

**English 3257-001**  
**Public Speaking**  
**Spring Semester 2021**  
**Monday-Wednesday 7-8:20am**  
**Online Mode**

Instructor: Marisol Joseph Haynes  
Office: GMEETS—for now  
Office Hours: Tuesday and Thursday  
or by appointment—via GMeets  
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**Course Description:**

This course focuses on both theory and practice. Students are offered ways to increase understanding of and skills in public speaking through:

- reading assignments
- lecture- discussion sessions
- “classroom” speaking-listening opportunities.

The literature and lectures will assist students in speech preparation. In the laboratory-style setting in which speeches will be delivered and feedback received, students will be provided with the criticism necessary for skill improvement.

**Course Objectives:**

The objectives for this course are:

- to introduce students to the principles of effective public speaking.
- to provide students with opportunities to develop effective public speaking skills.
- to introduce students to standards of evaluation for public communication that they can use to observe, analyze, and evaluate their own public speaking performances and those of others.

**Required Text:**

Lucas, S. E. (2015). *The Art of Public Speaking* (12th ed.). Boston: McGraw-Hill.

**Required Activities:**

**\*\*\* *Special Note: All activities must be completed in order to pass the course regardless of your performance on other assignments. In my view, if a student has not completed all of the required activities, s/he hasn't completed the course. \*\*\****

**Teaching Strategies**

Lecture (50%) and student presentations (50%)

**Students Rights & Responsibilities:**

Grievances Students with a grievance against another student in this class or students with a conflict with the instructor are referred to the grievance procedures outlined in the Student Handbook. It says, in part, "in academic matters such as a grade complaint, the

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student should first speak with his or her professor. The normal hierarchy then leads to the department chairperson, dean of the college, and provost."

**Cheating & Plagiarism** Students are reminded that cheating and plagiarism will not be tolerated. Even one incident of cheating or plagiarism is grounds for failing the course or more serious action by the university. Please carefully study the University policies on cheating and plagiarism that are detailed in the UPR Student Handbook.

“La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (Certificación Núm. 13, 2009-2010, de la Junta de Síndicos) establece que “la deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta”. Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario establecido en el Reglamento General de Estudiantes de la UPR vigente. Para velar por la integridad y seguridad de los datos de los usuarios, todo curso híbrido y en línea deberá ofrecerse mediante la plataforma institucional de gestión de aprendizaje, la cual utiliza protocolos seguros de conexión y autenticación. El sistema autentica la identidad del usuario utilizando el nombre de usuario y contraseña asignados en su cuenta institucional. El usuario es responsable de mantener segura, proteger, y no compartir su contraseña con otras personas. “

**Special accommodations (Law 51):**

Students who receive the services provided by the office of Vocational Rehabilitation must contact me at the beginning of the semester in order to plan a reasonable accommodation and the necessary equipment according to the recommendations provided by the Oficina de Asuntos para la persona con Impedimento (OAPI) at the Office of the Dean of Students. Any other students with special needs or who require any type of assistance or special arrangement should contact the professor. I encourage these students to be aware of their rights and duties.

Possible arrangements dealing with assistive technology or equipment you may need

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should be coordinated through the Disability Services Office (OSEI) of the UPR-RRP, Dean of Students Affairs to arrange an appointment.

**Regulations on discrimination by sex and gender** in the modality of sex violence

“The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms including that of sexual harassment. According to the Institutional Policy Against Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment, must turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.”

“La Universidad de Puerto Rico prohíbe el discrimen por razón de sexo y género en todas sus modalidades, incluyendo el hostigamiento sexual. Según la Política Institucional contra el Hostigamiento Sexual en la Universidad de Puerto Rico, Certificación Núm. 130, 2014-2015 de la Junta de Gobierno, si un estudiante está siendo o fue afectado por conductas relacionadas a hostigamiento sexual, puede acudir ante la Oficina de Procuraduría Estudiantil, el Decanato de Estudiantes o la Coordinadora de Cumplimiento con Título IX para orientación y/o presentar una queja”.

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**Oral Assignments:**

**Introductory speech:** A speech in which you introduce yourself by focusing on a personal object that represents a significant aspect of your background. This is a non-graded assignment. The speech should be 2-3 minutes long.

**Informative speech:** A speech in which you inform the audience about a significant

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aspect of a culture different from your own. Possible topics include social customs, family traditions, holidays, clothing, food, religious traditions, sporting activities, and the like. The emphasis on this speech will be on organization, invention, and support. The speech should be 4-6 minutes long.

**Persuasive speech I:** A speech in which you attempt to persuade the audience for or against a question of policy. You may seek either passive agreement or immediate action from the audience. You should deal with all three basic issues of policy speeches--need, plan, and practicality. You are required to use a visual aid for this presentation. The speech should be 5-7 minutes long.

**Persuasive speech II:** For this assignment, you will speak on the same subject that you used for the first persuasive speech. In this speech, you will take the opposite view that you advocated in the previous assignment. This exercise is designed to enhance your ability to seek out, and to seriously consider, perspectives that might differ from your own. The ability to do this will help to develop your ability to make convincing arguments. The speech should be 5-7 minutes long.

**Commemorative Speech:** For this speech, you will do a commemorative speech. The speech should be 4-5 minutes. In the speech, you might pay tribute to a person, a group of people, an institution, or an idea. The subject may be historical or contemporary, famous or obscure.

**Written Assignments**

**Outlines:** A complete preparation outline must be handed in with your graded speeches. The outline that you turn in before you speak should be more extensive than the speaking outline that you will use for the delivery of your speech. These are due on the day that you speak--before you give your speech. *The outlines that you turn in should be typed.* The grade for your speech plans will be part of the grade for each speech.

**Quizzes:** There will be three quizzes with objective- type questions (multiple choice or true/false).

**Course Policies:**

1. Attendance is expected at all synchronic classes. Courses in speech communication require a high degree of class participation and interpersonal interaction. For this reason, students are expected to attend all classes. A strong emphasis will be placed on in-class participation and learning. Poor attendance prevents proper speaker/audience interaction in the classroom and will result in the reduction of your final grade. Students who do not or cannot attend classes regularly, for whatever reasons, cannot demonstrate that they have achieved the learning outcomes for the course. Students with more than three absences will find their grades affected. I am under no obligation to provide make-up

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assignments for students who have missed class.

***Finally, if you miss class it is your responsibility to get class notes from another student in the class. I will not provide copies of my notes under any circumstances.***

2. Cheating, plagiarism, or other forms of academic dishonesty will not be tolerated in this class. It is not an acceptable defense to claim, “I didn’t know I was plagiarizing,” “I didn’t know what I was doing was plagiarism,” or “I didn’t know that plagiarizing was prohibited.” In an academic environment, plagiarism is one of the most serious offenses a student can commit. Plagiarism is the intentional or unintentional representation of another person’s ideas as your own. Plagiarism sometimes confuses students. It is plagiarism to turn in any portion of someone else’s paper, speech, or outline as your own work. It is plagiarism to use any portion of a speech or paper from a “file” of previously used speeches and present it in class as your original work. It is plagiarism to take passages from someone’s work and include it in a speech, paper, or outline without citing the original author. It is a form of academic misconduct to knowingly allow another student to use your work as their own, or to use another’s work as your own. ***All material submitted for evaluation must be the original work of the student.***

3. Speeches must be delivered on the day that you are assigned. If you miss a speech, a make up will only be allowed with a legitimate and supportable excuse. ***In fairness to students who gave their speeches on time, a makeup speech will be evaluated more strictly to take into account the extra preparation time and will translate into at least a letter-grade drop for that speech.*** Absolutely no speeches will be allowed to be “made-up” unless you contact me ***before*** the class (by telephone or email) in which you are scheduled to speak. Since this is an online course, we will be delivering some of the speeches by video, using **Streams**. You will create a channel and share the link to your video-speech.

4. Time constraints in public speaking are extremely important. Every speech has very specific time limits. In addition, you are allowed thirty seconds grace period (either shorter or longer). If your speech is more than thirty seconds too long or too short, your grade for the speech will automatically be reduced by 10 points (out of 100).

6. The “quiz” will not be allowed to be taken late unless you call me (or email me) before the exam with a legitimate and supportable excuse.

7. Speech outlines are to be turned in on the day you speak, before giving your speech.

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**Evaluation Method:**

Evaluación diferenciada a estudiantes con necesidades especiales. (Ley 51)

<b>Assignment</b>	<b>Weight</b>	<b>Points</b>
Informative speech	10%	100
Persuasive speech I	10%	100
Persuasive speech II	10%	100
Commemorative Speech	10%	100
Quiz #1	10%	100
Quiz #2	10%	100
Quiz #3	10%	100
Class participation: Forums, synchronic meetings and asynchronous assignments.	30%	300
<b>Total</b>	<b>100%</b>	<b>1000</b>

**Tentative Course Schedule (subject to change)**

**Tentative Schedule**

**January-May 2021**

	<b>Date</b>	<b>Activities</b>	<b>Readings/</b>	<b>Modality</b>	<b>Forums</b>
W1	Jan 20	Introduction to the Course		Synchronic	Introduction Forum
W2	Jan 25	Introduction to Public Speaking: Select object that identify you. Bring to next class	Textbook: Chapter 1 and 3	Asynch	Forum: “Describe your object”
	Jan 27	Effective description	“The Office”	Synchronic	
W3	Feb 1	Speaking and Listening	Chapters 3	Asynch	Forum
	Feb 3	Introductory speeches: importance of feedback	Discussion of chapters 1,3	Synchronic	
<b>W4</b>	<b>Feb 8</b>				
	Feb 10	<b>Discussion of Readings:</b>	Chapter 2	Synchronic	Forum

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		Ethics and Public Speaking Introduction to Outline Revising Outlines Listening Audience Analysis			
<b>W5</b>	<b>Feb 15</b>	<b>Holiday</b>			
	Feb 17	<b>Discussion of Readings</b> Choosing a Topic and Purpose Forms of Support	Chapter 5 Chapter 4 Chapter 6 √ Assign Informative Speeches I	Synchronic	
W6	Feb 22	<b>Discussion of Readings</b> Speaking to Inform Organizational Patterns	Chapter 7 Chapter 15 Chapter 8 √ Assignment of Speech Order	Synchronic	Forum
	Feb 24				
W7	March 1	Quiz #1		Asynch	Forum
	March 3	<b>**Movie: The Great Debaters</b>		Asynch	Forum
W8	March 8	Informative Speeches <b>(4-6 minutes long)</b>		Synchronic	Forum
	March 10	Informative Speeches <b>(4-6 minutes long)</b>		Synchronic	Forum
W9	March 15		Chapter 9  Chapter 10 Chapter 11 Chapter 14	Asynch	Forum
	March 17	<b>Discussion of Readings</b> Introductions, Conclusions, and Transitions Outlining the Speech Using visual aids	Chapter 9  Chapter 10 Chapter 11 Chapter 14	Synchronic	Forum

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		Speaking to Persuade			
<b>W10</b>	<b>March 22</b>	<b>Holiday</b>			
	March 24	Reasoning Presenting the Speech Language Special Occasion Speaking Discussion on topics for persuasive speech	Chapter 16 Chapter 12 Chapter 11 Chapter 17 √ Assign Persuasive speech	Synchronic	
W11	March 29	<b>Discussion of Readings</b>			Forum
	March 31	Quiz #2		Asynchronous	Moodle
W12	April 5-7	Practice the speech		Asynch	
W13	April 12	Persuasive Speeches #1 <b>(5-7 minutes long)</b>		Synchronic	
	April 14	Persuasive Speeches #1 <b>(5-7 minutes long)</b>		Synchronic	
W14	April 19	Persuasive Speeches #2 <b>(5-7 minutes long)</b>		Synchronic	
	April 21	Persuasive Speeches #2 <b>(5-7 minutes long)</b>		Synchronic	
W15	April 26	Commemorative Speeches <b>(4-5 minutes long)</b>		** Synchronic	
	April 28	Commemorative Speeches <b>(4-5 minutes long)</b>		** Synchronic	
W16	May 3	Commemorative Speeches <b>(4-5 minutes long)</b>		** Synchronic	
	<b>May 5</b>	<b>Last Day</b>		** Synchronic	
<b>May X Grades to registrar</b>					

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