

Syllabus
Public Speaking for Engineering Students

Graduate course
Designation: EGN6933
Course No.: 25406
Section: GEN1

Section (Class No.): GEN1
Class Periods: Tuesday, Period 4 (10:40 -11:30 a.m.);
Thursday, Periods 4-5 (10:40 – 12:35 p.m.)
Location: WERT 370

Academic Term: Spring 2025

1. **Instructor:** Pat Breslin, Adjunct Professor of Speech
 - a. Email: patrick.breslin@ufl.edu
 - b. Phone: 352-871-9448 (cell)
 - c. Communication: Use Canvas first, email second. Zoom meetings scheduled upon request.

Co-Instructor: Dr. Angela Lindner, Engineering Leadership Institute

- a. Email: alindner@aa.ufl.edu
- b. Phone: 352-392-7047
- c. Office location/hours: 380 Suite, Wertheim Building,
Tuesdays, 9-10:30 a.m., Thursdays, 9-10:30 a.m. or by appointment (through email).

2. **Course Description**

The goal of this engineering-oriented speech course is to build verbal communication skills that allow students to be understood by anyone at all, even if they know nothing about engineering. This course teaches how to develop and present messages that cultivate understanding, generate support for policies, and motivate others to action. The course also teaches critical skills in self-reflection, argumentation, and audience analysis. In this class students learn styles of speaking that will be useful in other courses and, more importantly, in the working world. Students will learn to feel more comfortable (or at least less uncomfortable) speaking to groups of people

3. **Credit Hours:** 3

4. **Course Pre-Requisites/Co-Requisites**

Students must be actively studying department curricula in the Herbert Wertheim College of Engineering.

5. **Course Objectives:** Students completing the course will be able to:

- Communicate technical concepts to non-technical audiences
- Research and speak about social issues and engineering-related solutions

- Bridge the technical and practical demands of communication in the engineering field with the rhetorical elements of effective public speaking

6. Material and Supply Fees: None

7. Professional Component (ABET): Not applicable as course is not specific to a major under ABET purview.

8. Relation to Program Outcomes (ABET): Not applicable as course is not specific to a major under ABET purview.

9. Required Textbooks and Software

Open access materials are linked in Canvas and available at no charge.

10. Recommended Materials

Individual modules may also have additional recommended reading assignments and video materials. These will also either be free articles available online, or postings in Canvas.

11. Course Schedule

The course will follow a sequenced hybrid format and meet twice weekly. The first nine weeks of the course will take place onsite and in-person, in Wertheim 370. A 50-minute session will be offered on Tuesdays beginning at 10:40 a.m., plus a 100-minute session on Thursdays, also starting at 10:40.

After spring break, portions of the course will be delivered online/synchronous as well as onsite. The Tuesday class will be facilitated by the co-instructor and will also entail live streaming lecture, possible supplemented by video. The latter may be viewed where students wish, and attendance will be logged. On Thursdays, livestream delivery of student presentations will take place in Wertheim 370, and monitored by the primary instructor online.

Per UF guidelines, the course equates to 2.5 hours of equivalent weekly “contact periods” (50 minutes plus 100 minutes). The UF definition assumes that students may spend a minimum of 6 additional hours (2 hours per credit hour) outside of the weekly equivalent contact time in completing the course requirements.

For each weekly module, the outline of main topics expected to be covered, student learning objectives, and key activities are summarized below. The actual availability and due dates for assignments and activities are found in Canvas.

Scroll down to the next page to see the semester schedule.

Weeks (Monday-Sunday)	Expected coverage and assignments in weekly Modules	Student learning objectives per unit	Key Activities
Week 1, January 13	Course introduction; discussion of graded speeches; discussion of Oral Interpretation	Students will learn the significance of nonverbal communication skills as components of message delivery	Students will engage in introductory activities; they will deliver an Oral Interpretation Speech
Week 2, January 20	Continued practice of nonverbal delivery skills; discussion and delivery of Elevator Speech	Student will reinforce their learning of nonverbal communication competencies	Students will practice delivery skills and present a networking/pre-interview exercise, the Elevator Speech
Week 3, January 27	Discussion of Demonstration Speeches ; discussion of MyPlan Assessments.	Students will learn attention-capturing techniques for introducing topic concepts in presentations	Student teams will jointly design a practice Demonstration Speech . Afterwards, each student will create and present a Demonstration Speech .
Week 4, February 3	Discussion of research for Informative Speeches	Students will learn research protocols for delivery of Informative Speeches	Students will deliver remaining Demonstration Speeches , and participate in an interactive version of the Myers-Briggs Type Indicator
Week 5, February 10	Student teams will jointly design a practice Informative Speech on the topic of career	Students will learn the delivery, structure, and citation protocols for an Informative Speech on the topic of career while learning to phrase technical concepts in nontechnical language	Student teams will deliver practice Informative Speeches on the topic of career. Afterwards, students will design, research, and deliver Informative Speeches on their respective engineering professions.
Week 6, February 17	Discussion of research for Persuasive Speeches .	Students will learn to critique each other's presentations regarding delivery, structure, citation protocols, and phrasing technical concepts in nontechnical language	Students will deliver researched Informative Speeches on their respective engineering professions
Week 6, February 17	Discussion of research for Persuasive Speeches .	Students will learn to critique each other's presentations regarding delivery, structure, citation protocols, and phrasing technical concepts in nontechnical language	Students will deliver researched Informative Speeches on their respective engineering professions

Week 6 February 17	Grad Student Assignment descriptors delivered to grad students	Students will learn protocols for AQAL Integral perspectives applied to engineering	Grad Students informed of special assignment due dates
Week 7, February 24	Lecture on protocols for persuasion, logic, and PowerPoint guidelines	Students will learn protocols for persuasion and logic, plus guidelines for PowerPoint	Students will deliver researched Persuasive Speeches
Week 7 March 1			Grad Student Assignment #1 due
Week 8, March 3	Discussion of Alpha Candidate Speeches	Students will learn protocols for Alpha Candidate Speeches	Students will finish delivering Persuasive Speeches
Week 9, March 10	Delivery of Alpha Candidate Speeches	Students will learn video protocols for Alpha Candidate Speeches	Students will deliver Alpha Candidate Speeches
Week 10, March 17	SPRING BREAK		
Week 11, March 24	Lecture on Technical Group Presentations ; students will form groups and identify projects	Students will learn to collaborate with peer specialists in other fields to fulfill a technical project goal	Each group will identify a technical goal and research the means to collaboratively achieve it
Week 11 March 29			Grad Student Assignment #2 due
Week 12, March 31	Delivery of Technical Group Presentations	Students will learn to phrase technical concepts in nontechnical language	Students will deliver Technical Group Presentations
Week 13, April 7	Delivery of Technical Group Presentations ; Lecture on protocols for argumentation and debate	Students will learn the format and sequence of argumentation and information delivery in debate.	Students will deliver Technical Group Presentations
Week 14, April 14	Delivery of Debates	Students will learn to critique each other's debate competencies	Students will conduct Debates
Week 15, April 21	Delivery of Debates	Students will learn to critique each other's debate competencies	Students will conduct Debates
Week 16, April 28	Delivery of Debates	Students will learn to critique each other's debate competencies	Students will conduct Debates

12. Policies and Class Expectations:

General

The learning environment for *Public Speaking for Engineering Students* is intended to be professional, courteous and respectful. The course provides current and relevant communication protocols for the professional and technical world.

The instructors are fully invested in this course instructional effort. We want to provide you with expertise, professional experience, and judgement to accomplish the course objectives and maximize your learning. The instructors are open to suggestions and constructive criticisms to continually improve the course. You are expected to show up, participate, and fully engage in learning the course materials in a sequential and timely manner, in accordance with the schedule for the class.

You are expected to arrive to class sessions on time and to remain in sessions through completion. Late arrival or early departure requires prior permission from a course instructor, or it counts as an absence. Excused absences must be consistent with university policies in the catalog ([UF Attendance Policies](#)).

Requirements for class attendance and assignment completion are consistent with university policies. Click here to read the university attendance policies: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

If you have problems accessing course material in Canvas, contact the UF HELP Desk (352-392-4357).

If you have personal problems or health issues that prevent you from coming to class, please contact an instructor.

13. Evaluation of Grades

Grades are based entirely on speeches. Eight speeches are planned; that might change depending on the flow of work. Most of the speeches will be five minutes long, and most of them will be delivered every other week. Their titles and point values are indicated below. Weightings of each course component for determination of final course grades are also indicated below:

Components	Points	Weighting Percentage of Final Grade
Oral Interpretation	60	6%
Elevator Speech	50	5%
Demonstration Speech	140	14%
Informative Speech	150	15%
Persuasive Speech	150	15%
Alpha Candidate Speech	150	15%
Group Presentation Speech	150	15%
Debate	150	15%
Total:	1000	100%

14. Grading Policy

The final course grade (as a total percentage rounded to the nearest tenths of a digit) will be compared against the following grade scale:

A = 93.0 or above	C = 74.9 – 76.9
A- = 90.0 – 92.9	C- = 70.0 – 73.9
B+ = 87.0 – 89.9	D+ = 67.0 – 69.9
B = 84.0 – 86.9	D = 64.0 – 66.9
B- = 80.0 – 83.9	D- = 60.0 – 64.9
C+ = 77.0 – 79.9	E = 59.9 or below

More information on UF grading policies may be found at the [Undergraduate Catalog Grading Policies page](#).

15. Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructors, and discuss their access needs, as early as possible in the semester. Please let us know what we can do to help you.

16. Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

17. In-Class Recording

Students are allowed to record video or audio of class lectures, and may arrange to have their own speeches recorded. However, the purposes for which instructor lecture recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest

instructor, as part of a University of Florida course.

Publication without permission of the instructors is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

18. University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with your instructor.

19. Commitment to a Safe and Inclusive Learning Environment

The Herbert Wertheim College of Engineering values varied perspectives and lived experiences within our community and is committed to supporting the University’s core values, including the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information, and veteran status.

If you feel like your performance in class is being impacted by discrimination or harassment of any kind, please contact your instructor or any of the following:

- Your academic advisor or Graduate Program Coordinator HWCOE Human Resources, 352-392-0904 student-support-hr@eng.ufl.edu
- [Dr. Pam Dickrell](#), Associate Dean of Student Affairs, 352-392-2177, pld@ufl.edu
- Toshikazu Nishida, Associate Dean of Academic Affairs, 352-392-0943, nishida@eng.ufl.edu

20. Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

21. Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <https://registrar.ufl.edu/ferpa.html>

22. Campus Resources:

Health and Wellness

U Matter, We Care: Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Counseling and Wellness Center: <https://counseling.ufl.edu>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Discrimination, Harassment, Assault, or Violence

If you or a friend have been subjected to sexual discrimination, sexual harassment, sexual assault, or violence contact the **Office of Title IX Compliance**, located at Yon Hall Room 427, 1908 Stadium Road, (352) 273-1094, title-ix@ufl.edu

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling; <https://career.ufl.edu>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>; <https://care.dso.ufl.edu>.

On-Line Students Complaints: <https://distance.ufl.edu/getting-help/>; <https://distance.ufl.edu/state-authorization-status/#student-complaint>.