

Speech 0005W
Course Title: Introduction to Speech
Brescia University College

Winter 2019

Instructor: Melissa Douglas

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Office Hours: Friday 12:30-1:30

Office: Mary Manor

Class Times and Location(s):

Monday 1:30-4:30, BR 206

Wednesday 2:30-5:30, BR 135

Thursday 1:30-4:30, BR-MRW 152

Friday 1:30-2:30, BR 202

Course Description:

This course is designed to introduce academic speaking and listening skills to international students through readings and manuscripts in order to develop oral communication skills. Students are expected to speak frequently and improve skills of writing and presenting effective speeches. Students will also develop skills such as note-taking from lectures and academic readings. Topics to be covered include personal introductions, inspiring an audience, explaining concepts and/or processes, innovating ideas and/or solutions to problems, persuasion, academic discussion, peer evaluation, and synthesizing information. Students will apply these skills through explicit testing of listening materials, preparation and carrying out of individual speeches, and direct engagement with fellow classmates during academic discussions. During the course students will also complete self-evaluation and peer evaluation assessment.

Prerequisite(s): registration in a Preliminary Year Program at Brescia University College

Antirequisite(s): none

Course Objectives:

- Deliver speeches / presentations on a variety of topics using appropriate tone and body language
- Effectively use word stress and intonation during prepared speeches / presentations
- Use a variety of rhetorical strategies such as, starting with a hook, making an emotional connection, and using pauses when delivering speeches / presentations
- Evaluate and tactfully provide feedback to fellow classmates on presentation skills
- Listen for details and recognize examples
- Evaluate causes and effects while listening

- Recognize facts and opinions and infer meaning while listening
- Synthesize ideas from different sources
- Reflect on ideas presented in selected listenings both orally and in writing
- Provide logical explanations during discussions and speaking assignments
- Express opinions on a variety of topics in academic discussions
- Can take effective notes in the form of an outline including keywords during lectures and presentations
- Demonstrate visual literacy by interpreting and critically analyzing infographics

Assessments:

- Speaking Assignments (4) 40% (10% ea.)
 - Introductory Speech
 - Impassioned Speech
 - Explanatory Speech
 - Persuasive Speech
- Listening Tests (3) 30% (10% ea.)
- Academic Discussions 20%
- Participation 10%

Grading System:

The following chart summarizes the grading system in marks and descriptions:

Numerical Grade	Descriptor	Explanation
85-100%	Exceeds Expectations (E)	The student has mastered the skills related to the assignment/ course.
75-84%	Meets Expectations (M)	The student has acquired the skills related to the assignment/course.
65-74%	Approaches Expectations (A)	The student needs to increase his/her effort to attain the skills for the assignment/course.
Below 65%	Does Not Meet Expectations (NM)	The student demonstrates little to no acquisition of the skills related to the assignment/course.

Important Note: In order to pass the program, students must achieve an overall average of at least **75%**.

Assessment Descriptions:

Introductory Speech:

Students will carry out a 4-5 minute speech introducing a “Famous Brain” to their classmates. The introductory speech should include (but not be limited to) ideas such as, who this person is, what they have contributed in their field of study, how it has impacted our lives so far, and how it might impact us in the future. This speech will be followed by a question/discussion period.

Students will submit a written outline of their speech prior to its delivery in class. This will count towards **10%** of the final grade.

Impassioned Speech:

Students will carry out a 4-5 minute speech about a career that they feel passionately about, explaining what the career is, why it is important to them, and how it might be important to others. This speech will be followed by a question/discussion period. Students will submit a written outline of their speech prior to its delivery in class. This will count towards **10%** of the final grade.

Explanatory Speech:

Students will carry out a 4-5 minute speech either explaining a concept or process to the audience. Students should aim to explain their concept or process clearly so that the audience can follow along with ease. They should also explain the importance of their chosen concept, or process. This speech will be followed by a question/discussion period. Students will submit a written outline of their speech prior to its delivery in class. This will count towards **10%** of the final grade.

Persuasive Speech:

Students will carry out a 4-5 minute speech with the purpose of persuading their audience in support of or against an idea, policy, or some other controversial topic. Students should engage their audience with the topic and provide reasonable arguments to support their ideas and to be as convincing as possible. This speech will be followed by a question/discussion period. Students will submit a written outline of their speech prior to its delivery in class. This will count towards **10%** of the final grade.

Listening Unit Tests: Students will be tested on listening comprehension, vocabulary, and note-taking strategies taught in the course. These (3) tests will count towards **30%** of the final grade.

Academic Discussions:

Students will be required to participate in a number of academic discussions throughout the course where they will incorporate new vocabulary from textbook materials as well as critical thinking regarding the unit or theme being studied and discussed. These discussions will count towards **20%** of the final grade.

Participation:

Classroom attendance and participation are essential for success in this course. Students are expected to listen or read assigned material before class and to come prepared to participate in classroom activities. The course textbook should be brought to every class. This will count towards **10%** of the final grade.

Academic Policy:

The following syllabus may be amended at the instructor's discretion. All assignments must be submitted by the beginning of class on the due date or as indicated by your instructor. Your assignment will be deducted 3% per day it is late. It is essential to communicate with your instructor if you are experiencing any challenges attending class or completing work.

Requests for formal academic accommodation must go through an Academic Advisor and include supporting documentation as outlined in the attached [Brescia Academic Policies and Regulations](#) document.

Required Text:

Beatty, Dr. Ken. *LEAP 2: Listening and Speaking*. Montreal: ERPI (Pearson), 2015.

ISBN: 978-2-7613-5563-6

Course Outline:

LEAP 2: Listening and Speaking: Student Book

Week of:	Weekly Outline / Readings	Assessments
1 Classes start Jan. 7	<ul style="list-style-type: none">● Introduction to course / Syllabus● Leap 2- Chapter 4: Building a Better Brain, 66-72, 9-10 (Note-Taking)● Cornell Note-Taking● Introduce- Introductory Speech Assignment, 80-82	
2	<ul style="list-style-type: none">● Leap 2- Chapter 4: Building a Better Brain, 73-79, 82-86● Using Symbols and Abbreviations	
3	<ul style="list-style-type: none">● Leap 2- Chapter 5: Inventing the Future, 88-96	Introductory Speech
4	<ul style="list-style-type: none">● Leap 2- Chapter 5: Inventing the Future, 96-100, 104-107● Introduce- Impassioned Speech Assignment, 37	
5	<ul style="list-style-type: none">● Leap 2- Chapter 2: A New World of Work, 24-31	Listening Test #1
6	<ul style="list-style-type: none">● Leap 2- Chapter 2: A New World of Work, 32-36, 37-40	

Family Day Holiday - February 18
Winter Reading Week - no classes - February 18-22

7	<ul style="list-style-type: none"> ● Leap 2- Chapter 3: People in Motion, 44-51 ● Introduce- Explanatory Speech Assignment, 145 	Impassioned Speech
8	<ul style="list-style-type: none"> ● Leap 2- Chapter 3: People in Motion, 52-57, 59-64 	
9	<ul style="list-style-type: none"> ● Leap 2- Chapter 7: New Ways to Learn, 130-139 	Listening Test #2
10	<ul style="list-style-type: none"> ● Leap 2- Chapter 7: New Ways to Learn, 140-145, 146-148 	Explanatory Speech
11	<ul style="list-style-type: none"> ● Leap 2- Chapter 8: Finding Justice, 152-161 ● Introduce- Persuasive Speech Assignment, 166 	
12	<ul style="list-style-type: none"> ● Leap 2- Chapter 8: Finding Justice, 161-166, 167-170 	
13	<ul style="list-style-type: none"> ● Review of Listening and Speaking skills ● Final Assessments <p style="text-align: center;">*Note:Classes end Tuesday April 9</p>	Listening Test #3 Persuasive Speech

2018-19 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty

Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf . The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

The full policy on requesting accommodation due to illness can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic

Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=>). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20 .

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the

service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html, for information about how to obtain help for yourself or others.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment.

Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.