

Course Syllabus

[Jump to Today](#) [Edit](#)

ENGL 2103

Speech Communication

Course Description

Jesus said to his disciples, and also to us, “Go into all the world and preach the gospel to every creature” (Matthew 28:19-20), God calls us to witness our faith in many ways, but especially by telling people, and that often involves speaking to people in groups large and small. Not only are we called to witness to our faith, but we are also called to speak at work and in our communities on many topics. How we present ourselves in all situations reflects on who we are.

ENGL 2103 offers the fundamentals of public speaking with an emphasis on the effective presentation of original speeches. Topics covered in this class include organization, support, credibility, style, delivery, audience participation, and the use of visual aids, as well as analysis and criticism of informative and persuasive discourse.

Course Prerequisites

The prerequisite for this course is ENGL 1003 Composition I.

Required Materials

Lucas, S. E. *The Art of Public Speaking*. (13th ed.). New York: McGraw-Hill, 2015.

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

Program Learning Outcomes

Through participation in ENGL 2103, each student will learn to

PLO#1	Produce materials for speeches from appropriate sources: personal experience, interview, and/or research. (Applying)
PLO#2	Recognize the ethics of speaking and listening. (Understanding)
PLO#3	<p>Develop a purpose and topic appropriate for each of the assigned speeches and organize each speech to include some of the following elements: (Creating) o an introduction that arouses interest (thesis statement), reveals the topic, and establishes the speaker's credibility.</p> <ul style="list-style-type: none"> • An introduction that arouses interest, reveals the topic and its focus and establishes the speaker's credibility. • A conclusion that signals the end of the speech and reinforces the central idea. • support that may include examples, statistics, testimony, or anecdote • Connectives that include transition, internal previews, internal summaries, and/or visual aids.
PLO#4	Demonstrate the use of Standard English that is clear, vivid, and appropriate in preparing a speech with effective verbal (volume, pitch, rate, pauses, variety, pronunciation, and articulation) and non-verbal (appearance, gestures, poise, and eye contact) techniques. (Applying)
PLO#5	Assess and criticize informative and persuasive oral discourse individually and in small groups to deepen understanding and skill both in delivering and critiquing speeches. (Evaluating)
PLO#6	Distinguish a specifically Christian worldview to an understanding of the ethics of oral presentation. (Analyzing)

Course Learning Outcomes

Through participation in ENGL 2103, each student will learn to

- Produce materials for speeches from appropriate sources: personal experience, interview, and/or research. (Applying)
- Recognize the ethics of speaking and listening. (Understanding)
- Develop a purpose and topic appropriate for each of the assigned speeches and organize each speech to include some of the following elements: (Creating)
 - an introduction that arouses interest (thesis statement), reveals the topic, and establishes the speaker's credibility.
 - An introduction that arouses interest, reveals the topic and its focus and establishes the speaker's credibility.
 - A conclusion that signals the end of the speech and reinforces the central idea.
 - support that may include examples, statistics, testimony, or anecdote
 - Connectives that include transition, internal previews, internal summaries, and/or visual aids.
- Demonstrate the use of Standard English that is clear, vivid, and appropriate in preparing a speech with effective verbal (volume, pitch, rate, pauses, variety, pronunciation, and articulation) and non-verbal (appearance, gestures, poise, and eye contact) techniques. (Applying)
- Assess and criticize informative and persuasive oral discourse individually and in small groups to deepen understanding and skill both in delivering and critiquing speeches. (Evaluating)
- Distinguish a specifically Christian worldview to an understanding of the ethics of oral presentation. (Analyzing)

Course Learning Assignments and Assessments

Grading

Chapter Discussions	245 points
Extemporaneous Speeches	415 points
Bible Reading	50 points
Discussion Assignment	170 points
Speech Reviews	120 points
Total	1000 points

Chapter Discussions – 245 points

The textbook contains ideas, techniques, and tools that will help students become better public speakers. Students are expected to complete the assigned readings each week and respond to discussion questions by the end of the week.

Extemporaneous Speeches – 415 points

Becoming adept at extemporaneous speaking, or delivering a prepared speech from a speaking outline, is the primary goal of this class. Therefore, half of the grade will come from the four extemporaneous speeches that students will be delivering for the class, as follows:

Introductory Speech: This first speech is to be 2 to 3 minutes long. Please tell us something about yourself—something specific, but something that will give the rest of the class an indication of who you are and what is important to you. It could be a story about yourself; it could be a hobby that you like; it could be a description of something important to you. **DO NOT** just tell us where you were born, the makeup of your family, what work you do, etc. This speech should help us know about who you are and what's important to you.

Be sure to include an introduction that includes a clear thesis, a body, and a conclusion.

This speech is graded, though the points are awarded for completing the requirement. It is designed to give you practice in giving a speech and receiving feedback from me. Take the comments seriously, and make adaptations as needed for the next speech.

1. **The second speech is an Informative Speech about** something related to your home town, your home church, or the church you currently attend..

Topics could include interesting people, historical events, issues, or trends and goals. You can focus on the past, the present, or the future. **NOTE:** Your speech must have a TOPIC AND A FOCUS (clear thesis statement). Whatever you choose, limit yourself to discussing one particular thing or person or event, rather than trying to cover a variety of events. **Keep in mind that the speech is to be about a**

person or thing and not about your personal experience. For instance, you can talk about how your church is growing but not about the time you were baptized.

Keep in mind also that this is an informative speech—it should provide information that the audience will find interesting and valuable. It should NOT be a persuasive speech. Giving a speech that tries to convince the audience to give money to a mission's project at your church would not be appropriate to this speech.

This speech must be 4-6 minutes long, which means that you should aim for 5 minutes. Be sure to practice with a timer before you record your speech for a grade.

2. The third speech is an Informative Speech about something related to your job or career

Topics could include interesting people (important people in your professional area), historical events, issues or controversies, or trends and goals. Be sure you determine, also, a focus and include a clear thesis statement.

You may want to consult with the reference librarians at SWU as part of preparing this speech; you are also welcome to use on-line sources, though be careful that your on-line sources are reliable **What you may NOT do is this: give a speech about the requirements of your job or career only.**

Keep in mind that this is an informative speech—it should provide information that the audience will find interesting and valuable. It should NOT be a persuasive speech. Giving a speech that tries to convince the audience that NCLB should be repealed or that the federal government should raise or lower tax rates on businesses would not be appropriate to this speech.

This speech must be 5-7 minutes long, which means that you should aim for 6 minutes. Be sure to practice with a timer before you do your speech for a grade.

3. For the fourth speech, you will give a Persuasive speech about something that involves a question of fact (please consult with chapter 16 on what that means).

You can discuss something in the past—whether something did or did not happen, or whether it happened in a specific way. For instance, was JFK shot by a lone gunman, or was there a man on the grassy knoll? Did the U.S. land a man on the moon or not? You can discuss something that is going on today: whether something is or is not happening, or whether it is happening for one reason or another. For instance, is the planet getting warmer? Is human activity the cause of increased climate change? You can discuss something may or may not happen in the future, or may or may not happen in a specific way or for a specific reason. For instance, will the oceans rise and drown New York? Will increasing U.S. debt cause the world to reject the dollar as the currency of choice?

What you may NOT do is turn it into a policy speech—you should not be telling us what should be done to fix global warming or what any quarterback should do to guarantee that this team will win the Super Bowl. Any use of the word “should” will be a warning that you have drifted into the area of policy.

You may want to consult with the reference librarians at SWU as part of preparing this speech; you may also interview a person, either face-to-face or over the phone.

Keep in mind that the speech is to be about the person or thing and not about your personal experience. For instance, while you may tell us about the research you’ve done on JFK’s assassination, telling us about dating Lee Harvey Oswald’s granddaughter would not be germane.

Keep in mind also **that this is a persuasive speech—it should have a clear persuasive goal, a central idea (thesis) that intends to move the audience toward your point of view.** You do not have to agree with what you are arguing, but you should argue convincingly. On the other hand, you should use examples, statistics, and/or testimony as evidence to persuade your audience.

In addition, this speech requires the use of a visual aid. The visual aid can be computer based, like a PowerPoint presentation, or it can be something else. Remember that the visual aid should supplement your speech rather than dominating your speech (you might check out the video linked [here](#)) and it must not be shown exclusively. That is, you must also be in the video while you are showing your PowerPoint.

This speech should be 4-6 minutes long, which means that you should aim for 5 minutes. Be sure to practice with a timer before you do your speech for a grade.

4. **The fifth speech is a Persuasive speech regarding a matter of policy. The speech is to be 5 to 7 minutes long.** See Chapter 16 and the assignment for specific details.

Students will perform graded speeches according to the guidelines found in the rubrics, which are located within the course site.

A NOTE ABOUT USING SOURCES: a LibGuide is available for ENGL 2103 that will give very helpful information on developing topics, thesis statements, and sources and how to use them, guidelines for MLA documentation, and information on determining the academic credibility of sources. In addition, all SWU librarians are happy to help with these issues; don't hesitate to contact them. Go to SWU's website, then the Library, and you will find direction.

YOU ARE RESPONSIBLE for doing effective research to support your thesis and for citing it correctly.

Bible Reading – 50 points

For this assignment, you will read from the Bible. **This reading should be 3-5 minutes long.** You can choose one extended reading, or you can splice readings from various places in the Bible, based on theme, style, or another criterion.

You must introduce the passage(s) at the beginning and indicate your reasons for choice of the passage(s), and after reading the passage(s), you must have a very brief conclusion. If you use multiple passages, you can either introduce all of the passages at the beginning or introduce each one as it comes up.

However, what you cannot do is this: read for 30 or 45 seconds and then preach about what you've read, or read someone else's commentary or devotional on the brief passage you've read. The vast majority of the 3-5 minutes MUST BE you reading from the Bible.

As far as the format is concerned: you can read from your Bible, though you should consider that generally the type face will be very small and you probably won't be comfortable writing performance cues into your Bible. Consider whether it would be better to find the passage(s) you want to read at www.bible.com or www.biblegateway.com and copy and paste it into a MS Word document. Then you

can blow up the font size to something easily readable and print it off. After you've printed it off, you can write in any performance cues (like SLOW DOWN) in the margins.

Finally, practice your Bible reading with a timer before you deliver it for a grade, and shoot for the middle of the range (i.e. 4 minutes). That way if you get nervous and go a little faster than you planned, you should be okay; or, if you stumble or lose your place and it goes more slowly than you'd practiced, you should still be okay.

A NOTE ABOUT READING: This speech is a skill builder that focuses on effective reading. Sometimes you will have to read parts of your oral presentations and it is wise to practice reading effectively while maintaining good audience eye contact. BE VERY CAREFUL to focus on this skill.

Discussion Assignments – 170 points

In addition to Chapter discussions and Speech Reviews, a few special discussions are part of the course. They are listed on the Home page as assignments in appropriate workshops. Respond to each question carefully and thoroughly. They focus on reflection related to completing the preparation and presentation of speeches. This means that you will use critical thinking and present informed views on these topics.

Speech Reviews – 120 points

Speech Reviews are an integral part of this course and where much of the class interaction will take place. Essentially, this is where class reactions/reviews will take place. In a face-to-face course, if someone asks a question, everyone present benefits from hearing the response. Similarly, in the speech review forum, responses to one classmate will prove useful to all.

All are graded. Each student must avoid responses like, "I agree," or "This was really good." Instead, the student must engage in meaningful dialogue with classmates, providing well-thought out points instead of "shoot from the hip" answers. For example, if a student agrees with a statement, he/she should explain why. A grading rubric is provided in Appendix A. This rubric will give you a guideline for what to consider not only in giving your own speech but also in responding to others.

In addition, an ungraded, open forum area called "What Do I Do Now?" has also been provided. Although posts to this forum are optional and may be anonymous, each student is encouraged to use it

to ask questions about the assigned readings, course content, and the site itself.

GRADE EQUIVALENCY TABLE

All grades are reported in a system of eleven letter grades designated as “A” through “F” with appropriate plus and minus additions reflecting the following scheme:

Percentage Value	Letter Grade	Numeric Value for GPA
93 – 100	A	4.0
90 – 92	A-	3.7
86 – 89	B+	3.4
82 – 85	B	3.0
80 – 81	B-	2.7
76 – 79	C+	2.4
72 – 75	C	2.0
70 – 71	C-	1.7
65 – 69	D+	1.4
60 – 64	D	1.0
0 – 59	F	0.0

Course Policies

Attendance Policy

Regular attendance is a key to success in the course. Please refer to the Attendance Policy outlined in the Catalog for full details of the SWU policy on attendance.

Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, discussion forums, and assessments (e.g. quizzes, tests).

Communication

The course site (Canvas) and SWU email are the primary tools for class communication, assignments, handouts, etc. All participants must have access to the course site and SWU e-mail and are expected to access them on a daily basis.

While it is important to maintain good communication with the instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

Technology Requirements

To be successful in this course, all participants are expected to ensure their technology equipment meets the [recommendations](http://www.swu.edu/about-swu/technology-services/computer-recommendations/) [\(http://www.swu.edu/about-swu/technology-services/computer-recommendations/\)](http://www.swu.edu/about-swu/technology-services/computer-recommendations/) provided by SWU's Technology Services.

Students requiring technical support related to their courses or other SWU-provided technologies should send an e-mail to helpdesk@swu.edu or call 864.644.5050.

Academic Honesty










Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. It is the expectation of the university that all those joining the academic program will act with integrity in all matters.


No forms of academic dishonesty will be tolerated. Students are encouraged to help each other maintain these high standards. All academic dishonesty should be reported to the faculty directly. Faculty, upon evidence of academic dishonesty (cheating, plagiarism, or misuse of another's intellectual property), either by voluntary confession, report of another student, or on the basis of work submitted, must follow the procedure outlined in the Catalog (under *Academic Honesty*). This includes but is not limited to a zero for the work involved, 10% course grade reduction, or a failing grade for the course. Unresolved cases may be appealed using the Appeal Process outlined in the Catalog (under *Academic Honesty*).














Accommodations for Students with Disabilities


Southern Wesleyan University is committed to providing equitable access to learning opportunities for all students. Accommodations can be made for students with disabilities, as outlined in "Services for Students with Disabilities," found in mySWU's Student tab under The Learning Center. Any student desiring accommodations must send the request and all documentation to the Academic Coordinator at the learning site where he/she attends classes. The Academic Coordinator will forward the materials to the Student Success Coordinator for Southern Wesleyan University.

Course Summary:

Date	Details	Due
Tue Sep 28, 2021	 Introduction of Myself (https://swu.instructure.com/courses/3203591/assignments/32944987)	due by 11:59pm
	 What makes for a good public speaker? (https://swu.instructure.com/courses/3203591/assignments/32944986)	due by 11:59pm
Thu Sep 30, 2021	 Chapter 4 (https://swu.instructure.com/courses/3203591/assignments/32944994)	due by 11:59pm
	 Chapters 1 & 12 (https://swu.instructure.com/courses/3203591/assignments/32944996)	due by 11:59pm
	 Chapters 2 & 3 (https://swu.instructure.com/courses/3203591/assignments/32944998)	due by 11:59pm
Sun Oct 3, 2021	 Introductory Speech (https://swu.instructure.com/courses/3203591/assignments/32945005)	due by 11:59pm
Tue Oct 5, 2021	 Introductory Speech Reviews (https://swu.instructure.com/courses/3203591/assignments/32944985)	due by 11:59pm
	 Chapters 5 & 6 (https://swu.instructure.com/courses/3203591/assignments/32944999)	due by 11:59pm
Thu Oct 7, 2021	 Chapter 14 (https://swu.instructure.com/courses/3203591/assignments/32944990)	due by 11:59pm
	 Chapters 7 & 8 (https://swu.instructure.com/courses/3203591/assignments/32945000)	due by 11:59pm

Date	Details	Due
Sun Oct 10, 2021	 What did you think of reading out loud? (https://swu.instructure.com/courses/3203591/assignments/32944984)	due by 11:59pm
	 Bible Reading (https://swu.instructure.com/courses/3203591/assignments/32944989)	due by 11:59pm
Tue Oct 12, 2021	 Bible Reading Reviews (https://swu.instructure.com/courses/3203591/assignments/32944983)	due by 11:59pm
	 Chapters 9 & 10 (https://swu.instructure.com/courses/3203591/assignments/32945001)	due by 11:59pm
Thu Oct 14, 2021	 Chapters 11 & 13 (https://swu.instructure.com/courses/3203591/assignments/32944995)	due by 11:59pm
Sun Oct 17, 2021	 How was the first speech? (https://swu.instructure.com/courses/3203591/assignments/32944982)	due by 11:59pm
	 First Informative Speech (https://swu.instructure.com/courses/3203591/assignments/32945003)	due by 11:59pm
Tue Oct 19, 2021	 Speech Reviews - First Informative (https://swu.instructure.com/courses/3203591/assignments/32944981)	due by 11:59pm
	 Analysis of Problems in Speeches (https://swu.instructure.com/courses/3203591/assignments/32944988)	due by 11:59pm
Thu Oct 21, 2021	 Sample Speech with Improvements (https://swu.instructure.com/courses/3203591/assignments/32945008)	due by 11:59pm
	 Speeches Needing Improvements (https://swu.instructure.com/courses/3203591/assignments/32945011)	due by 11:59pm
Sun Oct 24, 2021	 Discussion on Appendix (Written speeches) (https://swu.instructure.com/courses/3203591/assignments/32945002)	due by 11:59pm

Date	Details	Due
Tue Oct 26, 2021	 Chapters 15 & 16 (https://swu.instructure.com/courses/3203591/assignments/32944997)	due by 11:59pm
Sun Oct 31, 2021	 Second Informative Speech (https://swu.instructure.com/courses/3203591/assignments/32945009)	due by 11:59pm
	 Speech Reviews - Second Informative (https://swu.instructure.com/courses/3203591/assignments/32944980)	due by 11:59pm
Tue Nov 2, 2021	 Chapter 17 (https://swu.instructure.com/courses/3203591/assignments/32944991)	due by 11:59pm
	 Chapter 18 (https://swu.instructure.com/courses/3203591/assignments/32944992)	due by 11:59pm
Sun Nov 7, 2021	 What Did You Learn? (https://swu.instructure.com/courses/3203591/assignments/32944979)	due by 11:59pm
	 First Persuasive Speech (https://swu.instructure.com/courses/3203591/assignments/32945004)	due by 11:59pm
Tue Nov 9, 2021	 Speech Reviews - First Persuasive (https://swu.instructure.com/courses/3203591/assignments/32944978)	due by 11:59pm
	 Chapter 19 (https://swu.instructure.com/courses/3203591/assignments/32944993)	due by 11:59pm
	 Persuading about Policy (https://swu.instructure.com/courses/3203591/assignments/32944977)	due by 11:59pm
Sun Nov 14, 2021	 Speech Reviews - Second Persuasive (https://swu.instructure.com/courses/3203591/assignments/32944976)	due by 11:59pm
	 Personal Evaluation (https://swu.instructure.com/courses/3203591/assignments/32945006)	due by 11:59pm
	 Second Persuasive Speech (https://swu.instructure.com/courses/3203591/assignments/32945010)	due by 11:59pm

Date	Details	Due
	<div><div></div><div>Roll Call Attendance (https://swu.instructure.com/courses/3203591/assignments/32945007)</div></div>	