



**SYLLABUS: Effective Oral Communication**  
**SPA 2020-01**  
**Spring 2005**  
**Monday, Wednesday, Friday 8:00 – 8:50 am**  
**Williams 204**

---

**CONTACT INFORMATION:**

**Instructor:** Adrienne Blanchard, M.S.

**Telephone:** (850) 645-1340

**Office:** 311, Regional Rehabilitation Center

**E-Mail:** aab8594@fsu.edu

**Office Hours:** by appointment

**COURSE MATERIALS:**

**Blackboard site:** Lectures, grades, most handouts, and helpful resources will be posted on the course blackboard site (<http://campus.fsu.edu>)

**Required Text:**

Lucas, S.E. (2004). *The art of public speaking*. (8<sup>th</sup> ed). Boston: McGrawHill.  
ISBN# 007256296X

**Recommended Texts:**

Glenn, E. C., Glenn, P. J. & Forman, S. (199). *Your voice and articulation*. (4<sup>th</sup> ed). Boston: Allyn & Bacon. ISBN #: 0205273025.

Wilder, L. (1999). *Seven steps to fearless speaking*. New York: John Willey & Sons. ISBN #: 04713211691. (Note: This book is available as an E-Book through the FSU Library).

**Supplementary Readings:**

You will be given additional readings and effective speaking exercises based on your own individual needs and the needs of the class.

**COURSE DESCRIPTION:**

This course is designed so that the student may gain a new awareness of the importance of speech habits in daily life as well as how dialects and poor vocal habits can contribute to the impressions people create. In addition to learning about speech and voice in general, the student enrolled in this course should have a personal interest in his or her own communication skills and in increasing his or her oral communication competence using standard American English.

**COURSE OBJECTIVES:**

The student should be able to:

1. Describe the key elements of effective listening.
2. Apply effective listening skills during classroom discussions.
3. Describe the speech production mechanism and how speech sounds are produced and classified.
4. Develop and implement a realistic personal vocal hygiene program.
5. Complete a number of exercises and relaxation techniques that can be used to enhance respiration, phonation, resonance, articulation, voice quality and expressiveness.
6. Generate original oral messages using standard American English with clearly presented ideas and or information and with appropriate organization.

## COURSE REQUIREMENTS

**Questionnaire and personal goals.** Students should print out and complete the questionnaire found on blackboard, under “assignments”. It is due to the instructor at the beginning of class on **Friday, January 7** for 3 points. Students may lose points for turning it in late or incomplete.

**Final Self-Evaluation.** Students will complete a self-evaluation at the end of the semester to document how they have addressed the goals set during semester and reflect on their progress. It is due to the instructor at the beginning of class on **Friday, April 22** for 3 points. Students may lose points for turning it in late or incomplete.

**Oral Presentations.** Complete four (4) original oral presentations that clearly present ideas and/or information. You should use standard American English and incorporate the principles of voice and speech discussed in class. **Grading rubrics are available on blackboard as a guideline for you to use when developing and practicing your presentations.** The presentation format is as follows:

### ***Presentation 1: Introductions***

On **Friday, January 7** you will choose a partner in this class. You will each have about 5 minutes to interview the other person and prepare a one to two-minute introduction. Come to class Wednesday prepared with questions to ask your partner. You will turn in your questions, and answers, for 5 points.

### ***Presentation 2: Five-minute informative presentation***

You will audio or videotape this presentation outside of class, in front of your group (assigned in class). Your group should determine when and where you will meet, and who will bring the tape and recorder. The small audience is intended to ease you into public speaking and give you an opportunity to learn from how your group members prepare and deliver their speeches.

You will have an opportunity to develop a speech topic and outline during in-class workshops. Structure your talk with a beginning, middle, and end. Use the response getter’s tools and dialoging devices discussed in class. Demonstrate advance preparation by establishing credibility and using a visual aid.

Turn in one tape per group and one self-evaluation (printed from blackboard) for each member on **Friday, February 18**. Points will be deducted if the tape or evaluations are turned in late, if the tape is not cued, or if the tape is unclear. (So listen to the tape before you turn it in!!!) This presentation is worth 10 points.

### ***Presentation 3. Six-minute persuasive presentation***

You will be assigned a day to present your speech to the class. Points will be deducted if you are not prepared or absent on the day you agree to present.

In addition to the techniques outlined for the presentations above, use the reasoning and persuasive techniques that were discussed in class. This presentation will be critiqued by the class members and by the instructor. This presentation is worth 10 points.

**Presentation 4. Six-minute persuasive presentation**

You will be assigned a day to present your speech to the class. Points will be deducted if you are not prepared or absent on the day you agree to present.

In addition to the techniques outlined in the presentations above, use each of the creative tools described in class to support, dramatize, and illustrate each point in the body of your presentation. This presentation will be critiqued by the class members and by the instructor. This presentation is worth 10 points.

**Listening.** Listening is a major part of communication that will be addressed in this class. Students will be required to listen to peer's in-class presentations (# 3 and 4) and complete forms to provide feedback to peers. Students are responsible for accessing the forms on blackboard, printing and cutting the page into thirds, and turning them in at the end of each class. ***Each day of peer listening will be worth 1 point (11 total).***

**Speak Out.** Speak outs are student-driven, sometimes instructor-facilitated, class discussions. Speak-outs provide an opportunity to practice clear communication in a group discussion setting and encourage students to be receptive to questions, criticism and constructive comments. Speak out topics will be established prior to the speak-out day. Students are expected to prepare their thoughts and comments to share with the class and participate in the discussion. Each speak-out is worth 2 points (8 total). Students are required to be present and participate in order to receive full points.

**Quizzes.** There will be five quizzes (10 points each) that will allow you to demonstrate your knowledge of many of the key concepts presented in the Lucas text and during class discussion. You may be absent for one quiz or you may choose to drop your lowest quiz so that only your top four quizzes (40 points total) will count toward your final grade.

**Grading Criteria:**

Your final grade will be determined as follows:

100-93.0 - A	80-82.9 - B-	67-69.9 - D+
90-92.9 - A-	77-79.9 - C+	63-66.9 - D
87-89.9 - B+	73-76.9 - C	60-69.9 - D-
83-86.9 - B	70-72.9 - C-	59- 0 - F

*Note:* There are 100 possible points, so essentially each point you earn is a percentage of your final grade.

**Attendance and Makeup Policies:**

Attendance at all classes is required. In the event of an emergency, contact the instructor by phone or e-mail. If you know you will be absent (e.g., conference) contact the instructor well in advance. At the instructor's discretion (e.g., when provided with doctor's note, conference program, etc), students may be given opportunity to complete an alternative (but equal) assignment to satisfy the grading criteria.

**Academic Honor Code:**

As students at Florida State University, you are expected to uphold the Academic Honor Code published in the *FSU Bulletin* and *Student Handbook*. The Academic Honor System of The Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and social responsibility on the part of the University community. Reported infractions will be discussed privately with the student(s). If it is determined that someone has violated the Academic Honor Code, that person(s) will earn 0 points for that assignment. Violations will be reported to the University Judicial Officer

Please see the following web site for a complete explanation of the Academic Honor Code.

<http://www.fsu.edu/Books/Student-Handbook/codes/honor.html>

<http://www.fsu.edu/Books/Student-Handbook/>

**AMERICANS WITH DISABILITIES ACT:**

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center

Dean of Students Department

08 Kellum Hall

Florida State University

Tallahassee, FL 32306-4400

(850) 644-9566 (voice)

(850) 644-8504 (TDD)

[SDRC@admin.fsu.edu](mailto:SDRC@admin.fsu.edu)

<http://www.fsu.edu/~staffair/dean/StudentDisability/>

(This syllabus and other class materials are available in alternative format upon request.)

**SYLLABUS CHANGE POLICY:**

This syllabus is a guide for the course and is subject to change with advanced notice.

<i>Week</i>	<i>obj</i>	<i>Lectures</i>	<i>Assignments due</i>
1. Jan	5	<b>Communication</b>	GGF: Ch 1, SL: Ch 1
	7	Introduction presentations	<b>Questionnaire &amp; interview questions due</b>
2. Jan	10	<b>Planning your speech</b>	SL: Ch 4-10, 14
	12	“ cont.	
	14	“ cont (workshops)	
3. Jan	17	<b>No class</b>	<i>Martin Luther King Day</i>
	19	<b>Listening</b>	
	21		<b>QUIZ 1</b>
4. Jan	24	<b>Relaxation and Breathing</b>	GGF: Ch 5 <b>Outline due</b>
	26	“ cont.	
	28	<b>Delivery</b>	SL: Ch 12
5. Jan	31	“ cont.	
Feb	2	<b>Persuasion</b>	SL: Ch 15, 16
	4	“ cont.	
6. Feb	7		<b>QUIZ 2</b>
	9	<b>Ethics</b> (be in-class to receive quiz 3)	
	11	<b>Speak-out #1: Ethics</b>	<b>QUIZ 3: Ethics writing assignment due</b>
7. Feb	14	<b>Vocal Mechanisms</b>	
	16	(Respiration, Phonation,	<b>GGF: Ch 4 (pp 24-35)</b>
	18	Resonance, & Articulation)	<b>Presentation 2 due: tape and eval</b>
8. Feb	21		<b>QUIZ 4</b>
	23	<b>Volume, Pitch, and Color</b>	GGF: ch 6 (all)
	25	<b>Rate and Pausing, Vocal Quality</b>	GGF: ch 7 (all)
9. Feb	28	<b>Vocal Hygiene</b>	GGF: ch 8 (all)
Mar	2		<b>QUIZ 5</b>
	5	<b>No class</b>	
<b>MARCH 7- 11 SPRING BREAK</b>			
10Mar	14	<b>Speak-Out # 2</b>	
	16	<i>Presentation #3: 5 students</i>	
	18	<i>Presentation #3: 5 students</i>	
11Mar	21	<i>Presentation #3: 5 students</i>	
	23	<i>Presentation #3: 5 students</i>	
	25	<b>No class</b>	
12Mar	28	<b>No class</b>	
	30	<i>Presentation #3: 5 students</i>	
April	1	<i>Presentation #3: 5 students</i>	
13Apr	4	<b>Dialects</b>	
	6	Video: American Tongues	
	8	<b>Speak-Out # 3: dialects/culture</b>	
14Apr	11	<i>Presentation #4: 6 students</i>	
	13	<i>Presentation #4: 6 students</i>	
	15	<i>Presentation #4: 6 students</i>	
15Apr	18	<i>Presentation #4: 6 students</i>	
	20	<i>Presentation #4: 6 students</i>	
	22	<b>Speak-Out # 4</b>	<b>Final self-eval due in class</b>

