**Marshall University**

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| Course Title/Number  | **CMM 103 Fundamentals of Speech Communication (Section 128)** |
| Semester/Year | FALL 2012 |
| Days/Time | 11:00 am-12:15pm TR |
| Location | Smith Hall 414 |
| Instructor | Deborah Adkins |
| Office | Smith Hall 249 |
| Phone | 304.696.2805 |
| E-Mail | adkins654@marshall.edu |
| Office/Hours | \*\* MW 9:30-9:50, 1:00-1:50 TR 10:00-10:20, 12:30-2:30; other times by appointment and via email |
| University Policies | By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy at [www.marshall.edu/academic-affairs/policies](http://www.marshall.edu/academic-affairs/policies)Students with Disabilities | Affirmative Action | Computing Services Acceptable Use Excused Absence (undergraduate) | Academic Dishonesty | Inclement Weather | MU Alert  |

**Course Description: From Catalog**

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| A course designed to enhance the development of critical-thinking skills and their application to verbal and nonverbal interaction in interpersonal and public communication contexts.  (3 hours). |

**Course Philosophy:**

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| CMM 103 is a part of the university’s general education requirements. We believe that communication is a fundamental and essential part of life. We also believe that improving both your understanding of communication and your ability to communicate effectively will serve you well in your career, your relationships, and your civic life. This course is designed to help you become more confident, more articulate, and better able to interpret the communication of others. |

**Program Student Learning Outcomes**

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| **General Education Program Student Learning Outcomes**Upon completion of the Core Curriculum at Marshall University, students will be able to master the following Core Domains of Critical Thinking:1. Aesthetic/Artistic
2. Communication (Oral, Written, Visual)
3. Information Literacy
4. Mathematical and Abstract
5. Multicultural/International
6. Scientific
7. Social/Ethical/Historical
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**Relationships among Course, Program, and Degree Profile Outcomes**

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| **Course Outcomes**  | **How Accomplished in this Course** | **How Evaluated in this Course** | **General Education Program Outcomes** | **Degree Profile Outcomes** |

**Students will be able to recognize communication as a transactional process by**

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| Determining audience orientation toward the topic | LectureClassroom activitiesAudience Evaluation SurveyPeer Evaluations | Speech ProposalsOral PresentationsCritical ListeningExam | 2, 3, 7 | * Specialized knowledge
* Engaging Diverse Perspectives
* Communication fluency
* Applied learning
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| Identifying supporting material most relevant to the audience  | LectureActivitiesPeer Evaluations | Speech ProposalsSupporting a ClaimCreating an Argument Oral PresentationsPreparation OutlinesCritical ListeningExam | 2, 3,5,7 | * Specialized knowledge
* Analytic Inquiry
* Information Resources
* Engaging Diverse Perspectives
* Communication fluency
* Applied learning
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| Recognizing and adjusting to nonverbal audience feedback  | LectureActivitiesPeer Evaluations | Oral PresentationsCritical ListeningExams | 1, 2, 5 | Specialized KnowledgeCommunication FluencyApplied Learning |

**Students will learn to demonstrate critical thinking in the production and evaluation of communication events by**

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| Differentiating between various types of evidence | LectureClassroom Activities | Speech ProposalsSupporting a ClaimCreating an ArgumentOral PresentationsPreparation OutlinesExam | 2, 3, 6, 7 | Specialized KnowledgeBroad Integrative KnowledgeAnalytic InquiryEngaging Diverse PerspectivesCommunication FluencyApplied LearningCivic Learning |
|  Extrapolating valid claims from evidence | LectureClassroom Activities | Creating an ArgumentPersuasive SpeechPreparation OutlinesSelf EvaluationCritical ListeningExam | 2, 3, 6, 7 | Specialized KnowledgeBroad Integrative KnowledgeAnalytic InquiryEngaging Diverse PerspectivesCommunication FluencyApplied LearningCivic Learning |
| Identifying and producing factual, value, and policy claims | LectureClassroom Activities | Creating an ArgumentSpeech ProposalsPersuasive SpeechPreparation OutlinesCritical ListeningExam | 2,3,7 | Specialized KnowledgeBroad Integrative KnowledgeAnalytic InquiryEngaging Diverse PerspectivesCommunication FluencyApplied LearningCivic Learning |
| Identifying the types of reasoning that link evidence to claims  | LectureClassroom Activities | Creating an ArgumentPersuasive SpeechPreparation OutlinesCritical ListeningSelf EvaluationExam | 2,3,6,7, | Specialized KnowledgeBroad Integrative KnowledgeAnalytic InquiryEngaging Diverse PerspectivesCommunication FluencyApplied LearningCivic Learning |
| Identifying the limitations of evidence | LectureClassroom Activities | Creating an ArgumentPersuasive SpeechCritical ListeningExam | 2,3,6,7 | Specialized KnowledgeBroad Integrative KnowledgeAnalytic InquiryEngaging Diverse PerspectivesCommunication FluencyApplied LearningCivic Learning |
|  Identifying weaknesses in argument and reasoning | LectureClassroom ActivitiesPeer Evaluations | Creating an ArgumentSpeech ProposalsPersuasive SpeechCritical ListeningSelf EvaluationExam | 2.3.6.7 | Specialized KnowledgeBroad Integrative KnowledgeAnalytic InquiryEngaging Diverse PerspectivesCommunication FluencyApplied LearningCivic Learning |
| Producing valid arguments | LectureClassroom ActivitiesPeer Evaluations | Creating an ArgumentPersuasive SpeechCritical ListeningSelf EvaluationExam | 2.3.6.7 | Specialized KnowledgeBroad Integrative KnowledgeAnalytic InquiryEngaging Diverse PerspectivesCommunication FluencyApplied LearningCivic Learning |

**Students will produce organized informative and persuasive presentations by**

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| Demonstrating the ability to capture audience attention, | LectureClassroom ActivitiesPeer Evaluations | Oral PresentationsPreparation OutlinesSpeech ProposalsSelf EvaluationCritical Listening Exam | 1, 2 | Specialized KnowledgeCommunication Fluency |
| Stating the thesis and previewing their oral remarks, | LectureClassroom ActivitiesPeer Evaluations | Oral PresentationsPreparation OutlinesSelf EvaluationCritical ListeningExam | 1,2 | Specialized KnowledgeCommunication Fluency |
| Using transitions and signposts to emphasize speech structure, and | LectureClassroom ActivitiesPeer Evaluations | Oral PresentationsPreparation OutlinesSelf EvaluationCritical ListeningExam | 1,2 | Specialized KnowledgeCommunication Fluency |
| Concluding their remarks with a summary of the main points | LectureClassroom ActivitiesPeer Evaluations | Oral PresentationsPreparation OutlinesSelf EvaluationCritical ListeningExam | 1,2 | Specialized KnowledgeCommunication Fluency |

**Students will develop effective extemporaneous speaking skills by**

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| Maintaining eye contact with the audience while speaking | LectureClassroom ActivitiesPeer Evaluations | Oral Presentation Self EvaluationCritical ListeningExam | 1, 2 | Specialized KnowledgeCommunication Fluency |
| Using gestures which complement the verbal message | LectureClassroom ActivitiesPeer Evaluations | Oral Presentation Self EvaluationCritical ListeningExam | 1,2 | Specialized KnowledgeCommunication Fluency |
| Speaking with varied vocal cues  | LectureClassroom ActivitiesPeer Evaluations | Oral Presentation Self EvaluationCritical ListeningExam | **1, 2** | Specialized KnowledgeCommunication Fluency |

**Required Texts, Additional Reading, and Other Materials**

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|  **Textbook**:  David Zarefsky; Public *Speaking: Strategies for Success,* 6th ed., 2011. Kristine Greenwood. Fundamentals of Speech Communication Student Handbook, Dubuque: Kendall Hunt Publishing, 2012. |

**Recommended Materials**

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| Sony Mini DVD to record individual speeches (can be purchased from the university bookstore)  |

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| Requirements appear in the grading section below and can be found in the student handbook. Due dates appear in the Course Schedule. |

**Course Requirements / Due Dates**

**Grading Policy**

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|  **Requirements:**Written assignments Points Possible Informative speech proposal 40  Persuasive speech proposal 40 Supporting a claim 25 Creating an argument 25 Informative preparation outline 50 Informative self-evaluation 15 Persuasive speech preparation outline 50 Persuasive self-evaluation 15 Listening 30 Chapter Quizzes 100  Total points 390Oral assignments (Speeches must be presented to an audience to pass the course) Introduction speech 20 Informative speech 75 Persuasive speech 100 Ceremonial speech 50 Impromptu speech (time permitting) 20 Total points 265Exams Unit exams 100 Final exam 100 Total points 200 TOTAL POINTS AVAILABLE 855- Grading: A = 100--90% 875- 788 B = 89–-80% 787-700 C = 79--70% 699-613 D = 69--60% 612-525  |
| **There will be several In-Class exercises that will add as much as 100 points to this point total. These cannot be made-up. Non-speaking exercises will be cancelled if time constraints dictate.** |

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| Requirements appear in the grading section below. Due dates appear in the Course Schedule. |

**Course Requirements / Due Dates**

**Attendance Policy**

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| **Attendance Policy**: Regular attendance in this class is essential if you expect to succeed. In addition, attendance during speech presentations is mandatory. To pass this class you must perform all the oral speaking assignments on the date assigned, and you are expected to provide your fellow classmates with appropriate feedback. Points will be deducted for failure to participate as an audience member while others are presenting their speeches. Of course, university excused absences will be honored, and arrangements will made for makeup work. Absences not excused by the university and subsequent makeup work are subject to the discretion of your instructor. If possible, you should talk with your instructor prior to absences, but when not possible, you need to speak with your instructor as soon as possible after the absence to arrange to make-up any missed speech or out of class assignments. In most cases assignments will be accepted after they are 2 weeks late.In-class activities and chapter quizzes cannot be made-up.  |

**Classroom Guidelines**

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| 1. To truly understand communication you must be actively participating in the process, therefore, participation is expected from every student in the class. 2. Students are expected to actively listen while their classmates are giving oral presentations. I can tolerate many things but do not interrupt, harass, or embarrass any student who is giving a presentation. If you violate this rule, you will be asked to leave the classroom. If you are asked to leave before you give your speech presentation, the assignment will be graded as a late assignment.3. **Please silence and put away all cell phones and other electronic paraphernalia while in class.** No ringing phones, text messaging, or checking email during class time. The first infraction of this rule will get you a nasty look and a second will result in loss of such device during the class, a third occurrence and all devices will be banned from the classroom. There is nothing so important that it merits interrupting your instruction.4. When you have missed a class, please do not ask if you have missed anything important, of course you did. Get the assignment and make it up promptly. You are responsible for all assignments made during a missed class; however, in-class activities and quizzes cannot be made up.5. All assignments **must** be turned in a typed, double-spaced format. I will not accept handwritten assignments or emailed copies except when the instructions ask that you email them.6. Never be afraid to ask pertinent questions. 7. **READ THE BOOK!** I cannot lecture everything in the text and complete all assignments. You will be tested.8. There are no extra credit assignments given in this class. You will be busy keeping up with those assignments that are required for the course and doing these correctly will play a large part in your success in the class.9. To achieve an “A” on any assignment, and for the course, the student’s work must be exemplary achievement. This is work that exceeds expectations and demonstrates initiative (beyond the requirements), shows creativity, and demonstrates higher-level analysis without having to ask the instructor “how to get an A.” 10. Student work must be submitted on time, accurately, and of appropriate scholarly quality. 11. Please use proper (Formal) English when submitting a paper or giving an oral presentation. Do not use email or texting language, slang, or other forms of substandard English.12. Do not enter the class room when a student is giving an oral presentation. Please wait until they have finished before entering the classroom. This is a moot point if everyone comes to class on time. |

**Additional Policies**

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| * **Regarding classroom behavior:**

 Students will at all times demonstrate respectful treatment for all human beings regardless of race, ethnicity,  age, gender, religion, sexual orientation, social class, mental/physical abilities, and other differences not listed  here. This does **not** mean that you must agree with the professor, the text, or your peers on any issue. It **does** means that you, as a fellow human being, are obligated in this class to offer respectful dialogue and  professional behavior to everyone, even when your beliefs are different from those expressed by the text, your  peers or your professor.  Students will also utilize class time to practice courtesies of the adult professional world. This includes such  behaviors as arriving at class promptly; setting cell phones to silent mode, leaving them out of sight during class time, and doing NO texting; offering complete attention to class issues, and participating in class discussions and activities.  * **Regarding calculation of your grades during the semester:**

You are expected to keep a record of your scores on each piece of class work. By doing so you can calculate your grade in the class at any point by adding all the points you have *earned* to date and dividing by all the points that are *possible* to date. * **Video Recording Policy**: Each of your major speeches will be recorded on a mini-DVD compatible with our cameras that you provide. The DVD belongs to you and should be reviewed by you for the self-evaluation assignment. Although many of us find seeing ourselves on video a disconcerting experience, it is an excellent way of improving your public speaking performances. You can see and hear aspects of your performance that need improvement for future assignments. You can also see and hear how you have improved.
* We have an annual assessment program for our course, and you may be asked to voluntarily submit your DVD as part of that assessment. The DVD is yours, and you are not obligated to help us with this program assessment. However, we are grateful for your cooperation.
* **Plagiarism Policy**: All written and oral assignments should be your own work. Any supporting material (information and ideas) from other sources should be acknowledged in some way. Both oral and written footnotes are required for this course. Submitting work that is not original is considered academic dishonesty and taken seriously by the University, the College of Liberal Arts and the Department of Communication Studies. Penalties for academic dishonesty can range from a zero for the assignment to expulsion from the University. Academic dishonesty includes using speeches and outlines from other students or other sources and submitting or performing them as your own. Penalties for academic dishonesty can range from a zero for the assignment to expulsion from the University. Academic dishonesty includes using speeches and outlines from other students or other sources and submitting or performing them as your own.
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This is the only paper copy of the syllabus that will be distributed. Additional copies can be found online on the Communication Studies website.

(<http://www.marshall.edu/commstu/commstu/Resources.html>)

**This syllabus is not considered a legal document and is subject to change as circumstances dictate. This is especially true when weather conditions dictate alterations in schedules and assignments. \*\***