



Syllabus: SPE 110 - Public Speaking

Course Information:

Course Title: Public Speaking

Course Prefix/Number: SPE 110-1

Semester: Fall 2025 (Course runs from August 18, 2025 – December 11, 2025)

Class Days/Times: Mondays, Wednesdays 5:15 – 6:30 pm (Arizona Time)

Credit Hours: 3

Room: Virtual via Zoom platform (link will be provided before the first day of class)

Instructor Information:

Name: Kelli Ling

Phone/Voice Mail: (847) 309-3592 (messages)

E-mail: kling@tocc.edu

Office location: Kelli Ling's Zoom Meeting Room ID 759 236 0925

Office hours: By appointment

Course Description:

This course exists to help students grow in their personal knowledge of, confidence in, and skills revolving around speaking in public. The working assumption of this course is that having the ability to clearly, confidently, and articulately speak up in public greatly increases our ability to influence people. Whether in the personal or professional world, that social credibility and influence translates into leadership – formally recognized or informally granted. This course will help students overcome obstacles that prevent them from articulating their authentic, confident selves in public.

Student Learning Outcomes:

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1. Learn the importance of non-verbal communication, develop self-awareness of one's own usage of it in the speech-giving process, and gain monitored/observed/evaluated experience in one's usage of it in a public speech.
2. Learn the importance of rhetorical principles in the speech-making process and be able to competently utilize them in the creation, presentation, and evaluation of a speech.
3. Identify appropriate visual aids for the speech-making process and competently utilize them in a persuasive and/or informative speech context.
4. Learn various speech note/manuscript options and gain experience in using several different kinds for visual prompting for both speakers and audience.
5. Learn to overcome stage fright by successfully completing four different types of speeches for different occasions.

Course Structure:

This is an online course where we meet biweekly via Zoom. Class time will be devoted to equipping students to write and deliver speeches. Everyone is expected to attend and participate in live (synchronous) classes with cameras on. They will also be expected to deliver speeches live over zoom during class hours to a live (Zoom) peer audience (more details to follow). These guidelines are in place to ensure online students will derive the full benefit of live, dynamic classroom participation – both speaking and hearing.

Course Learning Materials and Textbook Information:

No textbook is required, as we draw from more than one communication scholar for our work and understanding of introductory speech-making. Course materials will be available in your Canvas modules your instructor will provide additional reading and speech-related materials throughout the semester.

Course Timeline (Tentative and Subject to Change if Needed):

Week 1 (08/18)	Course Overview and Syllabus Review; The 5 Canons of Rhetoric; Introduction Speech Overview
Week 2 (08/25)	Aristotle's Triad: Intro and Ethos
Week 3 (09/01)	Labor Day Holiday (No Class) , Introduction Speeches – PRESENTATIONS
Week 4 (09/08)	Informative Speech Overview
Week 5 (09/15)	Aristotle's Triad: Logos
Week 6 (09/22)	Nonverbal Communication Factors 1

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Week 7 (09/29)	Fall Break (No Class)
Week 8 (10/06)	Informative Speeches - PRESENTATIONS
Week 9 (10/13)	Ceremonial/Special Occasion Speech Overview
Week 10 (10/20)	Aristotle's Triad: Pathos
Week 11 (10/27)	Nonverbal Communication Factors 2
Week 12 (11/03)	Argumentation & Persuasion Overview (Part 1)
Week 13 (11/10)	Argumentation & Persuasion Overview (Part 2)
Week 14 (11/17)	Ceremonial/Special Occasion Speeches - PRESENTATIONS
Week 15 (11/24)	Persuasive Speeches - PRESENTATIONS
Week 16 (12/01)	Wrapping Up Assignments; Missing Speeches - Make-Up Speeches for Partial Credit; Final Reflection Papers DUE by 12/08.

Policies and Expectations (organized around SCAC's ARROW framework – accountability, respect, resilience, openness, and wisdom)

Accountability: (defines grade expectations and accountability for coursework; emphasizes students' responsibility for original work and proper citation; stresses punctuality, participation, and consequences of absences)

Evaluations and Grading & Assignments:

90 and above is an A
80 - 89 is a B
70 - 79 is a C
60 - 69 is a D

Under 60 is Failing

Your final grade will be determined by the following:

Class Participation	40
Three Speeches: Introductory, Informative, Persuasive or Ceremonial (70 each)	210
Reflection Paper	50
Total points possible points:	300

Point Scale

269-300 pts = A

239-268 pts = B

209-238 pts = C

179-208 pts = D

Under 179 = F

SPE 110 Assignments: Class Participation (40), Three Speeches (70 points each), Reflection Paper (50).

Speeches: After course instruction, each student will write and deliver: an Introductory Speech, an Informative Speech, a Persuasive Speech, or a Ceremonial Speech. **Completion of all these speeches is REQUIRED to pass this class.**

Make-up speeches policy: Late speeches will be accepted and a makeup session provided at the end of the term, but 25% will be deducted for lateness. At the instructor's discretion, extra credit opportunities and optional activities may be provided.

Introductory: 3-5 minutes. The purpose of this speech is to introduce yourself in an efficient, meaningful, and personal way. What do you want people to know about you? And what ONE thing do you want them to REALLY know about you? Your heritage, ethnicity, culture, personality traits, hobbies/interests, your greatest successes, your goals/dreams? To try to fit it all in would sound like an online dating profile and would lose impact. You must find a way to share just a few aspects of who you are in an interesting, authentic, and meaningful way.

You can create the scenario however you like: first day on the job, first day of class, first day in the dormitory, speaking at church, speaking to a club, etc. **The goal is NOT to tell people everything about you in 3-5 minutes. The goal is to make people feel like they have a sense of who you are and possibly even WANT to get to know you more after 3-5 minutes.**

Informative: 4-6 minutes. The purpose of this speech is to "inform" your audience about something – a person, a process, an item/object, an idea, a teaching, an event, a skill – in which you are quite knowledgeable. It would be wise then to pick the subject matter based on something that you know a lot about, but others may not. Examples could be how to make frybread, steps for buying a car, four things to know before fishing for the first time, martial arts – what you need to know, gun safety – 4 non-negotiable tips, 4 easy exercises you can fit into your busy schedule, how to meal plan a healthy menu for a large family, etc.

You don't have to convince (that's for the persuasive speech). You just need to inform and possibly demonstrate. Some sort of visual prop should be incorporated: to illuminate or demonstrate. ***The goal is to get the audience to feel more knowledgeable about and potentially interested in your subject matter after 4-6 minutes of your "infomercial."***

Persuasive: 6-8 minutes. The purpose of this speech is to persuade your audience to consider shifting their attitudes and feelings possibly towards a controversial topic. You may even be calling the audience to some sort of tangible action step. Examples could be why people should boycott _____, why natives should not support the mining industry, why we should vote against the legalization of marijuana, why the tribe should start a dispensary business, why native Christians should or shouldn't be open to more traditional native practices or ceremonies, why San Carlos should adopt harsher penalties for drug dealers or bootleggers, why the tribal council should invest money in a rehab facility or transition house, why there should be term limits on tribal council members, why we need a different approach to childhood obesity and diabetes, etc.

Because the topic may be on the controversial side or on the-audience-is-hard-to-change side, presenters should utilize research, study, quotes, expert opinion, or other data that would help "persuade" the audience. As such, the use of PowerPoint (or poster boards for remote students) is strongly recommended. Presenters should also anticipate and address counterarguments to their position by including a rebuttal section. ***The goal is to get the audience to be more open or closed to a potentially controversial position and possibly even take an action step after 6-8 minutes.***

Ceremonial (Special Occasion): 4-8 minutes. The purpose of this speech is to meet the objectives of a specific special occasion that usually involve honoring a person, place, or event and also informing/inspiring the audience. Examples are: 1.) an "after dinner" or special toast speech that honors a person, couple, organization, or event, 2.) a commemorative/memorial speech that honors a person or a famous event, or a 3.) a "graduation" speech that honors the college/teachers and also summarizes what you learned – for the purpose of inspiring other students. ***The goal is to get the audience to feel inspired and honored/excited to be participating in the special event after 4-8 minutes.***

Class Participation: The bases of class participation are 1.) the student's on-time, continuing presence in class, 2.) the student's verbal and non-verbal participation in class discussion, and 3.) the student's timely completion of all assignments. Students are encouraged to show up early, regularly, and ready to engage in each class.

Students on Zoom must have cameras on to be marked present for class and must sign into the chat when prompted for roll call. Beyond that, zoom students are expected to also provide feedback to speeches and respond in real-time to course dialogue – just as in-class students are also expected to do so.

Reflection Paper: This is an informal, reflective writing piece based on your journey from the beginning to the end of the class. Suggested length is one page, three paragraphs of at least 5-7 complete sentences each. The purpose of writing is to give you a chance to reflect on what you have learned. The total number of points you can receive is 50 points. **(If a submission is late, points will be deducted from the assignment).**

Attendance Policy

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

You are expected to arrive to class on time and be prepared to participate in each class period. Four unexcused absences may result in withdrawal, and a "W" or "Y" will be recorded. You may request to be excused from class for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible.

Academic Integrity:

Violations of scholastic ethics are considered serious offenses by San Carlos Apache College. Students may consult the SCAC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure.

All work done for this class must be your own, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. You may use work from books and other materials if it is properly cited.

Instructor Withdrawals

Students who have missed four consecutive classes (or the equivalent), or have not submitted any assignments nor taken any quizzes by the 45th day census report, due on [date of 45th day found in Academic Calendar on SCAC website], are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion.

Student Withdrawals

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by [withdrawal deadline date found in Academic Calendar on SCAC website] if you do not expect to complete the class; otherwise, you may receive an "F" grade.

RESPECT (Establishes a respectful learning environment free from discrimination; promotes a safe and inclusive campus).***Equal Access Statement/Disability Accommodations***

San Carlos Apache College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-383-0033 for additional information and assistance.

Title IX

San Carlos Apache College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

Conduct: Bias, Bullying, Discrimination and Harassment

San Carlos Apache College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

RESILIENCE (Supports students facing unavoidable circumstances and recognizes hardships, while setting academic expectations).

Incomplete Policy

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. The student must have unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

Special Withdrawals (Y) Grade

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale, with documentation, for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

OPENNESS (Encourages open discussions between students and faculty and provides transparency about expectations and learning methods)

Courses Outline and Important Dates

- I. Communication Challenges
 - A. Internal Communication Noise
 - B. External Communication Noise
- II. Nonverbal Communication Factors – What You Really Say
 - A. Body Language
 - B. Vocal Factors
- III. Five Canons of Rhetoric (Five Categories of Speech Writing)
 - A. Invention
 - B. Arrangement/Disposition
 - C. Language/Style
 - D. Memory
 - E. Delivery
- IV. Rhetorical Factors: Aristotle’s Triad Translated for Modern Day Persuasion
 - A. Ethos
 - B. Pathos
 - C. Logos
- V. Types of Speeches
 - A. Introductory
 - a. Where you’re from, Who you’re from
 - b. What you’re doing/ What you’re passionate about/drives you
 - c. Where you’re going
 - B. Informative
 - a. What you’re an expert in/going to demonstrate/ Why should I care?
 - b. What is it? What do you need to know about it? How it works
 - c. How/Why are they better off?
 - C. Persuasive
 - a. The nature of the debate/What’s on the line/Why should I listen?
 - b. The issues/The rebuttal
 - c. What now?
 - D. Special Occasion/Ceremonial
 - a. The context/occasion/greeting
 - b. The need to know information
 - c. The response we should have/way we should feel

Course Requirements/Due Dates: Self-Introductory Speech Presentations – worth 70 total points (09/03), Informative Speech Presentations – worth 70 total points (10/06 & 10/08),

Ceremonial/Special Occasion Speech Presentations – worth 70 total points (11/17 & 11/19), Persuasive Speech Presentations – worth 70 points (11/24 & 11/26). Final Reflection Papers – worth 50 points (12/08). *Note: Makeup Speeches for partial credit only (12/01 & 12/03).

Faculty/Student Communication

A faculty member will respond to a student's communication within 24 hours of receiving the communication excluding weekends and college closures. If a course is online a faculty will login their Canvas classroom a minimum of three times per week spread evenly throughout the week and respond to any discussion posts and check on student progress in the course.

Course Feedback:

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed for handing in. Email and phone messages will be returned within 24 hours. A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of Canvas.

WISDOM (Encourages evaluation, reasoning, and diverse perspectives; emphasizes organized and audience-aware expression, and promotes learning from elders and cultural teachings for personal and academic growth)

SCAC General Education Learning Outcomes

Apache Wisdom

Learning from the teachings carried on from Apache elders and other community leaders, students will appreciate their unique history, language, and culture as a source of strength for their personal, family, academic, and career aspirations.

Critical Thinking

Approach critical issues, problems, or questions using creativity and deductive reasoning, evaluating evidence, acknowledging diverse perspectives and contexts, and synthesizing one's own viewpoint into ongoing conversations and debates.

Communication

Effectively express ideas orally and in writing. Good communication includes understanding one's audience, organizing one's thoughts, acknowledging, and integrating outside sources, using the most recent technology, and following the accepted writing and citation conventions of the particular discipline.

Environmental Literacy

Students will understand their connection to social, cultural, physical, and global environments. Students will consider and evaluate strategies for cultural, community and global sustainability.

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