Recording on Zoom, sharing your screen, and thereby shrinking the speech viewing window. Make sure you carefully read the Recording Guidelines. Otherwise this will result in a much lower physical delivery grade.

Complete peer reviews. 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.
You have 72 hours to complete all 5 of your peer reviews. Each late/missing peer review will reduce your speech grade.

If you don't see all 5 reviews, it is possible that a student was late submitting their work. In that case, you should email Dr. McCarty right away to get another peer review assigned.

If you see a problem with the link to a student's video, it is especially important that you help that classmate out by emailing Dr. McCarty immediately so he can contact and help them.

*Pro Tip: Peer reviews will not show up in your 'upcoming task' list on the Canvas homepage since they are part of the speech assignment. Input this 72-hour deadline on your own calendar for each speech.

Audience requirement:

You must find three adult audience members (either live or simultaneously in Zoom). There will be no exceptions to this rule.

The minimum number of audience members is 3 adults. All three adults (must be age 18 or older) must be visible 100% of the time during your speech (either on screen via Zoom or live-in person). **You will lose 30 points if audience members are missing.**

We don't need to see 100% of the body of each audience member, but they do need to remain in view, or there will be a penalty for lacking a full, visible audience. Be ready for people you invite to not show. No shows will not be accepted as a reason for a late speech – this means you should contact your instructor as soon as you see a problem happening.

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 (though preparing and executing one take/recording session is ideal).

Audience members must be in the room for the entire time of the speech, must be paying attention, and should wave at the camera at the start of the speech.

Saying that you are traveling or new to a town is not an acceptable reason for missing audience members. Again: Reach out to your instructor/TA for help and connect with your classmates!

You can choose to have your audience present 'only' by Zoom. Thus, you still need 3 adults, but they don't have to show up in person in the same room as you. These 3 adults can be family members, friends, or peers in the class. Personally, I recommend reaching out to find a group of classmates to work with—this is like a built-in

audience! Just be sure to plan for extras to come in case someone no-shows at the last minute.

To do your speech via Zoom, you would go to ufl.zoom.us and set up a Zoom conference.

When you set up the meeting, it's important that you take a few steps to ensure recording. First be sure to click the 'record to computer' setting. Then, be sure to use a meeting id because this will help protect you from zoom bombing from hackers (unusual, but it happens).

When you are ready to record, make sure you record in Gallery View. Check out this tutorial for recording in Gallery View: https://www.youtube.com/watch?v=9vK7ECvESec

Here's a written explanation for how to record in Gallery View: https://www.christopherjmartin.com/notebook/how-record-zoom-gallery-view-instead-active- speaker-view

You should see yourself and all of your audience members on the screen. This will allow us to verify that you had 3 audience members in attendance the entire time. Before you let your audience members go, review your recording to make sure it actually recorded in Gallery View. A few students have reported they set it to Gallery View, but it did not record in Gallery View. It is your responsibility to check that you can see all of your audience members on Zoom before you submit your speech.

Even though your audience is on the computer, for the Informative and Persuasive speeches, you should still stand up and remain standing, take several steps away from the screen so 100% of your body can be seen in the frame (double check that your head is not chopped off, and that we can see your feet), and project loudly as you would in a large classroom. If you don't speak loud enough for the TA to hear, then the speech cannot be graded, and you will not have completed the assignment.

Business casual dress is required for these speeches.

I highly recommend you reach out to other students in the class and both practice and record your speeches with each other. Record days before the speech is due in order to re- record a speech if there was a problem and to allow plenty of time to upload your YouTube link and other materials (which can take a while). I find peers make the best audience members because they pay attention to your speech and know they need to ask questions at the end of your speech, allowing you to reach the 2 minute mark required for the question and answer period.

About late work:

Deadlines will fall at 11:59 PM EST.

Work turned in after a deadline without an extension explicitly communicated via email is late. Work turned in more than 5 days after the deadline cannot be accepted for credit.

Malfunctioning YouTube videos: Grade of 0 points
If the link, the complete video, or the complete audio do not work, then the speech is ungradable. Make sure you check it out before you submit it!

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. After 5 days, no assignment will be accepted.

**You have the option to submit in advance. In other words, the deadline is a hard deadline and not just a goal. Issues with technology are not an acceptable excuse for late work even if you submit a ticket from the help desk, especially if you never communicate with your instructor. You should always try to upload your work long before

the deadline rather than that morning. Loss of power and/or internet connections happen and are NOT acceptable reasons for late work. Be proactive and upload days early. The UF Help Desk can take up to 24 hours to respond to your email, so work ahead. (Again, sometimes it's good to do a smaller test of your tech before committing to the full event.)

All excuses/reasons for missing work must be communicated to your instructor, Dr. McCarty, in writing within 7 days of the missed deadline: Otherwise, the excuse will not be accepted. If you contact your instructor, he may ask you for further information, and you must respond to this messaging within a week: Otherwise, it will be taken to mean that you have ignored the problem and have no interest in solving it. If you have an extended issue with succeeding in the course, I encourage you to contact the Dean of Students Office to discuss your options and get recommendations before subsequently sharing those recommendations with me.

Some final points about speeches

Any issues you have that may prevent you from following all instructions with speeches should be addressed with Dr. McCarty during the drop/add period. I want you to succeed.

Some individuals experience heightened anxiety in public speaking tasks, but your discomfort is something that skills training can help you control, and we are here to facilitate that for you by offering structured progress.

You can do hard things!

If you anticipate that a disability or medical concern may interrupt your success in fulfilling the requirements of the class, do not respond to a problem by doing nothing: Contact Dr. McCarty and, if need be, the University's Disability Resource Center at the beginning of the semester.

Overall notes about this class

Stay organized, updated, and in contact with us and your classmates, and you will do well!

Your professor and TA will reinforce this information leading up to major assignments throughout the semester. Be sure to reach out to your fellow classmates as well to make some connections—my past students have made lasting connections with their peers even in the online version of this course!

I hope everyone in this class will work together and support one another to become better public speakers. Thus, everyone understands this class can produce more anxiety than other classes and, therefore, should encourage one another, help each other by forming groups to present speeches, and be respectful when completing peer reviews.

This class is a challenge, but it can be fun too! As UF students, I know you're up for it!

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:

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.

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 in this syllabus into a personal calendar.

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. That way in case the power goes out or you have technical difficulties, you can contact the Help Desk and get the issue resolved BEFORE the due date.

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.

People -> Groups – This is essential! You will work with a group of your peers to support each other, and I encourage you to keep in touch and help each other succeed. If you find that personalities or work styles are clashing, then first: Do your best to work out the issue with your classmate, understanding that everyone has different life situations, and then: Contact me if it represents a major problem. Understand this: I expect you to do your part in the group, but in the end, these groups are about support, and the actual assignments are more about individual work.

- If someone in your group fails to pull their weight, then do what you must to get the assignments in on time. Their absence from the work will be noted.
- If you feel ostracized in your group, tell me immediately, and tell me exactly what was said/what happened.

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

Policies

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES
Students with disabilities requesting accommodations should first register with the Disability Resource CenterLinks to an external site. (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

UNIVERSITY POLICY ON ACADEMIC CONDUCT
UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Student Conduct CodeLinks to an external site. specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

PLAGIARISM
The Student Honor Code and Student Conduct Code states that:

"A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
- Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
- Submitting materials from any source without proper attribution.
- Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author."

Minimum Technology Requirements

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to their degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the internet and related equipment (cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations, which students should review before starting their program.

Minimum Technical Skills

To complete your tasks in this course, you will need a basic understanding of operating a computer and using word processing software.

Zoom

Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants.

You can find resources and help using Zoom at the University of Florida's Zoom website.

NETIQUETTE and COMMUNICATION COURTESY
It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette. For specific guidelines on this, read the breakdown provided on the Canvas syllabus page.

Technical and other Support

TECHNICAL DIFFICULTIES
For help with technical issues or difficulties with Canvas, please contact the UF Computing Help Desk at:

http://helpdesk.ufl.edu
352-392-HELP (4357)
Walk-in: HUB 132
Any requests for make-ups (assignments, exams, etc.) due to technical issues should be accompanied by the ticket number received from the UF Computing Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should email your instructor within 24 hours of the technical

difficulty if you wish to request a make-up.

HEALTH AND WELLNESS
U Matter, We Care: If you or someone you know is in distress, please email umatter@ufl.edu, call 352-392-1575, or visit U Matter We CareLinks to an external site. to refer or report a concern, and a team member will reach out to the student in distress.
Counseling and Wellness Center: Visit the UF Counseling & Wellness CenterLinks to an external site. website or call 352-392-1575 for information on crisis services and non-crisis services.
Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the UF Student Health Care CenterLinks to an external site. website.
University Police Department: Visit the UF Police DepartmentLinks to an external site. website or call 352-392-1111 (or 9-1-1 for emergencies).
UF Health Shands Emergency Room/Trauma Center: For immediate medical care in Gainesville, call 352-733-0111, or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Shands Emergency Room/Trauma CenterLinks to an external site. website.

ACADEMIC and STUDENT SUPPORT

- **Career Connections Center:** For career assistance and counseling services, visit the UF Career Connections CenterLinks to an external site. website or call 352-392-1601.
- **Library Support:** For various ways to receive assistance concerning using the libraries or finding resources, visit the UF George A. Smathers Libraries Ask-A-LibrarianLinks to an external site. website.
- **Teaching Center:** For general study skills and tutoring, visit the UF Teaching CenterLinks to an external site. website or call 352-392-2010.
- **Writing Studio:** For help with brainstorming, formatting, and writing papers, visit the University Writing Program Writing StudioLinks to an external site. website or call 352-846-1138.

Communication Studies Minor

If you enjoy this course, there are more ways to get involved and improve your communication skills even more!

The Dial Center offers a minor in Communication Studies (SCH). Our SCH minor is consistently in the top 3 minors within the College of Liberal Arts and Sciences. Employers increasingly want to see oral communication skills, and students find the minor pairs well with any major or even fulfills their requirement for an outside concentration. The total minor is just 18 credit hours.
Your Public Speaking course counts as one of the core courses for the minor. You can find more information at https://catalog.ufl.edu/UGRD/colleges-schools/UGLAS/CMS_UMN/. You can also find out more about the minor and courses offered through the Dial Center (where the minor is offered) at this website: cwoc.ufl.edu.