Angelo State University

Course Syllabus for Public Speaking and Debate

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Fall Semester 2018
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ACGM DESCRIPTION:

1. Particular emphasis is placed upon forensic principles and their application and efficacy in a variety of settings (i.e. informative, persuasive, humorous, extemporaneous, Lincoln - Douglas debate, cross-examination debate, and panel discussions).

2. Students learn to understand and apply basic components of effective speech making as the facilitator introduces and utilizes the relevance of rate, diction, eye contact, volume, enthusiasm, organization, clever openings and closings, posture, humor, supporting data, logical fallacies, types of audiences, judges, purpose, and overall delivery.

3. Students utilize various sources to facilitate and enhance their particular styles, such as online champion speeches, student models, instructor models, and competitive models derived from actual speech competition.

4. Students learn to think critically and comprehensively in terms of across-the-disciplines relevance and presentation.

5. Students articulate a knowledge of local, national, and international issues.

6. Students develop confidence in speaking before audiences of varying backgrounds.

STUDENT OUTCOMES

A. Refutation and clash in competition
   A. Listen critically and formulate responses
   B. Take accurate notes from source materials and during argumentation
   C. Analyze and apply a variety of approaches in presenting, refuting and
defending arguments

D. Recognize and utilize effective introductory emotional and logical appeals, as well as in cross-examination strategies

E. Extend cross-examination and panel responses into effective refutation

2. Delivery

A. Incorporate precise language and effective verbal skills in argumentation and discussion

B. Employ a variety of nonverbal communication techniques in critical-thinking situations

C. Demonstrate ethical behavior during competition

D. Develop acuity in extemporaneous speaking styles

3. Assessment

A. Manifests as knowledge of speaking and debate principles to improve and ameliorate evaluation standards for numerous speaking formats

B. Provide valid constructive written and oral criticism which would theoretically enable the student to transcend normal speaking circumstances

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TIMELINE

First Six Weeks:
Module 1: Communication Skills and Strategies
Module 2: Research Procedures, Building Speeches and Cases

Second Six Weeks:
Module 3: Applying Problem-Solving Techniques
Module 4: Utilizing cross-examination methods in panel discussion, interviews, and debate
Module 5: Organizing sources and taking a flow

Third Six Weeks:
Module 6: Participating in competition
Module 7: Analyzing various judging criteria
Module 8: Reading a judge
Assessments

1. Speeches (weekly)
2. Case analysis
3. Presentations and briefs constructed
4. Performance
5. Tests

*The five indicators listed above will count equally, with the exception of the six weeks test that counts 25%. Grade equivalence will be as follows: A-90-100, B-80-89, C-70-79, D-60-69, F-59 or below. The final exam will be in late May 2017.

University Policy

1. Academic honesty: Academic misconduct includes cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics/standards, and any act of attempted act designed to give unfair academic advantage to oneself or another student. See Angelo State University Student Handbook Part II B: Academic Integrity for more information.

2. Reasonable accommodations for students with disabilities (ASU OP 10.15): Faculty members will include in each course syllabus a statement directing students to the Office of Student Affairs to initiate a request for accommodation.

3. Student absence for observation of a religious holy day. A student who intends to observe a religious holy day should make that intention known writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

Core Objective College SLO General Learning Activities Assessment

1. Critical Thinking Skills (CT 1). 1) Students will generate and communicate ideas by combining, changing, or reapplying existing data 1,2,3,4. 2) Students will brainstorm, analyze organize, and write drafts for presentations. Embedded assessment 1-6 from papers, tests, discussions, oral presentations, and group participation.

2. Communication Skills (CS 1). Student will develop, interpret, and express ideas through oral presentations. Embedded 1-6 from competitions, panel discussions, tests, debates,
and extemporaneous speeches.

3. Communication Skills (CS 2). Students will create and assess presentations in and out of class by observing the activities of others forming similar outcomes. Embedded assessment 1-6, from preparation, presentation, and critiques of individual work.

4. Communication Skills (CS 3). Students will develop, interpret, and express ideas through visual communication by watching others, viewing examples online, competing, and presenting in class. Embedded assessments 1-6 from student productions in and out of class, tests.

5. Teamwork (TW 1). Students will integrate, assimilate, compare, contrast, and assess various viewpoints, as a member of a team. 1, 2, 4, 5. Round-table discussions, parliamentary procedure, class discussions, pair sharing, group assignments, and peer criticism will be utilized. Embedded assessments 1-6.

6. Personal Responsibility (PR 1). 1) Students evaluate and assess choices and actions as they pertain to consequences in decision making, 2, 4. 2) Students brainstorm for cause and effects, logical fallacies, non-sequiturs, counterplans, comparative advantages, and net benefits in presentations. Embedded assessments 1-6, from tests, competitions, discussions, and critiques. The students' success in completing the core objectives within the Foundational Component Area of Communication will be measured using these criteria.

Methods of Instruction. This course will be taught face-to-face by various delivery methods (i.e. 1) lecture, 2) student performance in and out of class 3) competition in and out of the school district, 4) tests, and 5) group discussion.
Bryan E. Sowell attended Hill College in the early 1970’s, where he graduated with an Associate Arts Degree. He then attended Tarleton University, where he graduated \textit{summa cum laude} with a MAT Degree in English and Speech in 1975. Sowell completed his student teaching at Glen Rose ISD and began teaching in Morgan, Texas in 1976. The following year, Sowell began teaching at Glen Rose ISD, where he retired in 2006, after 30 years. Later, in 2008, he was recalled in Glen Rose, where he resumed his career from 2012 to the present. Sowell has written several books, including the following: 1) \textit{Texas Central Headquarters: Walnut Springs, Texas}; 2) \textit{The J.A. Sowell Family History and Collateral Lines from William Wallace to the Present}; 3) \textit{A Dream Come True: The Story of Flat Top Ranch}; 4) \textit{Quest of the Spirit: From Suffering to Acceptance}; 5) \textit{Voices of Transformation, The Ethics of Survival}; and 6) \textit{The Seeds of Destruction The Current Crisis in U.S. Foreign Policy}. Sowell has also written and directed a musical entitled "Get Aboard, Texas Central" concerning the history of Walnut Springs, Texas; and been interviewed on the TV Series \textit{"The Haunting"}, during which he retold a narrative of a ghost and a mysterious killing in the early years of Walnut Springs. Sowell has written and performed in radio scripts and radio commercials. In 1985, he served as the featured author in the annual celebration at Bond’s Alley in Hillsboro, Texas. During his years at Tarleton, Sowell earned an Alpha Chi National Award presented at their national convention in Atlanta, Georgia for an article he wrote entitled \textit{“Wuthering Heights: A Psycho-Analytic Approach.”} This article was subsequently published in the Alpha Chi national journal. In the early 1970’s, Sowell served as a Congressional Intern for then Agriculture Chairman of the House of Representative, W.R. Poage, where he wrote the monthly newsletter for the congressman that summer. As a teacher at Glen Rose ISD, Sowell has sent approximately 45 state qualifiers to compete in debate in UIL competition at Austin. At Glen Rose, Sowell has also more than once received the Teacher of the Year Award. Sowell earned his Master’s Degree at Tarleton in 1980, graduating \textit{magna cum laude}. Sowell has taught English for 36 years, and over twenty of these have been dual-credit. Sowell has also served several years in various capacities in his church as speaker, teacher, and musician. He is also active in the masonic fraternity and compiled individual histories of the lodges in Meridian, Iredell, and Walnut Springs. Upon these occasions, he gave oral presentations commemorating their respective 100th and 150th anniversaries. Sowell and his wife Renee live at Walnut Springs, Texas.