COMMUNICATION STUDIES 103

Fundamentals of Speech Communication

General Syllabus

CMM 103 Section # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Office #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Phone #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Office Hours \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Textbook**: David Zarefsky; Public *Speaking: Strategies for Success,* 6th ed., 2011.

**Course Description**: 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.

**Course Philosophy**: 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.

**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

**Program Student Learning Outcomes**

1. **Specialized Knowledge**
2. **Broad Integrative Knowledge**
3. **Intellectual Skills: Analytic Inquiry**
4. **Intellectual Skills: Use of information resources**
5. **Intellectual Skills: Engaging diverse perspectives**
6. **Intellectual Skills: Quantitative fluency**
7. **Intellectual Skills: Communication fluency**
8. **Applied Learning**
9. **Civic LearningRelationships among Course, Program, and Degree Profile Outcomes**

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Determining audience orientation toward the topic. | LectureClassroom activitiesAudience Evaluation SurveyPeer Evaluations | Speech ProposalsOral PresentationsCritical ListeningExam | 1, 5, 7. 8 | * 1, 5, 7. 8
 |
| Identifying supporting material most relevant to the audience  | LectureActivitiesPeer Evaluations | Speech ProposalsSupporting a ClaimCreating an Argument Oral PresentationsPreparation OutlinesCritical ListeningExam | 1, 3, 4, 5, 7, 8 | * 1, 3, 4, 5, 7, 8
 |
| Recognizing and adjusting to nonverbal audience feedback  | LectureActivitiesPeer Evaluations | Oral PresentationsCritical ListeningExams | 1 ,7, 8 | * 1 ,7, 8
 |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Differentiating between various types of evidence | LectureClassroom Activities | Speech ProposalsSupporting a ClaimCreating an ArgumentOral PresentationsPreparation OutlinesExam | **1, 2, 3, 5, 7, 8, 9** | * **1, 2, 3, 5, 7, 8, 9**
 |
|  Extrapolating valid claims from evidence | LectureClassroom Activities | Creating an ArgumentPersuasive SpeechPreparation OutlinesSelf EvaluationCritical ListeningExam | **1, 2, 3, 5, 7, 8, 9** | * **1, 2, 3, 5, 7, 8, 9**
 |
| Identifying and producing factual, value, and policy claims | LectureClassroom Activities | Creating an ArgumentSpeech ProposalsPersuasive SpeechPreparation OutlinesCritical ListeningExam | **1, 2, 3, 5, 7, 8, 9** | * **1, 2, 3, 5, 7, 8, 9**
 |
| Identifying the types of reasoning that link evidence to claims  | LectureClassroom Activities | Creating an ArgumentPersuasive SpeechPreparation OutlinesCritical ListeningSelf EvaluationExam | **1, 2, 3, 5, 7, 8, 9** | **1, 2, 3, 5, 7, 8, 9** |
| Identifying the limitations of evidence | LectureClassroom Activities | Creating an ArgumentPersuasive SpeechCritical ListeningExam | **1, 2, 3, 5, 7, 8, 9** | **1, 2, 3, 5, 7, 8, 9** |
|  Identifying weaknesses in argument and reasoning | LectureClassroom ActivitiesPeer Evaluations | Creating an ArgumentSpeech ProposalsPersuasive SpeechCritical ListeningSelf EvaluationExam | **1, 2, 3, 5, 7, 8, 9** | **1, 2, 3, 5, 7, 8, 9** |
| Producing valid arguments | LectureClassroom ActivitiesPeer Evaluations | Creating an ArgumentPersuasive SpeechCritical ListeningSelf EvaluationExam | **1, 2, 3, 5, 7, 8, 9** | **1, 2, 3, 5, 7, 8, 9** |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Demonstrating the ability to capture audience attention, | LectureClassroom ActivitiesPeer Evaluations | Oral PresentationsPreparation OutlinesSpeech ProposalsSelf EvaluationCritical Listening Exam | **1, 7** | **1, 7** |
| Stating the thesis and previewing their oral remarks, | LectureClassroom ActivitiesPeer Evaluations | Oral PresentationsPreparation OutlinesSelf EvaluationCritical ListeningExam | **1, 7** | **1, 7** |
| Using transitions and signposts to emphasize speech structure, and | LectureClassroom ActivitiesPeer Evaluations | Oral PresentationsPreparation OutlinesSelf EvaluationCritical ListeningExam | **1, 7** | **1, 7** |
| Concluding their remarks with a summary of the main points | LectureClassroom ActivitiesPeer Evaluations | Oral PresentationsPreparation OutlinesSelf EvaluationCritical ListeningExam | **1, 7** | **1, 7** |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Maintaining eye contact with the audience while speaking | LectureClassroom ActivitiesPeer Evaluations | Oral Presentation Self EvaluationCritical ListeningExam | **1, 7** | **1, 7** |
| Using gestures which complement the verbal message | LectureClassroom ActivitiesPeer Evaluations | Oral Presentation Self EvaluationCritical ListeningExam | **1, 7** | **1, 7** |
| Speaking with varied vocal cues  | LectureClassroom ActivitiesPeer Evaluations | Oral Presentation Self EvaluationCritical ListeningExam | **1, 7** | **1, 7** |

**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. Each instructor will deduct points for your 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 for makeups.

**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.

**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.

**Requirements:**Written assignments

 Informative speech proposal 40 points

 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

 Total points 290

Oral 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 20

 Total points 265

Exams

 Unit exams 120

 Final exam 100

 Total points 220

TOTAL POINTS AVAILABLE 775

Grading: A = 100--90% 775- 697

 B = 89–-80% 696-620

 C = 79--70% 619-542

 D = 69--60% 541-465