**Syllabus for CMM 104H, Section 102**

**Fall 2012**

**Rebecca Bookwalter, MA**

**Smith Hall, Room 232**

**Tuesdays: 6:30 to 9 p.m.**



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Office Hours: Night of class or by appointment

**Course Description**: An accelerated course for selected freshmen and sophomores in fundamentals of communication, concepts and skills in verbal/nonverbal communication and listening. 3 hours (Substitute for CMM 103) (PR: Admission to Honors College)

**Required Text and Materials**

Zarefsky, David. *Public Speaking: Strategies for Success*. Boston: Allyn & Bacon, 6th edition; 2011

Sony mini-DVD+RW (available at the University Bookstore)

**Recommended Materials**

Greenwood, K., Communication Studies 103 Student Handbook, 2011

[I will be giving you reprints from Fundamentals of Student Communication Student Handbook by R.B. Bookwalter.\* The reprints are not used by 103 students and are appropriate for the 104H class.]

**Computer Requirements**: You must have access to a computer to complete this course.

The Honors College at Marshall University fosters academic excellence in a community of learners whose undergraduate education is enhanced through innovative teaching and learning, an engaging interdisciplinary curriculum, creative and critical inquiry with talented faculty and diverse leadership and service opportunities.

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**Relationships among Course, Program and Degree Profile Outcomes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Outcomes** | **How Accomplished**  **In this Course** | **How Evaluated in**  **This Course** | **Gen. Ed.**  **Program**  **Outcomes** | **Degree Profile**  **Outcomes** |
| **Students will be able to recognize communication as a transactional process by** | | | | |
| *Determining audience*  *orientation toward the*  *topic* | Lecture  Classroom activities  Audience evaluation  Peer evaluations | Speech proposals  Preparation outlines  Oral presentations  Critical listening tasks  Exams | 2, 3, 7 | Specialized knowledge  Engaging diverse perspectives  Communication fluency  Applied learning |
| *Identifying supporting*  *material most relevant*  *to the audience* | Lecture  Classroom activities  Peer evaluations | Speech proposals  Oral presentations  Preparation outlines  Critical listening tasks  Exams | 2, 3, 5, 7 | Specialized knowledge  Analytic inquiry  Information resources  Engage diverse perspectives  Communication fluency  Applied learning |
| *Recognizing and*  *adjusting to nonverbal audience feedback* | Lecture  Activities  Peer evaluations | Oral presentations  Critical listening tasks  Exams | 1, 2, 5 | Specialized knowledge  Communication fluency  Applied learning |
| **Students will learn to demonstrate critical thinking in the production and evaluation of communication events by** | | | | |
| *Differentiating among*  *various types of*  *evidence* | Lecture  Classroom activities | Speech proposals  Oral presentations  Rhetorical analysis  Preparation outlines  Exams | 2, 3, 6, 7 | Specialized knowledge  Broad integrative knowledge  Analytic inquiry  Engage diverse perspectives  Communication fluency  Applied learning  Civic learning |
| *Extrapolating valid*  *claims from evidence* | Lecture  Classroom activities | Persuasive speech  Preparation outlines  Self-analysis  Critical Listening tasks  Rhetorical analysis  Exams | 2, 3, 6, 7 | Specialized knowledge  Broad, integrative knowledge  Analytic inquiry  Engage diverse perspectives  Communication fluency  Applied learning  Civic learning |
| *Identifying and*  *producing factual,*  *value and policy*  *claims* | Lecture  Classroom activities | Speech proposals  Persuasive speech  Preparation outlines  Critical listening tasks  Rhetorical analysis  Exams | 2, 3, 7 | Specialized knowledge  Broad, integrative knowledge  Analytic inquiry  Engage diverse perspectives  Communication fluency  Applied learning  Civic learning |
| *Identifying the types of*  *reasoning that link*  *evidence to claims* | Lecture  Classroom activities | Speech proposals  Persuasive speech  Critical listening tasks  Self-analysis  Rhetorical analysis  Exams | 2, 3, 6, 7 | Specialized knowledge  Broad, integrative knowledge  Analytic inquiry  Engage diverse perspectives  Communication fluency  Applied learning  Civic learning |
| *Identifying the*  *limitations of*  *evidence* | Lecture  Classroom activities | Speech proposals  Persuasive speech  Critical listening tasks  Self-analysis  Exams | 2, 3, 6, 7 | Specialized knowledge  Broad, integrative knowledge  Analytic inquiry  Engage diverse perspectives  Communication fluency  Applied learning  Civic learning |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Identifying weaknesses*  *in argument and*  *reasoning* | Lecture  Classroom activities  Peer evaluations | Speech proposals  Persuasive speech  Critical listening tasks  Rhetorical analysis  Self-analysis  Exams | 2, 3, 6, 7 | Specialized knowledge  Broad, integrative knowledge  Analytic inquiry  Engage diverse perspectives  Communication fluency  Applied learning  Civic learning |
| *Identifying and*  *producing valid*  *arguments* | Lecture  Classroom activities  Peer evaluations | Persuasive Speech  Self-analysis  Critical listening tasks  Rhetorical analysis  Exams | 2, 3, 6, 7 | Specialized knowledge  Broad, integrative knowledge  Analytic inquiry  Engage diverse perspectives  Communication fluency  Applied learning  Civic learning |
| **Students will produce organized informative and persuasive presentations by** | | | | |
| *Demonstrating the*  *ability to capture*  *audience attention* | Lecture  Classroom activities  Peer evaluations | Oral presentations  Preparation outlines  Speech proposals  Self-Analysis  Critical listening tasks  Exams | 1, 2 | Specialized knowledge  Communication fluency |
| *Stating the thesis and*  *previewing their oral*  *remarks* | Lecture  Classroom activities  Peer evaluations | Oral presentations  Preparation outlines  Self-analysis  Critical listening tasks  Exams | 1, 2 | Specialized knowledge  Communication fluency |
| *Using transitions and*  *signposts to emphasize*  *speech structure* | Lecture  Classroom activities  Peer evaluations | Oral presentations  Preparation outlines  Self-analysis  Critical listening tasks  Exams | 1,2 | Specialized knowledge  Communication fluency |
| *Concluding their*  *remarks with a*  *summary of the main*  *points* | Lecture  Classroom activities  Peer evaluations | Oral presentations  Preparation outlines  Self-analysis  Critical listening tasks  Exams | 1,2 | Specialized knowledge  Communication fluency |
| **Students will develop effective extemporaneous speaking skills by** | | | | |
| *Maintaining eye*  *contact with the*  *audience while*  *speaking* | Lecture  Classroom activities  Peer evaluations | Oral presentations  Self-analysis  Critical listening tasks  Exams | 1,2 | Specialized knowledge  Communication fluency |
| *Using gestures which*  *complement the*  *verbal message* | Lecture  Classroom activities  Peer evaluations | Oral presentations  Self-analysis  Critical listening tasks  Exams | 1,2 | Specialized knowledge  Communication fluency |
| *Speaking with varied*  *vocal cues* | Lecture  Classroom activities  Peer evaluations | Oral presentations  Self-analysis  Critical listening tasks  Exams | 1,2 | Specialized knowledge  Communication fluency |

**Course Requirements and Grading** - Next Pages

**Course Outline, including due dates for major projects** - Next Pages

**Course Philosophy**: CMM 104H is designed to help you become more confident, more articulate and better able to interpret the communication of others. 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.

**Attendance Policy**: Regular attendance 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. I will deduct points for your failure to participate as an audience member while others are presenting their speeches. University-excused absences will be honored and arrangements will be made for makeup work. Absences not excused by the university and subsequent makeup work are subject to the instructor's discretion. Talk with your instructor prior to absences. If that is not possible, you need to speak to your instructor as soon as possible after the absence to arrange make-ups.

**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 is taken seriously by the university, the College of Liberal Arts, the Department of Communication Studies and the Honors College. 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.

**Speech Recording Policy**: Each of your speeches will be recorded on a Sony mini-DVD+RW compatible with our cameras. **You are to provide the Sony mini-DVD**. The mini-DVD belongs to you and should be reviewed by you for the self-evaluation assignments. Watching and listening to your performances on the mini-DVD will be one of the best ways to improve your performance on future speeches. It is one of the best teaching tools I have. We have an annual assessment program for our course and you may be asked to voluntarily submit your mini-DVD as part of that assessment. The mini-DVD is yours, and you are not obligated to help us with the program assessment. However, we are grateful for your cooperation.

**Other University Policies**: By enrolling in this course, you agree to the University Policies listed here. 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| Computer Services Acceptable Use| Excused Absence (undergraduates)| Academic Dishonesty| Inclement Weather| MU Alert

Upon completions 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

**TENTATIVE SCHEDULE FOR CMM 104H, Section 102**

|  |  |  |
| --- | --- | --- |
| **CMM 104H, Section 102 Fall 2012**  Tuesdays, 6:30 to 9 p.m., Smith Hall, Room 232 Office Phone: 304.526.2260  Professor Rebecca Bookwalter, MA Office Hours: By appointment  IF YOU E-MAIL ME, USE **ONLY** THIS ADDRESS: [bbookwalter@chhi.org](mailto:bbookwalter@chhi.org) | | |
| **Class**  **Date** | **Class Discussion Topics + What’s Due This Class (in bold)**  **To prepare for all these assignments, refer to pages 2-3 in this packet** | **Readings** |
| Aug. 28 | Introduction; review of syllabus and assignments  Ch. 1: Welcome to public speaking/The Rhetorical Situation/Ethics  Ch. 2: Your first speech – understanding ethos and overcoming anxiety  Ch. 3: Presenting the speech | Ch. 1, 2, 3 |
| Sept. 4 | Ch. 4: Listening strategies and introductory rhetorical analysis  Ch. 5: Understanding and motivating your audience  Ch. 6: Choosing a topic and developing a strategy | Ch. 4, 5, 6 |
| Sept. 11 | **Deliver your Introductory Speech** (2 – 3 minutes)  (ALL SPEECHES WILL BE VIDEO-RECORDED) |  |
| Sept. 18 | **Take Exam #1**: Exam covers chapters 1 – 6 (50 multiple choice questions)  One hour time limit to take test  **Turn in Introductory Speech Self Analysis/Improvement Plan**  Ch. 7: Developing a research strategy and finding evidence | Ch. 7 |
| Sept. 25 | Ch. 13: Choosing an informative strategy  Ch. 15: Enhancing your presentation with visual aids | Ch. 13, 15 |
| Oct. 2 | Ch. 9, 10, 11: Putting it all together/Organizing and Outlining your speech  **Turn in your Informative speech topic proposal** | Ch. 9, 10, 11 |
| Oct. 9 | **Round #1: Deliver Informative Speech (5 to 7 minutes)** (All speeches will be  recorded.. BRING THE MINI-DVD ON WHICH YOUR INTRODUCTORY  SPEECH WAS RECORDED)  **Turn in Informative speech strategic planning outlines (Both Rounds 1 & 2)**  **Complete peer reaction forms** |  |
| Oct. 16 | **Round #2: Deliver Informative Speech (5 to 7 minutes)** (All speeches will be  recorded. BRING THE MINI-DVD ON WHICH YOUR INTRODUCTORY  SPEECH WAS RECORDED.)  **Complete peer reaction forms** |  |
| Oct. 23 | **Take Exam #2**: Exam covers chapters 7, 9, 10, 11, 13, 15 (50 multiple  choice questions) One hour time limit for test  **Turn in Informative speech self-analysis/improvement plan**  Ch. 16: A discussion of forensic, deliberative and ceremonial speaking | Ch. 16 |
| Oct. 30 | Ch. 8: Logos and reasoning; avoiding fallacies | Ch. 8, additional  readings |
| Nov. 6 | Ch. 14: Speaking to persuade  **Turn in Persuasive speech topic proposal** | Ch. 14 |
| Nov. 13 | Ch. 12: How language choices enhance ethos, logos, pathos and style  **Critical Listening Assignment #1 and Critical Listening Assignment #2 Due** | Ch. 12 |
| Nov. 20 | Happy Thanksgiving |  |
| Nov. 27 | **Round #1: Deliver Persuasive Speech:** (Recorded; bring mini-  DVD+RW) **Turn in Persuasive speech strategic planning outlines**  **(Both Rounds 1 & 2) Complete peer reaction forms** |  |
| Dec. 4 | **Round #2: Deliver Persuasive Speech:** (Recorded; bring mini-DVD+RW)  **Complete peer reaction forms** |  |
| Dec. 11 | **Rhetorical Analysis of an Historic Speech Due**  (Submit by e-mail to my e-mail address given at the top of this page by 6:30 p.m.)  Dead Week – study – no class this week |  |
| Dec. 18 | **Take Comprehensive Final Exam** (includes new questions on Ch. 8,12,14,16)  100 multiple choice questions; held in this room at regular class time  **Turn in persuasive speech self analysis** |  |

**Student Grade Summary Sheet**

CMM 104H: Fundamentals of Speech Communication

Professor Rebecca Bookwalter

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assignment** | **Earned**  **Points** | **Possible**  **Points** | **% on**  **Assignment** | **Running %**  **in Class** |
| Introductory speech with outline |  | 30 |  |  |
| Introductory speech self-analysis  and improvement plan |  | 25 |  |  |
| Exam # 1 |  | 50 |  |  |
| Informative speech topic proposal |  | 30 |  |  |
| Informative speech outline |  | 50 |  |  |
| Informative speech (with Q&A) |  | 75 |  |  |
| Exam # 2 |  | 50 |  |  |
| Informative speech self-analysis  and improvement plan |  | 25 |  |  |
| Persuasive speech topic proposal |  | 30 |  |  |
| Rhetorical analysis of historic speech |  | 100 |  |  |
| Persuasive speech outline |  | 50 |  |  |
| Persuasive speech |  | 100 |  |  |
| Persuasive speech self-analysis |  | 25 |  |  |
| Critical listening assignment #1  Speech: Governor Mitt Romney’s acceptance  speech at the Republican Convention |  | 25 |  |  |
| Critical listening assignment #2  Speech: President Barack Obama’s acceptance  speech at the Democratic Convention |  | 25 |  |  |
| Final Exam |  | 100 |  |  |
| TOTAL POINTS |  | 790 |  |  |

Keep a record of your grades on this sheet throughout the semester.

It’s simple math. Write down your earned points.

Find your grade percentage by dividing the total points earned by the total points possible.

Keep a running tally of what percentage you’re at all semester.

**Grading Scale**

A = 90% or better B = 80% to 89% C = 70% to 79% D = 60% to 69% F = 59% and below

Speeches 200 points

Exams 200 points

Strategic planning/Critical thinking 165 points

Critical listening/rhetorical analysis 150 points

Self-analysis/Critical thinking 75 points

**Welcome to CMM 104H!**

Congratulations on becoming an honors student!

Thank you for choosing Marshall University and thank you for choosing this particular Speech class.

Class lectures/discussions are planned with your speeches and exams in mind.

1. Bring your textbook and workbook to class with you **each** time.

2. Read the assigned chapters **before** you come to class. Only exception: first night of class.

3. All assignments are due (and will be turned in) at the **beginning** of class **on the night they are due**. Refer often to this syllabus packet to make sure you remember when assignments are due and that you know what you need to do to complete them.

4. Participate in class – ask questions and answer questions the instructor asks you.

5. **All three of your speeches will be recorded**. You are responsible for providing the mini-DVD+RW for this purpose. **Purchase the Sony mini-DVD+RW from the University Bookstore. It is recommended that you buy the Sony brand. Do not buy any substitutes. +RW is the only version that works with the classroom camera.**

6. Keep track of the grades you earn on each assignment by writing them down on the student grade summary sheet in this syllabus packet.

7. Follow the requested format for each outline. It is a formula you can use again and again to succeed in public speaking.

8. Take the practice tests that are available on-line at <https://www.myspeechlab.com>. Your access code is in your textbook.

9. Any behavior/object that disrupts the learning process/environment will not be accepted. Be considerate of your classmates and of me.

10. Turn off all cell phones and pagers at the beginning of class. I like receiving text messages and sending them, too, but during class is not the time to be doing that or watching You-Tube videos, etc. If I find you texting in class – or otherwise using your electronic devices, they will be confiscated for the rest of the class and given back to you when class has ended.

11. Discrimination/sexual harassment of any kind will not be tolerated.

12. Make-up work is at the professor’s discretion.

a. I will not even consider allowing you to make up a missed speech or exam without a university-excused absence sheet. If I did, it wouldn’t be fair to the students who were prepared, on time and showed up.

b. If you’re sick, call me before class to let me know and bring in a university-excused absence slip the next class period IF YOU WANT TO TRY TO MAKE UP THE SPEECH/EXAM YOU MISSED.

13. If you will be absent from class for university-related reasons, you will know this ahead of time and it is up to you to make the appropriate arrangements with me, such as rescheduling exams and speeches.

14. No hats are to be worn when speaking.

15. No chewing gum when you are speaking in front of the class – spit it out before you go up front.

16. Dress is professional/business casual for the speech nights. (Business casual = no jeans, shorts or sweats)

17. Even if you’re not scheduled to speak on a particular speech night, come to provide your classmates with an audience. Part of your self-analysis grade includes the peer reaction forms – you help give each other points by completing the peer reaction forms.

18. Do not get up to leave the room when someone is speaking – if you have to take a break or head to the restroom – wait until the person has finished his/her speech. If you are late to class on a speaking night, or if you are returning from the restroom, look through the glass in the door to see if someone is speaking – if so, wait until he or she is finished before entering the room.

19. Respect the speaker: don’t talk to your classmates when someone is speaking.

20. Keep this syllabus packet and refer to the Assignments Explained pages and the appendices when working on assignments.

21. Ask questions if you have them.

22. Schedule an appointment with me outside of class if you have concerns. My office hours are by appointment. I will normally be on campus (in my office or our classroom) by 5:30 p.m. on class night.

23. There will be no extra credit given in this class.

24. Have fun! You’ll work hard in this class but it will be worth it.

**Appendix A**

**STRATEGIC PLANNING OUTLINE**

*"In preparing to respond to and intervene in the rhetorical situation, you need to develop a strategic plan that identifies the purpose of your speech, the constraints on it and the opportunities it provides. Then you select the best means to achieve your purpose." - Zarefsky*

Answer the following strategic planning questions before writing your outline. Include the answers - in paragraph form - as the Strategic Plan portion of your outline.

**Topic:**

What is your topic?

**Evaluating Constraints:**

How can you adapt to your audience's limited attention span?

How can you enhance your positive ethos?

How will you adapt your speech so as to fit the listeners' knowledge, attitudes and needs?

**Evaluating Opportunities:**

Do you have a legitimate "information advantage" over your listeners?

What two or three ideas from the text can you use to ensure that you will accomplish your purpose?

**Means:**

What informative or persuasive strategies are necessary for achieving your purpose?

What organizational pattern is most appropriate and why?

What specific supporting materials or visual aids do you plan to use?

**General Purpose Statement**: Should be appropriately informative or persuasive.

**Specific Purpose Statement:** Should be appropriately informative or persuasive.

Always starts with: “I want my audience to….”

**Thesis Statement:** In one complete sentence, state the one idea that sums up all the information or arguments in your speech.

**Appendix B**

**Rhetorical Analysis of Historic Speech**

*Choose an historic speech to analyze rhetorically. Choose a speech that you can watch, hear and read. This means that Lincoln's Gettysburg Address would not meet the criteria for this assignment. It* ***is*** *an historic speech that is outstanding, but you would only be able to read the text of the speech. You must analyze the speaker's delivery. To analyze delivery, you have to choose a speech that you can both see and hear. It will be extremely helpful to you to also choose a speech for which you can secure a transcript.*

Most of the time people talk about WHAT is communicated in a speech. But rhetorical analysis is interested in HOW people communicate, because the purpose of this activity is to understand how rhetorical communication works. Of course we have to talk about what is communicated (and often perceive it differently or even disagree about it). But the conversation (analysis) must also talk about the HOW, or it won't be useful to rhetorical analysis.

Once you choose a speech to discuss, start your analysis by providing a brief **description of the speech,** to orient your readers to what is being analyzed. That description usually contains information about who produced it, when, where, why, and for whom (audience).

**What is the rhetorical situation?**

What occasion gives rise to the need or opportunity for persuasion?

What is the historical occasion that would give rise to the composition of this text?

What was the date and time of the speech? What was setting of the speech?

**Who is the author/speaker?**

Who is the speaker? Was the speaker introduced? What qualifications for speaking on the subject

did the speaker have?

How does he or she establish ethos (personal credibility)?

What was your initial impression of the speaker?

Does he/she come across as knowledgeable? fair?

Does the speaker's reputation convey a certain authority?

**What is the speaker's intention in speaking?**

To attack or defend?

To exhort or dissuade from certain action?

To praise or to blame?

To teach, to delight, or to persuade?

**Who made up the audience(s)?**

Who is the intended audience(s)?

What values does the audience hold that the author or speaker appeals to?

Who were (or might have been) secondary audiences?

If this is a work of fiction, what is the nature of the audience within the fiction?

**What is the content of the message?**

Can you summarize the main idea?

What are the principal lines of reasoning or kinds of arguments used?

What topics of invention are employed?

How does the author or speaker appeal to reason? to emotion?

What type of opening device did the speaker use to gain attention effectively?

Was the thesis clearly stated or implied? What was the thesis?

**What is the form in which it is conveyed?**

What is the structure of the communication; how is it arranged?

What oral or literary genre is it following?

What figures of speech (schemes and tropes) are used?

What kinds of style and tone is used and for what purpose?

How skillful was the speaker in delivering the message with his/her body and voice?

What were the strongest aspects of the speaker's delivery? What were the weakest aspects?

**How do form and content correspond?**

Does the form complement the content?

What effect could the form have, and does this aid or hinder the author's intention?

**Does the message/speech/text succeed in fulfilling the author's or speaker's intentions?**

For whom?

Does the author/speaker effectively fit his/her message to the circumstances, times and audience?

Can you identify the responses of historical or contemporary audiences?

**What does the nature of the communication reveal about the culture that produced it?**

What kinds of values or customs would the people have that would produce this?

How do the allusions, historical references, or kinds of words used place this in a

certain time and location?

Be sure to provide evidence (from the speech) to support the claims you make in your rhetorical analysis.