



Language and Literature Division
SPC 1608: Introduction to Public Speaking

Semester: Fall 2026

Section(s): 80836

Instructor's Name: Mary Sue Woodruff

Office Hours: Via email or canvas messaging. If a phone conversation is needed, you can email me to schedule an appointment to speak on Tuesday afternoons between 4 and 4:30 PM.

E-Mail: mwoodruff1@gulfcoast.edu - Expect response within 24 hours on weekdays; 48 hours on weekends.

Phone: Contact me via email to set up a phone appointment if necessary.

Language and Literature Division Chair: Professor Betty McKinnie

Email: bmckinnie@gulfcoast.edu

Phone: 850.769.1551 ext. 2887

Office: LL7

Division Administrative Assistant: Brandon Bowling

Phone: (850) 872-3870

Textbook, other required materials and required proficiency:

Your First Speech – Chapter 19 Public Speaking: Practice and Ethics

<https://2012books.lardbucket.org/books/public-speaking-practice-and-ethics/s22-your-first-speech.html>

Various chapters within *Public Speaking: Practice and Ethics* <https://2012books.lardbucket.org/books/public-speaking-practice-and-ethics/>

Additional readings from OpenEd resources will be assigned throughout the semester.

Students are expected to have adequate proficiency in the use of Microsoft Word and have access to the college's LMS system outside of class.

Course Description:

SPC 1608, Introduction to Public Speaking 3hrs./3credits

Verbal elements of public speaking (purpose, organization, development, style, and methods of presentation of the message and relationship of the message to specific audiences) and nonverbal elements of public speaking (body action, voice, and general bearing). Designed to meet the practical needs of the general student.

* No pre-reqs or co-reqs required for this course.

Learning Outcomes & Assignments:

The National Communication Association (NCA) “Speaking and Listening Competencies for College Students”: http://ams.natcom.org/uploadedFiles/Teaching_and_Learning/Assessment_Resources/PDF-Speaking_and_Listening_Competencies_for_College_Students.pdf

Speaking Competencies:

Basic Skills – A competent speaker must be able to compose a message and provide ideas and information suitable to the topic, purpose, and audience.

- Determine the purpose of oral discourse
- Choose a topic and restrict it according to the purpose and audience
- Fulfill the purpose of oral discourse

- Formulate a thesis statement
- Provide adequate support material
- Select a suitable organizational pattern that is also appropriate to the topic, audience, content, and purpose
- Demonstrate careful choice of words
- Provide effective transitions

Speaking Competencies:

Delivery Skills – A competent speaker must also be able to transmit messages by using delivery skills suitable to the topic, purpose, and audience.

- Employ vocal variety in rate, pitch, and intensity
- Articulate clearly
- Employ language appropriate to the designated audience
- Demonstrate nonverbal behavior that supports the verbal message

Listening Competencies:

Literal Comprehension – A competent listener must be able to listen with literal comprehension.

- Recognize main ideas
- Identify supporting details
- Recognize explicit relationships among ideas
- Recall basic ideas and details

Listening Competencies:

Critical Comprehension – A competent listener must also listen with critical comprehension.

- Attend with an open mind
- Perceive the speaker's purpose and organization of ideas and information

- Discriminate between statements of fact and statements of opinion
- Distinguish between emotional and logical arguments
- Detect bias and prejudice
- Recognized the speaker's attitude
- Synthesize and evaluate by drawing logical inferences and conclusions
- Recall implications and arguments
- Recognized discrepancies between the speaker's verbal and nonverbal messages
- Employ active listening techniques when appropriate

Reference

Morreale, Sherwyn, et al. "Speaking and Listening Competencies for College Students." The National Communication Association (NCA), 1998. The document was reviewed and reaffirmed by NCA's Educational Policies Board in the spring of 2012.

I. Assignments:

1. Students will present at least three major speech presentations in class. These speeches will be within the genres of Narrative, Informative, and Persuasive speaking. *All work submitted to the instructor must be original to the semester and section of this class. Work previously submitted for any other class does not fulfill the requirements of this class.* Speeches will be assessed for organization and presentation according to the speech grading rubric.
 - The Narrative speech is a **3-5 minutes** speech sharing a personal story about a memorable experience from your past.
 - The Informative speech is a **5-7 minutes** speech that will teach something to the class. You will need to choose a topic, skill, or process that is appropriate for the class.

- The Persuasive speech is a **5-7 minutes** speech that focuses on the development of a clear and logical argument in an attempt to help others understand your point-of-view.
2. Students will submit a typed outline for each major speech presentation. Adherence to MLA/APA format and source citation will be required for all outlines submitted. Outlines will be assessed for content and mechanics according to the outline rubric.
 3. Final exams will be a special occasion or farewell speech that will be submitted the last week of class. *Check the pacing guide for exact due dates
 4. Instructor may require **other assignments**, such as additional speech presentations, discussion board assignments, text-based assignments, self and peer reviews, etc.

II. Evaluation and Requirements:

Grading Scale:

90-100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

Less than 59 = F

Gradable Content:

Speeches- 50%

Outlines- 10%

Evaluations- 10%

Discussions/Learning Journals- 15%

Final Exam- 15%

III. Course Policies and Expectations:

Students must attend class (submit at least one assignment for online classes) during the first two weeks of the semester or they will be reported as a “no show” and dropped from the course. Students are expected to attend all classes for which they are registered.

Accessibility Statement: Gulf Coast State College supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with Student Accessibility Resources. Appropriate academic accommodations will be determined based on the documented needs of the student. For information regarding the registration process, email sar@gulfcoast.edu or call 850-747-3243.

Printing Information: A print management system, PaperCut, is used in all computer labs and in the library. Students are assessed a \$5.00 Lab Fee which allots them 100 sheets of paper. For complete information, please see the Papercut page on the college website: <https://www.gulfcoast.edu/administration-departments/information-technology-services/printing/print-release-pay.html>

Recording of Lectures

In accordance with federal and state privacy laws, students may record class lectures for their own personal educational use, in connection with a complaint to the college, or as evidence in internal or external legal proceedings. Students may not publish or upload the recordings or any components thereof without the knowledge and written permission of the faculty member. Failure to obtain permission to publish could lead to the students' having to pay damages, attorney fees, and court costs. For

more information about what can be recorded, please see the guidelines on pages 36-38 in the GCSC Student Handbook.

Attendance Policy from the Catalog: Regular class attendance and participation are significant factors that help to promote success in college. Students are expected to attend all class meetings of all courses for which they are registered.

You are expected to know the instructor's specific attendance policy, as stated in the syllabus for each course. In the event of absence, you should contact your instructor as soon as possible to indicate the reason and to inquire whether make-up work is possible. (Make-up work is offered solely at the discretion of your professor.)

If your absences in a class become excessive, as stated in the course syllabus, your professor may contact you, indicating that further absence may result in your withdrawal from the course. (See entry on Withdrawal in this catalog section.) Your professor can withdraw you from a course for excessive absences without your permission.

Instructors will monitor attendance at the beginning of each semester. If you are not in attendance during this period, you may be withdrawn from the course. You will be financially responsible for the course and a "W or NS" will appear on your transcript. Withdrawal from a course may also have implications for financial aid.

Withdrawals: Two withdrawals are permitted per credit course. After that, a grade will be assigned. Please be concerned about withdrawals. When admitting students into certain programs, universities may calculate withdrawals as grades. It is your responsibility to verify the effects of enrollment and/or withdrawal upon your financial assistance (financial aid, scholarships, grants, etc.). There are three kinds of withdrawals--student, faculty, and administrative.

- Student Withdrawal (W1) - Students wishing to withdraw must complete the online Student Withdrawal Form before the scheduled withdrawal deadline as published in the College catalog. Student withdrawals initiated prior to the scheduled withdrawal deadline will be recorded as a grade of “W.” The withdrawal deadline for an off-term or condensed term is one week after midterm
- Faculty Withdrawal (W2) – A faculty member may withdraw a student up to the published withdrawal deadline for violation of the class attendance policy in which case the student will receive a grade of “W.” The withdrawal deadline for an off-term or condensed term is one week after midterm
- Administrative Withdrawal (W3) - A student who wishes to request a withdrawal after the published withdrawal deadline must pursue such request in writing to the Dean of Student Engagement. A request for withdrawal after the published deadline date may be granted due to extenuating circumstances beyond the student's control that prevent the successful completion of the course. Such circumstances include:
 - Involuntary call to military duty,
 - Illness of the student, or
 - Illness or death of a member of the student's immediate family.

Students cannot withdraw from developmental studies courses (college-preparatory classes) after the drop/add period without written permission from their instructor and/or their academic advisor.

Academic Integrity (Standard policy):

1. Honest participation in academic endeavors fosters an environment in which optimal learning can take place and is consistent with the college's mission. Academic misconduct is destructive to the spirit of an educational environment and therefore will not be tolerated.
2. Most course syllabi include an academic honesty policy and the consequences for violating this policy. Familiarize yourself with

course policies regarding authorized or unauthorized use of AI to avoid the pitfalls of academic dishonesty.

The following definitions will apply:

- "Cheating" includes but is not limited to use of any unauthorized assistance in taking quizzes, tests or examinations; dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; the acquisition without permission of tests or other academic materials belonging to a member of the College's faculty.
- "Plagiarism" includes, but is not limited to, the use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment. It can also include overuse of an editing program like Grammarly or submitting work written by an Artificial Intelligence (AI) generator like ChatGPT. Make certain to consult your course syllabi for your instructors' guidelines on AI material.
- Generative Artificial Intelligence (AI) is technology that uses machine learning to create new content, such as text, images or code, based on user input. These systems are trained on vast amounts of data, including large language models and image or code generators. Common examples include ChatGPT, GitHub, Copilot, Google Gemini, Perplexity, and the Grammarly AI function. Each professor will have a statement related to acceptable AI use in the course syllabus. The student is responsible for following the written guidelines regarding the use of Generative AI.

Policy on AI-Generated Content

Students may use basic assistive technologies for spelling, grammar, and formatting (e.g., PaperRater or SpellCheckPlus); however, the use of AI tools (e.g., ChatGPT, Copilot, Grammarly's AI function, etc.) for generating, rewriting, or enhancing content is **not** permitted. All work must reflect the student's original ideas and writing. Representing work created by AI as one's own is a violation of academic integrity and may

result in penalties, including a zero on the assignment and additional disciplinary actions as outlined in the college's academic integrity policy.

3. The term "academic misconduct" includes any or all forms of cheating and plagiarism. In addition, academic misconduct may include the following:

Destroying, damaging, or stealing another person's work or work materials including, but not limited to, lab experiments, computer programs/files, term papers, projects, or copy of an examination.

Theft, damage, or misuse of library resources; removing uncharged material from the library; defacing or damaging library materials; intentionally displacing or hoarding library materials within the library for one's unauthorized private use, or any other abuse of reserved materials.

Theft, damage, or misuse of computer resources including, but not limited to, computer accounts codes, passwords, or facilities; damaging computer equipment or interfering with the operation of any computer system in the college.

Repeated violations of a faculty member's classroom conduct policy.

4. Individual instructors or programs may provide students with additional academic integrity policy statements at the start of a semester.

5. Sanctions for incidences of academic misconduct, depending on the severity of the incidence and/or its repetition, may range from receiving an F grade (or zero) for the test, assignment, or activity to failure of the course, to suspension, or dismissal from the program or the college.

6. An instructor who believes that an incidence of academic misconduct has occurred will discuss it immediately with the student. If, in the judgment of the instructor, the student has committed an act of academic misconduct, or if the student admits that there has been misconduct, the instructor will assess the appropriate penalty.

7. Instances of admitted or proven academic misconduct should be reported in writing to the Dean of Student Life. The purpose of this reporting is to track individuals who have repeated incidences.

The Vice President of Academic Affairs and/or the Dean of Student Life reserves the right to pursue disciplinary action against a student if deemed necessary.

8. Students who think they have been treated unfairly may invoke the Student Academic Grievance Procedure.

Incomplete: An “Incomplete” (“I”) will be considered by the instructor if a student has completed seventy-five percent of the class. This will be determined based on attendance, participation, and/or assignment completion. The instructor may require that the student submit a schedule for completion of the missing work. The “Incomplete” provides 30 days from the ending date of the course to make up any missing work. If work is not submitted during this time period, the grade will automatically change to an “F.”

Canvas: We will make extensive use of Canvas, a course management program that allows you to turn in your work and take quizzes online, keep track of your grades, communicate easily with your instructor and other students in the class, etc.

You must turn in all assignments on Canvas. In short, if you didn’t turn it in on Canvas, you didn’t turn it in. I am not responsible for papers taped to my door, left in the hallway, given to friends to pass on to me, etc.

FREE Tutorial Services: The Writing and Reading Lab is staffed with a mix of both professional and student tutors that are available to provide tutoring for any of your courses that require academic writing and reading assignments. Our tutors are available for assistance with grammar, punctuation, and mechanics; essay development, reading comprehension, and organization of ideas; and MLA, APA, and Chicago formatting. Additionally, later in the semester, we will be hosting workshops that focus on specific areas of student development such as developing a strong thesis statement and preparing for finals, among

others. Please be on the lookout for announcements regarding those workshops later in the semester.

The lab is located in RC108 M-R 8 am-5pm F-8-1pm / Online Hours: Tuesday through Saturday 5-10 pm and Sunday 5-9 pm.

Join GCSC Writing and Reading Lab's Online Tutoring

<https://gulfcoast-edu.zoom.us/j/5216686584>

Meeting ID: 521 668 6584

NOTE: All of our tutoring services require active participation. This is NOT a proofreading service.

TRIO

TRIO Student Support Services (SSS) provides participants academic and personal development opportunities to motivate them toward the successful completion of their post-secondary education. Participants must be Gulf Coast State College students, working on an Associate's Degree, who are U.S. citizens, permanent residents or an eligible non-citizen. They must also meet any of the following criteria:

- First generation (neither parent has a four-year bachelor degree)
- Low income (based on federal guidelines)
- Student with disabilities evidencing academic need

All services are FREE to TRIO SSS program participants. Visit <https://www.gulfcoast.edu/current-students/trio/> to apply online or call (850) 913-2937 for more information. TRIO SSS is located in Student Union West room 89.

Module/Week Notes	
Welcome	Read: Syllabus, Pacing Guide View: Canvas Course
Module 1- Week 1 October 12-18	Speech- Self-Introduction Speech Assignment- Learning Journal #1
Module 2- Week 2 October 19-25	Assignment- Learning Journal #2 Discussion- Narrative Speech Topic Discussion Forum
Module 3- Week 3 October 26- November 1	Speech- Narrative Speech Assignment- Narrative Speech Outline
Module 4- Week 4 November 2-8	Evaluation: Narrative Speech Self-Eval Assignment- Learning Journal #3 Discussion- Informative Speech Topic Discussion Forum
Module 5- Week 5 November 9-15	Speech- Informative Speech Assignment- Informative Speech Outline
Module 6- Week 6 November 16-22	Evaluation- Informative Speech Self-Eval Assignment- Learning Journal #4 Discussion- Persuasive Speech Topic Discussion Forum
Module 7- Week 7 November 30- December 6	Speech- Persuasive Speech Assignment- Persuasive Speech Outline
Module 8- Week 8 December 7-10	Speech- Farewell/Special Occasion Speech (FINAL) Assignment- Final Speech Notes/Outline

