**COMMUNICATION STUDIES 103**

**Fundamentals of Speech Communication**

|  |  |
| --- | --- |
| **CMM 103 Sections** | 206 (9 a.m.)214 (11 a.m.) |
| **Instructor** | Dr. Jill Cornelius Underhill |
| **Office Hours**  | Mondays: 10:00 - 10:50, 12:00 - 12:50, 2:00 - 3:30Wednesdays: 10:00 - 10:50, 2:00-3:30 Thursdays: 1:30 – 3:30 Fridays: 10:00 - 10:50, 12:00 - 12:50  |
| **Office** | Smith Hall 250 |
| **E-mail address**  | underhillj@marshall.edu |

**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**

Attendance will be taken at each session. You are allowed 3 personal days during the semester (on days that do not include your oral presentation or a major grading event, such as an exam; these days should be banked in case of minor illness or commitments that cannot be rescheduled. The three absences do not include major illnesses that require hospitalization or medical care or university-sponsored events. You do not need to contact me to tell me you are using one of your three absences). **After the three absences (a week’s worth of class), you will lose -5 points off your total grade for each additional absence.**

Also, you need to be to class on time. Being late twice is the equivalent to one unexcused absence. It is your responsibility to make sure that you are counted as attending if you come to class after attendance is taken. See me after class to change your attendance status.

You must attend the sessions you are scheduled to present or taking exams. If you miss an oral presentation or exam day, you must have an excused absence to reschedule. Excused absences must be documented to the Dean of Students. Please feel free to check in with me about your attendance at any point in the semester.

**Assignment Policies**

**Unless explicitly stated, written assignments will be submitted electronically via the dropbox function on Blackboard.**

All assignments should be **typed** **in 12 point font, double spaced, with one inch margins on all sides**.

**Please proofread your work!** Typos and grammatical errors may result in the lower grade on the assignment. All assignments should follow the *Publication Manual of the American Psychological Association (6th Edition).*

**Late assignments will not be accepted for full credit unless the instructor has given prior consent**. For every day that the assignment is late without the instructor’s approval, the assignment grade will drop 20%. The assignment will not be accepted later than 5 days after it is due.

**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.

**Questions about assignment or exam grades**: All questions about graded assignments or exams must be brought to the instructor within 1 week of the day the grade is posted or the class session in which the assignment/exam is returned to the class (whichever is earlier). We will schedule an appointment to discuss the assignment or exam outside of class time.

**Consultations:** Please do not wait until the night before an assignment is due to realize that you are unsure of what is expected. Uncertainties can always exist. It is my intention to do everything I can to help you learn the material of the course. If you do not understand an assignment, ask. The excuse, "I didn't know what was expected," will not be accepted as justification of poor performance.

**Email Policy**

Email is the preferred medium for contacting the instructor. It should be used to set up appointments and ask short questions. All inquiries about assignments and exams should be asked no later than 5 p.m. the night before the exam or before the assignment is due. The instructor will generally respond to your inquiry in one business day.

**Classroom Policies**

**NO CELL PHONES** during class time. The only case when the use of cell phones in class is acceptable is an emergency that requires you to dial 911 or campus police**. The first time you use your cell phone in class, I will ask you to put it away. Thereafter, I will confiscate the phone and you will be required to make an appointment later in the day to talk about your inappropriate cell phone use and retrieve your phone at my office.**

Students arriving late are not to disrupt presentations, but should remain quietly outside the classroom until the speaker is finished. Anyone needing to leave early should inform the instructor before class, sit near the door, and leave in between presentations.

**Course 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 70

 Total points 265

Exams

 Unit exams 120

 Final exam 100

 Total points 220

**TOTAL POINTS 775**

Grading: A = 100 - 90% 775- 697

 B = 89 - 80% 696-620

 C = 79 - 70% 619-542

 D = 69 - 60% 541-465

**COURSE SCHEDULE**

(Instructor reserves the right to change the course schedule as needed. Edited schedules will be posted on Blackboard.)

|  |  |  |  |
| --- | --- | --- | --- |
| Date |  | **Topics/Assignments** | Readings  |
| **January** |  |  |  |
| M 14 | Week 1 | Welcome to Public Speaking | Chapter 1  |
| W 16 |  | Your First Speech*Assign Introductory Speech* | Chapter 2 |
| F 18 |  | Presenting a Speech  | Chapter 3  |
| M 21 | Week 2 | No Class- MLK Jr. Day |  |
| W 23 |  | Present Introductory Speeches |  |
| F 25 |  | Present Introductory Speeches  |  |
| M 28 | Week 3 | Listening Critically*Assign Listening Assignment* | Chapter 4 |
| W 30 |  | Audience Analysis | Chapter 5 |
| **February** |  |  |  |
| F 1 |  | Choosing a Topic *Assign Informative Speech Proposal* | Chapter 6 |
| M 4 | Week 4 | Review for Exam 1 (Chapters 1-6) |  |
| W 6 |  | **UNIT 1 EXAM**  |  |
| F 8 |  | Researching the Speech | Chapter 7 |
| M 11 | Week 5 | Organizing the Speech: The Body*Informative Speech Proposal Due**Assign Main Point Assignment* | Chapter 9 |
| W 13 |  | Intros, Conclusions, & Transitions | Chapter 10 |
| F 15 |  | Outlining the Speech *Main Point Assignment Due* | Chapter 11 |
| M 18 | Week 6 | Informing  | Chapter 13 |
| W 20 |  | Speaking with Visual Aids  | Chapter 15 |
| F 22 |  | Speech Workshop Day |  |
| M 25 | Week 7 | Present Informative Speeches  |  |
| W 27 |  | Present Informative Speeches |  |
| **March** |  |  |  |
| F 1 |  | Present Informative Speeches |  |
| M 4 | Week 8 | Present Informative Speeches |  |
| W 6 |  | Present Informative Speeches |  |
| F 8 |  | Present Informative Speeches |  |
| M 11 | Week 9 | Chapter 12- Achieving Style Through Language*Assign Ceremonial Speech* |  |
| W 13 |  | Review for Exam 2 (Chapters 7,9,10,11,13,15) |  |
| F 15 |  | **UNIT 2 EXAM**  |  |
| M 18 – F 22 |  | No Class- Spring Break! C:\Users\Underhill Family\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HW3K1SN2\MC900232180[1].wmf |  |
| M 25  | Week 10 | Occasions for Public Speaking | Chapter 16 |
| W 27 |  | Present Ceremonial Speeches  |  |
| F 29 |  | Present Ceremonial SpeechesGood FridayLast Day to Drop a Full Semester Individual Course |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  F 12 |  | Persuading (continued) |  |
| M 15 | Week 13 | Present Persuasive Speeches  |  |
| W 17 |  | Present Persuasive Speeches |  |
| F 19 |  | Present Persuasive Speeches |  |
| M 22 | Week 14 | Present Persuasive Speeches |  |
| W 24 |  | Present Persuasive Speeches |  |
| F 26 |  | Present Persuasive Speeches |  |
| M 29 | Week 15 | Present Persuasive Speeches |  |
| **May** |  |  |  |
| W 1 |  | Review for Comprehensive Final Exam |  |
| F 3 |  | Review for Comprehensive Final Exam |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **April** |  |  |  |
| M 1 | Week 11 | Reasoning *Assign Creating an Argument Assignment*  | Chapter 8 |
| W 3 |  | No Class- University Assessment Day  |  |
| F 5 |  | Reasoning (continued)*Creating an Argument Assignment Due* *Assign Persuasive Speech Proposal*  |  |
| M 8 | Week 12 | Persuading  | Chapter 14 |
| W 10 |  | Persuading (continued)*Persuasive Speech Proposal Due* |  |

**FINAL EXAM**

Section 206 (9 a.m.)- FRIDAY, MAY 10 from 8:00 a.m. – 10:00 a.m.

Section 214 (11 a.m.)- TUESDAY, MAY 7 from 10:15 a.m. – 12:15 p.m.