

Course Title/Number	Marshall University CMM 103 Fundamentals of Speech Communication (Section 125)
Semester/Year	FALL 2013
Days/Time	12:30Pam-1:45pm TR
Location	Smith Hall 414
Instructor	Deborah Adkins
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Office/Hours	M 9:30-10:00, 11-11:45, 2:00-3:00 T 10:30-11:00, 2:00-3:00 W 9:30-10:00, 11-11:45, 2:00-3:00 TR 10:30-11, 2:00-2:30 All other times by appointment and or via email
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 Students with Disabilities Affirmative Action Computing Services Acceptable Use Excused Absence (undergraduate) Academic Dishonesty Inclement Weather MU Alert

Course Description: From Catalog

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.
(3 hours).

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.

Program Student Learning Outcomes

General Education Program Student Learning Outcomes

Upon completion 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

Relationships among Course, Program, and Degree Profile Outcomes

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

Determining audience orientation toward the topic	Lecture Classroom activities Audience Evaluation Survey Peer Evaluations	Speech Proposals Oral Presentations Critical Listening Exam	2, 3, 7	<ul style="list-style-type: none"> • Specialized knowledge • Engaging Diverse Perspectives • Communication fluency • Applied learning
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	2, 3,5,7	<ul style="list-style-type: none"> • Specialized knowledge • Analytic Inquiry • Information Resources • Engaging Diverse Perspectives • Communication fluency • Applied learning
Recognizing and adjusting to nonverbal audience feedback	Lecture Activities Peer Evaluations	Oral Presentations Critical Listening 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 between various types of evidence	Lecture Classroom Activities	Speech Proposals Supporting a Claim Creating an Argument Oral Presentations Preparation Outlines Exam	2, 3, 6, 7	Specialized Knowledge Broad Integrative Knowledge Analytic Inquiry Engaging Diverse Perspectives Communication Fluency Applied Learning Civic Learning
Extrapolating valid claims from evidence	Lecture Classroom Activities	Creating an Argument Persuasive Speech Preparation Outlines Self Evaluation Critical Listening Exam	2, 3, 6, 7	Specialized Knowledge Broad Integrative Knowledge Analytic Inquiry Engaging Diverse Perspectives Communication Fluency Applied Learning Civic Learning
Identifying and producing factual, value, and policy claims	Lecture Classroom Activities	Creating an Argument Speech Proposals Persuasive Speech Preparation Outlines Critical Listening Exam	2,3,7	Specialized Knowledge Broad Integrative Knowledge Analytic Inquiry Engaging Diverse Perspectives Communication Fluency Applied Learning Civic Learning
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	2,3,6,7,	Specialized Knowledge Broad Integrative Knowledge Analytic Inquiry Engaging Diverse Perspectives Communication Fluency Applied Learning Civic Learning
Identifying the limitations of evidence	Lecture Classroom Activities	Creating an Argument Persuasive Speech Critical Listening Exam	2,3,6,7	Specialized Knowledge Broad Integrative Knowledge Analytic Inquiry Engaging Diverse Perspectives

				Communication Fluency Applied Learning Civic Learning
Identifying weaknesses in argument and reasoning	Lecture Classroom Activities Peer Evaluations	Creating an Argument Speech Proposals Persuasive Speech Critical Listening Self Evaluation Exam	2.3.6.7	Specialized Knowledge Broad Integrative Knowledge Analytic Inquiry Engaging Diverse Perspectives Communication Fluency Applied Learning Civic Learning
Producing valid arguments	Lecture Classroom Activities Peer Evaluations	Creating an Argument Persuasive Speech Critical Listening Self Evaluation Exam	2.3.6.7	Specialized Knowledge Broad Integrative Knowledge Analytic Inquiry Engaging 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 Evaluation Critical Listening Exam	1, 2	Specialized Knowledge Communication Fluency
Stating the thesis and reviewing their oral remarks,	Lecture Classroom Activities Peer Evaluations	Oral Presentations Preparation Outlines Self Evaluation Critical Listening Exam	1,2	Specialized Knowledge Communication Fluency
Using transitions and signposts to emphasize speech structure, and	Lecture Classroom Activities Peer Evaluations	Oral Presentations Preparation Outlines Self Evaluation Critical Listening Exam	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 Evaluation Critical Listening Exam	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 Presentation Self Evaluation Critical Listening Exam	1, 2	Specialized Knowledge Communication Fluency
Using gestures which complement the verbal message	Lecture Classroom Activities Peer Evaluations	Oral Presentation Self Evaluation Critical Listening Exam	1,2	Specialized Knowledge Communication Fluency
Speaking with varied vocal cues	Lecture Classroom Activities Peer Evaluations	Oral Presentation Self Evaluation Critical Listening Exam	1, 2	Specialized Knowledge Communication Fluency

Required Texts, Additional Reading, and Other Materials

Textbook:David Zarefsky; *Public Speaking: Strategies for Success*, 6th ed., 2011.Kristine Greenwood. Fundamentals of Speech Communication Student Handbook, Dubuque: Kendall Hunt Publishing, 2012.**Recommended Materials**

Sony Mini DVD to record individual speeches (can be purchased from the university bookstore)

Course Requirements / Due Dates

Requirements appear in the grading section below and can be found in the student handbook. Due dates appear in the Course Schedule.

Grading Policy

Requirements:		
Written assignments		Points Possible
Informative speech proposal	40	
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	
Chapter & Discussion Quizzes	100	
Total points	390	
Oral assignments (ALL 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 (time permitting)	20	
Total points	265	
Exams		
2 Unit exams 50pts each	100	
Final exam	100	
Total points	200	
TOTAL POINTS AVAILABLE	855	
Grading: A = 100--90%		
B = 89--80%		
C = 79--70%		
D = 69--60%		

There will be several In-Class exercises that will add as much as 100 points to this point total. These cannot be made-up. Non-speaking exercises will be cancelled if time constraints dictate.

Course Requirements / Due Dates

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

Attendance Policy

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. Points will be deducted for failure to participate as an audience member while others are presenting their speeches. Of course, 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 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 to make-up any missed speech or out of class assignments. In most cases assignments will be accepted after they are 2 weeks late.

In-class activities and chapter quizzes cannot be made-up.

Classroom Guidelines

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.
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. The first infraction of this rule will get you a nasty look and a second will result in loss of such device during the class, a third occurrence and all devices will be banned from the classroom. 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. I will not accept handwritten assignments or emailed copies except when the instructions ask that you email them.
6. Never be afraid to ask pertinent questions.
7. **READ THE BOOK!** I cannot lecture everything in the text and complete all assignments. You will be tested.
8. There are no extra credit assignments given in this class. You will be busy keeping up with those assignments 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

- **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** mean 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.

- **Regarding calculation of your grades during the semester:**
You are expected to keep a record of your scores on each piece of class work. By doing so you can calculate your grade in the class at any point by adding all the points you have *earned* to date and dividing by all the points that are *possible* to date.
- **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.
- **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.

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 when weather conditions dictate alterations in schedules and assignments. **