**Marshall University**

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| Course Title/Number  | **CMM 302 Professional Presentation (Section 201)** |
| Semester/Year | Spring 2013 |
| Days/Time | MWF 1:00-1:50 |
| Location | Smith Hall 261 |
| Instructor | Deborah Adkins |
| Office | Smith Hall 249 |
| Phone | 304.696.2805 |
| E-Mail | Adkins654@marshall.edu |
| Office/Hours | 10:30-10:50MTWR, 1:00-1:50TR, 2:15-4:00M, 3:15-3:30TR, 2:15-3:30W ; other times by appointment  |
| 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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| Designed for present and future demands on skilled presenters of information.  Included in the teaching of advanced oral presentation skills, computer assisted/aided presentations, teleconferencing and other presentational skills.  (PR: CMM103, 104H, 207, 305 or YGS 162). |

**Program Student Learning Outcomes**

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| 1. Understand basic concepts associated with the primary theories of communication. 2. Write a clear, concise, and reasoned paper on topics dealing with concepts of communication. 3. Understand the research literature underlying the discipline of communication. 4. Demonstrate speaking competencies by composing a message; provide ideas and information suitable to the theory and audience. 5. Basic understanding of the nature of scientific inquiry, as applied to human behavior. 6. Familiarity with the four research methods commonly used to study human communication behaviors. 7. Greater skill in analytical thinking and writing. 8. Demonstrate “sense-making,” the ability to apply knowledge to lived experience.  |

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**Course Objectives**:  Students will be able to:

1.  effectively organize oral presentations using common organizational patterns.

2.  adapt specific purposes, supporting material, organizational patterns, and visual aids to

    specific audiences.

3.  create effective informative oral presentations.

4.  create effective persuasive oral presentations.

5.  create and utilize effective visual aids including Power Point presentations.

6.  deliver effective oral presentations.

**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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| Building speaker confidence and credibility | LectureClassroom activitiesAudience Evaluation Peer EvaluationsOral PresentationOutline preparation | Oral PresentationsOutlining PresentationsPeer EvaluationsIndividual Instruction | 1,4,5, 7 | * Specialized knowledge
* Engaging Diverse Perspectives
* Communication fluency
* Applied learning
 |
| Applying public speaking theory to actual opportunities for public speaking in class. | LectureActivitiesOral Presentation and designPeer Evaluations | Oral PresentationsPreparation OutlinesPeer Evaluation | 1,4,5,7 | * Specialized knowledge
* Broad Integrative knowledge
* Information Resources
* Engaging Diverse Perspectives
* Communication fluency
* Applied learning
 |
| Exploring opportunities for enhancing public speaking skills.  | Oral PresentationsActivitiesPeer Evaluations | Oral PresentationsIndividual Instruction | 1, 3,4,5,7 | Specialized KnowledgeCommunication FluencyApplied Learning |

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

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| Creating an appreciation for a variety of public speaking tools that can enhance presentational style. | LectureClassroom ActivitiesOral PresentationVisual Aid design | Oral PresentationsPreparation OutlinesVisual AidsIndividual Instruction | 1, 3, 4,5, 7 | Specialized KnowledgeBroad Integrative KnowledgeAnalytic InquiryEngaging Diverse PerspectivesCommunication FluencyApplied Learning |
|  Increasing sensitivity to nonverbal cues as they affect the public speaking situation. | LectureClassroom ActivitiesOral PresentationsPeer Evaluations | Oral PresentationsPreparation OutlinesPeer Evaluations | 1, 3,4,5, 7 | Specialized KnowledgeBroad Integrative KnowledgeAnalytic InquiryEngaging Diverse PerspectivesCommunication FluencyApplied LearningCivic Learning |
| Creating visual aids including PowerPoint to increase effectiveness of the public speech. | LectureIndividual InstructionOral Presentations. | Creating an ArgumentSpeech ProposalsPersuasive SpeechPreparation OutlinesCritical ListeningExam | 1,4,5,7 | Specialized KnowledgeBroad Integrative KnowledgeAnalytic InquiryEngaging Diverse PerspectivesCommunication FluencyQuantitative FluencyApplied LearningCivic Learning |
| Examining the speeches of successful and unsuccessful speakers to determine those variables that increase retention, comprehension, and persuasion.  | LectureClassroom Activities | Critical ListeningSelf EvaluationPeer Evaluations | 1,3,4,5,6,7, | Specialized KnowledgeBroad Integrative KnowledgeAnalytic InquiryEngaging Diverse PerspectivesCommunication FluencyApplied LearningCivic Learning |
| Increasing critical thinking as it applies to formatting a public speech to meet the needs of a specific audience | LectureClassroom ActivitiesOral PresentationIndividual Instruction | Preparation OutlineOral PresentationPeer Evaluation Audience AnalysisIndividual Instruction | 1,3,4,5,7 | Specialized KnowledgeBroad Integrative KnowledgeAnalytic InquiryUse of Information ResourcesEngaging Diverse PerspectivesCommunication FluencyApplied LearningCivic Learning |
|  Developing both preparation and presentation outlines. | LectureClassroom ActivitiesIndividual Instruction | Oral Presentation Individual Instruction  | 1,2,4,7 | Specialized KnowledgeBroad Integrative KnowledgeAnalytic InquiryUse of Information ResourcesEngaging Diverse PerspectivesCommunication FluencyApplied Learning |
| Enhancing verbal and written communication skills. | LectureClassroom ActivitiesOutline PreparationIndividual InstructionPeer Evaluations | Preparation Outline Oral Presentation Peer Evaluation  | 1,2,4,7 | Specialized KnowledgeBroad Integrative KnowledgeAnalytic InquiryUse of Information ResourcesEngaging Diverse PerspectivesCommunication FluencyApplied 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 Outlines | 1,4,5,7  | Specialized KnowledgeBroad Integrative KnowledgeUse of Information ResourcesEngaging Diverse PerspectivesCommunication FluencyEngaging Diverse Perspectives |
| Stating the thesis and previewing their oral remarks | LectureClassroom ActivitiesPeer Evaluations | Oral PresentationsPreparation Outlines | 1,4,7 | Specialized KnowledgeUse of Information ResourcesCommunication FluencyApplied Learning |
| Using transitions and signposts to emphasize speech structure | LectureClassroom ActivitiesPeer Evaluations | Oral PresentationsPreparation Outlines | 1,4,7 | Specialized KnowledgeCommunication FluencyApplied Learning |
| Concluding their remarks with a summary of the main points | LectureClassroom ActivitiesPeer Evaluations | Oral PresentationsPreparation Outlines | 1,4,5,7 | Specialized KnowledgeCommunication FluencyApplied Learning |

**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, 4,5 | Specialized KnowledgeCommunication Fluency |
| Using gestures which complement the verbal message | LectureClassroom ActivitiesPeer Evaluations | Oral Presentation Self EvaluationCritical ListeningExam | 1,4,5 | Specialized KnowledgeCommunication Fluency |
| Speaking with varied vocal cues  | LectureClassroom ActivitiesPeer Evaluations | Oral Presentation Self EvaluationCritical ListeningExam | **1, 4,5** | Specialized KnowledgeCommunication Fluency |

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

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|  **Textbook**:  D. O’Hair, R. Steward, & H Rubenstein.  *A Speaker’s Guidebook: Text and Reference, 4th Ed.*Bedford/St. Martin’s |

**Recommended Materials**

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| Flash Drive for Power Point Presentations  |

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

**Course Requirements / Due Dates**

**Grading Policy**

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| **Course Assignments**:Oral Presentations Manuscript Reading  Presentation 25 points               Demonstration Speech                                            Outline             25 points                         Presentation                 50 points       Expository Speech                                                                    Outline                          25 points                           Presentation               75 points             After Dinner Persuasion                             Presentation              100 points             Impromptu Speeches                                  Presentation 2x25 50 points Ceremonial Speech Presentation 50 points Individual meetings 2 x 10 20 points Outline Prep 2 x 10 20 points Total:   440 pointsAssignment descriptions will come in the form of handouts**Grading**;  100-90% =A;  89-80%= B; 79-70%=C; 69-60% = D; Below 60% = FStudents who miss their speaking date and order will have one letter grade or who turn in the outline after the deadline will have one letter grade deducted from each assignment. Failing to attend individual meetings and/or bringing the outline will result in a score of zero. Grades (if all assignments completed): A = 440-396 B = 395-352 C = 351-308 D = 307-264 F=Below 264  |

**Attendance Policy**

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| **Attendance Policy**: Effective oral presentation requires audience feedback; therefore, attendance is mandatory for all presentation rounds.  10 points will be deducted from your total points for each missed presentation round.  University excused absences will be honored. |

**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 and penalties will be assessed.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. 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. As a general rule I do not accept handwritten assignments or emailed copies (unless requested.)6. Never be afraid to ask pertinent questions. 7. **USE THE STUDY GUIDE!** Outline samples and presentation information can all be found in it.8. There are no extra credit assignments given in this class. You will be busy keeping up with those 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.  * **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 during the winter months when weather conditions dictate alterations in schedules and assignments. \*\****

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| **CMM 302 Spring 2012 Schedule** |
| **Date** | **Topics/Assignment** |  |
| **Week 1****January**M 14 | **Introduction** | Select speaking order & manuscripts |
| W 16 | **Manuscripts** | Individual Manuscript Readings |
| F 1  | **Manuscripts** |  Individual Manuscript Readings |
| **Week 2**M 21 | **Martin Luther King Day** | **No Class** |
| W 23 | Discussion & Assignment | Demonstration Speech |
| F 25 | Discussion  | Organization, Outlining |
| **Week 3**M 28 | Organization, Outlining, Support, Delivery Audience Analysis, Visual Aids |  Support, Delivery, Audience Analysis, Visual Aids |
| W 30 | Individual MeetingsSign-up sheet on office door | You must bring an outline |
| **February**F 1 | Individual Meetings | You must bring an outline |
| **Week 4**M 4 | Individual Meetings | You must bring an outline |
| W 6 | Individual Meetings | You must bring an outline |
| **F 8** | **Demonstration Speech** | \*All outlines due |
| **Week 5**M 11 | **Demonstration Speech** |  |
| W 13 | **Demonstration** **Speech** |  |
| F 15 | **Discussion, Assignment** | Expository Speech |
| **Week 6**M 18 | **Discussion, Assignment** | Support, Visual Aids, Delivery |
| W 20 | **Impromptu** |  |
| F 22 | Individual MeetingsSign-up sheet on office door | You must bring an outline |
| **Week 7** M 25 | Individual Meetings | You must bring an outline |
| W 27 | Individual Meetings | You must bring an outline |
| F 29 | Individual Meetings | You must bring an outline |
| **Week 8****March**M 4 | **Expository Speech** | \*All outlines due |
| W 6 | **Expository Speech** |  |
| F 8 | **Expository Speech** |  |
| **Week 9**M 11 | Discussion, Assignment | Persuasion, Reason & Logic, Audience Analysis |
| W 13 | Discussion | Persuasion, Outlining, Visual AidsSpeech to Convince, Speech to Motivate |
| F 15 | **Impromptu** |  |
| **Week 10****March 17-24** | Spring Break  | No Classes |
| **Week 10**M 25 | Individual Meetings Sign-up Sheet on office door | You must bring an outline |
| W 27 | Individual Meetings | You must bring an outline |
| F 29 | Individual Meetings | You must bring an outline |
| **April****Week 11**M 1 | Individual Meetings | You must bring in an outline |
| W 3 | **Assessment Day**  | No Classes |
| F 5 | **Persuasive Speech** | \*All outlines due |
| **Week 12**M 8 | **Persuasive Speech** |  |
| W 10 | Persuasive Speech |  |
| F 12 | Discussion & Assignment | Persuasive After Dinner Speech Organization & Support |
| **Week 13**M 15 | Individual MeetingsSign-up Sheet on office door |  |
| W 17 | Individual Meetings |  |
| F 19 |  |  |
| **Week 14**M 22 | **After Dinner Speech** |  |
| **W 24** | **After Dinner Speech** |  |
| **F 26** | **After Dinner Speech** |  |
| **Week 15****M 29** | Discussion & Make-ups |  |
| **May****W 1** | **Ceremonial Speech** |  |
| **F 3** | LAST DAY OF CLASS |  |
|  | Exams | Final presentation.  |
| ***Grades Due Before noon Tuesday, May 14*** |

This is a tentative schedule that can and will change as dictated by weather and other factors.