COMMUNICATION STUDIES 103

Fundamentals of Speech Communication

General Syllabus

9 a.m. = Section 109 10 a.m. = Section 112

Instructor:\_Dr. Jill Cornelius Underhill\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Office #\_250 Smith Hall\_\_\_\_\_\_\_\_\_\_Phone #\_\_6-3013\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail address\_\_underhillj@marshall.edu\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Office Hours \_\_MWF 11-12, T 9:30 – 1:30, R 3:30 – 6:00\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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**

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| --- | --- | --- | --- | --- |
| **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**

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| --- | --- | --- | --- | --- |
| Determining audience orientation toward the topic  . | Lecture  Classroom activities  Audience Evaluation Survey  Peer Evaluations | Speech Proposals  Oral Presentations  Critical Listening  Exam | 1, 5, 7. 8 | * 1, 5, 7. 8 |
| Identifying supporting material most relevant to the audience | Lecture  Activities  Peer Evaluations | Speech Proposals  Supporting a Claim  Creating an Argument  Oral Presentations  Preparation Outlines  Critical Listening  Exam | 1, 3, 4, 5, 7, 8 | * 1, 3, 4, 5, 7, 8 |
| Recognizing and adjusting to nonverbal audience feedback | Lecture  Activities  Peer Evaluations | Oral Presentations  Critical Listening  Exams | 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 | Lecture  Classroom Activities | Speech Proposals  Supporting a Claim  Creating an Argument  Oral Presentations  Preparation Outlines  Exam | **1, 2, 3, 5, 7, 8, 9** | * **1, 2, 3, 5, 7, 8, 9** |
| Extrapolating valid claims from evidence | Lecture  Classroom Activities | Creating an Argument  Persuasive Speech  Preparation Outlines  Self Evaluation  Critical Listening  Exam | **1, 2, 3, 5, 7, 8, 9** | * **1, 2, 3, 5, 7, 8, 9** |
| Identifying and producing factual, value, and policy claims | Lecture  Classroom Activities | Creating an Argument  Speech Proposals  Persuasive Speech  Preparation Outlines  Critical Listening  Exam | **1, 2, 3, 5, 7, 8, 9** | * **1, 2, 3, 5, 7, 8, 9** |
| Identifying the types of reasoning that link evidence to claims | Lecture  Classroom Activities | Creating an Argument  Persuasive Speech  Preparation Outlines  Critical Listening  Self Evaluation  Exam | **1, 2, 3, 5, 7, 8, 9** | **1, 2, 3, 5, 7, 8, 9** |
| Identifying the limitations of evidence | Lecture  Classroom Activities | Creating an Argument  Persuasive Speech  Critical Listening  Exam | **1, 2, 3, 5, 7, 8, 9** | **1, 2, 3, 5, 7, 8, 9** |
| Identifying weaknesses in argument and reasoning | Lecture  Classroom Activities  Peer Evaluations | Creating an Argument  Speech Proposals  Persuasive Speech  Critical Listening  Self Evaluation  Exam | **1, 2, 3, 5, 7, 8, 9** | **1, 2, 3, 5, 7, 8, 9** |
| Producing valid arguments | Lecture  Classroom Activities  Peer Evaluations | Creating an Argument  Persuasive Speech  Critical Listening  Self Evaluation  Exam | **1, 2, 3, 5, 7, 8, 9** | **1, 2, 3, 5, 7, 8, 9** |

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

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| --- | --- | --- | --- | --- |
| Demonstrating the ability to capture audience attention, | Lecture  Classroom Activities  Peer Evaluations | Oral Presentations  Preparation Outlines  Speech Proposals  Self Evaluation  Critical Listening  Exam | **1, 7** | **1, 7** |
| Stating the thesis and previewing their oral remarks, | Lecture  Classroom Activities  Peer Evaluations | Oral Presentations  Preparation Outlines  Self Evaluation  Critical Listening  Exam | **1, 7** | **1, 7** |
| Using transitions and signposts to emphasize speech structure, and | Lecture  Classroom Activities  Peer Evaluations | Oral Presentations  Preparation Outlines  Self Evaluation  Critical Listening  Exam | **1, 7** | **1, 7** |
| Concluding their remarks with a summary of the main points | Lecture  Classroom Activities  Peer Evaluations | Oral Presentations  Preparation Outlines  Self Evaluation  Critical Listening  Exam | **1, 7** | **1, 7** |

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

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| --- | --- | --- | --- | --- |
| Maintaining eye contact with the audience while speaking | Lecture  Classroom Activities  Peer Evaluations | Oral Presentation  Self Evaluation  Critical Listening  Exam | **1, 7** | **1, 7** |
| Using gestures which complement the verbal message | Lecture  Classroom Activities  Peer Evaluations | Oral Presentation  Self Evaluation  Critical Listening  Exam | **1, 7** | **1, 7** |
| Speaking with varied vocal cues | Lecture  Classroom Activities  Peer Evaluations | Oral Presentation  Self Evaluation  Critical Listening  Exam | **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