

**University of Puerto Rico
Arecibo Campus
English Department**

INGL 3061 Syllabus

COURSE TITLE	:	English for Students of Public Communication
COURSE CODE	:	INGL 3061
CONTACT HOURS	:	45 Hours 3 hours per week / 3 credits
PREREQUISITES/REQUISITES	:	Basic English (INGL 3101-3102), Intermediate English (INGL 3103-3104) or Honor English (INGL 3011-3012)
COURSE DESCRIPTION:		
This course is offered to students who have received a passing grade in the English 3102, 3104, or 3112 courses.		
LEARNING OBJECTIVES:		
<p>At the end of the course the students will:</p> <ul style="list-style-type: none">a. Listening/Speaking:<ul style="list-style-type: none">i. Develop listening comprehension and critical listening skills to respond effectively to questions during class discussions and/or peer speeches at a satisfactory level of communicative competence.ii. Use pertinent vocabulary, improve articulation, enunciation, and pronunciation during the delivery of their speeches.iii. Recognize, control, and reduce public speaking apprehension while delivering an oral presentation or speech.iv. Apply delivery techniques that detect and avoid distracting non-verbal gestures and verbal defects in vocal mechanisms that impede effective comprehension and communication with the audience during the delivery of their speech.v. Deliver face-to-face or recorded speeches at a satisfactory level of communicative competence that will achieve the goal of creating shared meaning with audience members.		

b. Reading:

- i. Read and implement the assigned textbook chapters on public speaking related topics.
- ii. Develop research skills using on-line resources to investigate, collect relevant data on assigned topics for their speeches.

c. Writing:

- i. Write outlines for speeches.
- ii. Write scripts of the speeches that will be delivered. (At the professor's discretion.)
- iii. Write a Listening Log Project to develop critical listening note-taking skills and critical thinking analytical skills that provide constructive peer critique statements of the strong and weak points.

d. Critical Thinking:

- i. Analyze, evaluate, and ethically use supporting materials and evidence that will provide reliability and validity in their speeches.
- ii. Recognize and avoid logical fallacies in speeches.
- iii. Evaluate and design effective visual aids that aid the comprehension of the visual aids they present in the speech given.

e. Research skills:

- i. Develop research skills using on-line resources at the library and on the internet.

f. Collaborative Skills:

- i. Work in groups to write and make decisions about document design and content.

g. Ethical skills:

- i. Understand and identify plagiarism and its consequences.
- ii. Evaluate and apply ethical principles discussed in their speech.

BOOK:

Verdeber, Sellnow, Verdeber (2018). SPEAK 4 Public Speaking (4th ed.) Cengage.

COURSE OUTLINE AND TIME DISTRIBUTION:

Topics	Time Distribution		
	In Person	Hybrid	Online
I. Introduction to the course <ol style="list-style-type: none"> 1. Welcoming Remarks 2. Syllabus 3. Chronogram 4. Course Norms 5. Plagiarism 6. Online Platforms that may be used in the course: Moodle, Zoom, Flip Grid, Loom, Textbook Online Platforms for exams 7. Let's Meet Ice Breaking Activity 	6	4.5 Presential/ 1.5 Online	6
II. Overview of Public Speaking <ol style="list-style-type: none"> 1. Exam Chapter 2 - Understanding and managing Public Speaking Apprehension <ol style="list-style-type: none"> a. Video: Big Bang Theory Episode, "The Pants Alternative" b. Reading 1: Phobias that Derail Promising Careers c. Reading 2: Podiumitus 2. Exam Chapter 1- Foundations of Public Speaking <ol style="list-style-type: none"> a. Listener relevance links (LRL's) b. Five Ethical Responsibilities of Public Speakers 3. Exam Chapter 3 - Listening and Responding Critically <ol style="list-style-type: none"> a. Constructive Critique Statements in Listening 	12	4.5 Presential/ 7.5Online	12

Log Project			
III. Informative Speaking <ol style="list-style-type: none"> Exam Chapter 12 - Informative Speaking Analysis of Expository Speech: Social Media and Society <ol style="list-style-type: none"> Listening Log Project Critique of Speech: Social Media and Society Evaluating Criteria Final Informative Speech Power Point Presentation Professional Visual Aid Deadline & Order of Student Speeches 	3	1.5 Presential/ 1.5 Online	3
IV. Determining an Appropriate Speech Goal <ol style="list-style-type: none"> Exam Chapter 4 – Determining an Appropriate Speech Goal Select the topic for the Informative Speech <ol style="list-style-type: none"> Identify Potential Speech Topics Activity Write an Appropriate Speech Goal List of Sample Informative Topics 	3	1.5 Presential/ 1.5 Online	3
V. Topic Development <ol style="list-style-type: none"> Exam Chapter 6 - Topic Development Researching the approved topic and notetaking of all the relevant information from the sources on online research cards Citing Appropriate Speech Source Citations to avoid Plagiarism 	3	3 Online	3
VI. Outlining the Speech <ol style="list-style-type: none"> Exam Chapter 7 - Organizing 	4.5	1.5 Presential/ 3.0 Online	4.5

the Speech Body 2. Exam Chapter 8 - The Introduction and Conclusion			
VII. Delivery Techniques 1. Exam Chapter 11- Delivery 2. Practice Activity Delivery Techniques	3	1.5 Presential/ 1.5 Online	3
VIII. Professional Audio and Visual Aids 1. Exam Chapter 9 - Presentational Aids a. Complete presentational aid for speech b. Complete Power Point presentation for speech	3	3.0 Online	3
IX. Delivery of Students' Informative Speeches using PPoint	7.5	7.5 *Presential <i>*7.5 could be Online instead of presential</i>	7.5
Total Contact Hours	45 horas	45 horas (22.5 In Person = 50% and 22.5 Online = 50%)	45 horas

INSTRUCTIONAL TECHNIQUES

In person	Hybrid	Online
Any of the following strategies can be used to teach the course: 1. Wiziq (online classroom) 2. Collaborative activities 3. Simulation situations 4. Forum 5. Group and/or individual writing 6. YouTube 7. Portfolios/journals 8. Internet 9. E-mail	Any of the following strategies can be used to teach the course: 1. Wiziq (online classroom) 2. Collaborative activities 3. Simulation situations 4. Forum 5. Group and/or individual writing 6. YouTube 7. Portfolios/journals 8. Internet 9. E-mail 10. Library on-line resources 11. Power Point Presentations 12. Computers 13. Excel	Any of the following strategies can be used to teach the course: 1. Wiziq (online classroom) 2. Collaborative activities 3. Simulation situations 4. Forum 5. Group and/or individual writing 6. YouTube 7. Portfolios/journals 8. Internet 9. E-mail 10. Library on-line resources 11. Power Point Presentations 12. Computers 13. Excel

10. Library on-line resources 11. Power Point Presentations 12. Computers 13. Excel 14. Google Docs 15. Others	14. Google Docs 15. Others	14. Google Docs 15. Others
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MINIMUM AVAILABLE OR REQUIRED RESOURCES:

Recurso	In Person	Hybrid	Online
Account on the institutional learning management platform (Ej. Moodle)	Institution	Institution	Institution
Account of Online Exams of Textbook (Mindtap)	Student	Student	Student
Institutional email account	Institution	Institution	Institution
Computer	Student	Student	Student
High-speed internet access or mobile device with data service	Institution	Student	Student
Programmed or applications: word processor, spreadsheets, presentation editor	Student	Student	Student
Integrated or external speakers	Does not apply	Student	Student
Webcam or mobile with camera and microphone	Does not apply	Student	Student

EVALUATION:

In Person	Hybrid	Online
Online Textbook Chapter Exams..... 20% Informative Final Speech 25% Listening Log Project..... 15% Assignments..... 15% Participation/attendance 15% *Quizzes/journal/portfolio/ others..... 10%	Online Textbook Chapter Exams..... 20% Informative Final Speech 25% Listening Log Project..... 15% Assignments..... 15% Participation/attendance 15% *Quizzes/journal/portfolio/ others..... 10%	Online Textbook Chapter Exams..... 20% Informative Final Speech 25% Listening Log Project..... 15% Assignments..... 15% Participation/attendance 15% *Quizzes/journal/portfolio/ others..... 10%

Total.....100%		
	Total.....100%	Total.....100%
<p>*If a professor decides not to consider this criterion, the percentage will be allotted as follows: 5% to online textbook exams & 5% to informative final speech.</p> <p>Note: Certification 111-2014-2015 of the Governing Board defines a face-to-face course as: "Course in which 75% or more of instruction hours require the physical presence of students and the professor in the classroom." The remaining 25% may be covered using different educational strategies, among which are: visits related to the course, field experiences, excursions, and online activities, among others. It is the responsibility of the professor to provide evidence of all the activities with attendance sheets and assessment of these activities.</p>		
REASONABLE MODIFICATION (ACCOMMODATION):		
<p>Reasonable Modification (Accommodation)</p> <p>Students who receive reasonable modification (accommodation) benefits and / or receive Vocational Rehabilitation services should contact the professor at the beginning of the semester to coordinate the modification (accommodation) and necessary equipment according to the recommendations of the OSEI UPRA Coordinator. To process the application, you can access the link http://docs.upra.edu/osei/Procesamiento_de_Servicios-OSEI.pdf. The request for reasonable accommodation does not exempt the student from complying with the academic requirements of the course or program.</p>		
ACADEMIC INTEGRITY:		
<p>The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 13, 2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole or part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf, as well as enabling and facilitating another person to perform the aforementioned behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General Bylaws.</p> <p>Para velar por la integridad y seguridad de los datos de los usuarios, todo curso Hybrid, a distancia y Online 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.</p>		

INSTITUTIONAL POLICY AGAINST SEX, GENDER, AND SEXUAL ORIENTATION DISCRIMINATION (CERT. 36 2018—2019 JU):

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 Sexual Harassment at the University of Puerto Rico, any student subjected to acts constituting sexual harassment, may 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 formal complaint.

NETIQUETTE:

Students taking online courses should follow the universal Netiquette guidelines below:

Communicating with your instructor:

- **DO NOT TYPE IN ALL CAPS, PLEASE.** Typing a text all caps is inappropriate because it is perceived as yelling.
- **Be pro-active.** Exhaust all avenues before asking a question. For instance, if you need to know the professor's office hours, check the banner on the Moodle page or the course guidelines. Questions about the grade breakdown? Check out the syllabus under General Information in Moodle. Need to know the due dates for assignments? You will find them in the chronogram. If you still have a question, write to your professor.
- **Proofread your assignments before submitting to your instructor.** Always use proper spelling, grammar, capitalization, and punctuation.
- **Read first.** Before responding to an email, chat, or forum, make sure you read the previous discussions first. You need to know what other people have answered or asked so you do not duplicate efforts, hindering the class from moving forward to subsequent topics.
- **Submit files in the format assigned by your instructor.** When submitting any assignment, always follow your instructor's rules, e.g. format and content. Ignoring these instructions is bad netiquette and could lead to losing points on the assignment.
- **Conduct yourself professionally on email and while online.** A common netiquette error is to treat e-correspondence with faculty and staff as an ongoing chat among friends.

Communicating with Fellow Students:

- **Avoid sarcasm, harmful words or phrases, obscene language.** Sarcasm can lead to misguided arguments online. Therefore, be careful with jokes, hurtful words, or obscene language, that could come across as distasteful or rude.

- **Respect people's opinions.** If you want to express your disagreement with an argument presented by another student, do so respectfully. Begin your argument with phrases like: *"I do not agree with your opinion because..."* or *"Your point is understood, however..."*
- **Be precise when answering questions asked by your classmates.** When replying to a fellow student's question about assignment instructions or due dates, please be 100% certain of your answer. Do not guess; do not misinform.
- **Do not abuse the chat box.** Please, use the chat box for comments or questions relevant to the course. Chat boxes are for sharing ideas but can distract when loaded with irrelevant comments.
- **Conduct yourself professionally on email and while online.** A common netiquette error is to treat e-correspondence with faculty and staff as an ongoing chat among friends.
- **Be kind and show empathy.** Because the Internet has some level of anonymity, some people tend to behave rudely. Make a point to always be respectful- even if you disagree. You can debate any subject without hurting other people.
- **Think before you type.** " Whether or not privacy settings are in place, the internet has a tendency to house things forever, and what you say privately can easily become public," advises [etiquette expert](#) Devoreaux Walton.

GRADING SCALE

100% – 90% A
 89% – 80% B
 79% – 70% C
 69% – 60% D
 59% and lower F

REFERENCES

Adler, R., Elmhorst, J. (2002) *Communicating at Work* (7th ed.) New York McGraw-Hill

Hahner, J.C., Sokoloff, M., & Saliech, S.L. (1993). *Speaking Clearly Improving Voice and Diction* (4th ed.) New York: McGraw-Hill

Lucas, Stephen E. (2007). *The Art of Public Speaking*. (9th ed.) McGraw Hill

Shwartzman, R (1996). *Successful Public Speaking*. CA: Wadsworth Publishing Co.

Torres, L.M. (1998). *Impedimentos Visuales: Naturalezas y Necesidades*. Editorial Isla Negra.

Torres, L.M. (1999). *Movilidad: Necesidad Básica de Personas con Impedimentos*.

**Verderber. Sellnow. Verderber. (2018). SPEAK 4 Public Speaking (4th ed.) Cengage.*

Syllabus Revised by P. Morales 2021