



## Syllabus for CMM 104H, Section 102

Fall 2013

Rebecca Bookwalter, MA

Smith Hall, Room 227

Tuesdays: 6:30 to 9 p.m.

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**Office Hours:** Night of class or by appointment

**Course Description:** An accelerated course for selected freshmen and sophomores in fundamentals of communication, concepts and skills in verbal/nonverbal communication and listening. 3 hours (Substitute for CMM 103) (PR: Admission to Honors College)

### **Required Text and Materials**

Zarefsky, David. *Public Speaking: Strategies for Success*. New Jersey: Pearson, 7th edition; 2014

### **Recommended Materials**

Greenwood, K., *Communication Studies 103 Student Handbook*, 2011

[I will be giving you reprints from Fundamentals of Student Communication Student Handbook by R.B. Bookwalter.\* The reprints are not used by 103 students and are appropriate for the 104H class.]

**Computer Requirements:** You must have access to a computer to complete this course.

The Honors College at Marshall University fosters academic excellence in a community of learners whose undergraduate education is enhanced through innovative teaching and learning, an engaging interdisciplinary curriculum, creative and critical inquiry with talented faculty and diverse leadership and service opportunities.

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## Relationships among Course, Program and Degree Profile Outcomes

| Course Outcomes   | How Accomplished In this Course  | How Evaluated in This Course  | Gen. Ed. Program Outcomes | Degree Profile Outcomes   |
|---|--|---|---------------------------|---|
| <b>Students will be able to recognize communication as a transactional process by</b>                                   |  |   |                           |   |
| <i>Determining audience orientation toward the topic</i>  | Lecture<br>Classroom activities<br>Audience evaluation<br>Peer evaluations | Speech proposals<br>Preparation outlines<br>Oral presentations<br>Critical listening tasks<br>Exams                       | 2, 3, 7                   | Specialized knowledge<br>Engaging diverse perspectives<br>Communication fluency<br>Applied learning   |
| <i>Identifying supporting material most relevant to the audience</i>  | Lecture<br>Classroom activities<br>Peer evaluations                        | Speech proposals<br>Oral presentations<br>Preparation outlines<br>Critical listening tasks<br>Exams                       | 2, 3, 5, 7                | Specialized knowledge<br>Analytic inquiry<br>Information resources<br>Engage diverse perspectives<br>Communication fluency<br>Applied learning                          |
| <i>Recognizing and adjusting to nonverbal audience feedback</i>   | Lecture<br>Activities<br>Peer evaluations                                  | Oral presentations<br>Critical listening tasks<br>Exams   | 1, 2, 5                   | Specialized knowledge<br>Communication fluency<br>Applied learning  |
| <b>Students will learn to demonstrate critical thinking in the production and evaluation of communication events by</b> |  |   |                           |   |
| <i>Differentiating among various types of evidence</i>  | Lecture<br>Classroom activities  | Speech proposals<br>Oral presentations<br>Rhetorical analysis<br>Preparation outlines<br>Exams                            | 2, 3, 6, 7                | Specialized knowledge<br>Broad integrative knowledge<br>Analytic inquiry<br>Engage diverse perspectives<br>Communication fluency<br>Applied learning<br>Civic learning  |
| <i>Extrapolating valid claims from evidence</i>   | Lecture<br>Classroom activities  | Persuasive speech<br>Preparation outlines<br>Self-analysis<br>Critical Listening tasks<br>Rhetorical analysis<br>Exams    | 2, 3, 6, 7                | Specialized knowledge<br>Broad, integrative knowledge<br>Analytic inquiry<br>Engage diverse perspectives<br>Communication fluency<br>Applied learning<br>Civic learning |
| <i>Identifying and producing factual, value and policy claims</i>   | Lecture<br>Classroom activities  | Speech proposals<br>Persuasive speech<br>Preparation outlines<br>Critical listening tasks<br>Rhetorical analysis<br>Exams | 2, 3, 7                   | Specialized knowledge<br>Broad, integrative knowledge<br>Analytic inquiry<br>Engage diverse perspectives<br>Communication fluency<br>Applied learning<br>Civic learning |
| <i>Identifying the types of reasoning that link evidence to claims</i>  | Lecture<br>Classroom activities  | Speech proposals<br>Persuasive speech<br>Critical listening tasks<br>Self-analysis<br>Rhetorical analysis<br>Exams        | 2, 3, 6, 7                | Specialized knowledge<br>Broad, integrative knowledge<br>Analytic inquiry<br>Engage diverse perspectives<br>Communication fluency<br>Applied learning<br>Civic learning |
| <i>Identifying the limitations of evidence</i>  | Lecture<br>Classroom activities  | Speech proposals<br>Persuasive speech<br>Critical listening tasks<br>Self-analysis<br>Exams                               | 2, 3, 6, 7                | Specialized knowledge<br>Broad, integrative knowledge<br>Analytic inquiry<br>Engage diverse perspectives<br>Communication fluency<br>Applied learning<br>Civic learning |

|  |   |  |            |   |
|--|---|--|------------|---|
| <i>Identifying weaknesses in argument and reasoning</i>                            | Lecture<br>Classroom activities<br>Peer evaluations | Speech proposals<br>Persuasive speech<br>Critical listening tasks<br>Rhetorical analysis<br>Self-analysis<br>Exams   | 2, 3, 6, 7 | Specialized knowledge<br>Broad, integrative knowledge<br>Analytic inquiry<br>Engage diverse perspectives<br>Communication fluency<br>Applied learning<br>Civic learning |
| <i>Identifying and producing valid arguments</i>                                   | Lecture<br>Classroom activities<br>Peer evaluations | Persuasive Speech<br>Self-analysis<br>Critical listening tasks<br>Rhetorical analysis<br>Exams                       | 2, 3, 6, 7 | Specialized knowledge<br>Broad, integrative knowledge<br>Analytic inquiry<br>Engage diverse perspectives<br>Communication fluency<br>Applied learning<br>Civic learning |
| <b>Students will produce organized informative and persuasive presentations by</b> |   |  |            |   |
| <i>Demonstrating the ability to capture audience attention</i>                     | Lecture<br>Classroom activities<br>Peer evaluations | Oral presentations<br>Preparation outlines<br>Speech proposals<br>Self-Analysis<br>Critical listening tasks<br>Exams | 1, 2       | Specialized knowledge<br>Communication fluency  |
| <i>Stating the thesis and previewing their oral remarks</i>                        | Lecture<br>Classroom activities<br>Peer evaluations | Oral presentations<br>Preparation outlines<br>Self-analysis<br>Critical listening tasks<br>Exams                     | 1, 2       | Specialized knowledge<br>Communication fluency  |
| <i>Using transitions and signposts to emphasize speech structure</i>               | Lecture<br>Classroom activities<br>Peer evaluations | Oral presentations<br>Preparation outlines<br>Self-analysis<br>Critical listening tasks<br>Exams                     | 1,2        | Specialized knowledge<br>Communication fluency  |
| <i>Concluding their remarks with a summary of the main points</i>                  | Lecture<br>Classroom activities<br>Peer evaluations | Oral presentations<br>Preparation outlines<br>Self-analysis<br>Critical listening tasks<br>Exams                     | 1,2        | Specialized knowledge<br>Communication fluency  |
| <b>Students will develop effective extemporaneous speaking skills by</b>           |   |  |            |   |
| <i>Maintaining eye contact with the audience while speaking</i>                    | Lecture<br>Classroom activities<br>Peer evaluations | Oral presentations<br>Self-analysis<br>Critical listening tasks<br>Exams   | 1,2        | Specialized knowledge<br>Communication fluency  |
| <i>Using gestures which complement the verbal message</i>                          | Lecture<br>Classroom activities<br>Peer evaluations | Oral presentations<br>Self-analysis<br>Critical listening tasks<br>Exams   | 1,2        | Specialized knowledge<br>Communication fluency  |
| <i>Speaking with varied vocal cues</i>   | Lecture<br>Classroom activities<br>Peer evaluations | Oral presentations<br>Self-analysis<br>Critical listening tasks<br>Exams   | 1,2        | Specialized knowledge<br>Communication fluency  |

**Course Requirements and Grading - Next Pages**

**Course Outline, including due dates for major projects - Next Pages**

**Course Philosophy:** CMM 104H is designed to help you become more confident, more articulate and better able to interpret the communication of others. 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.

**Attendance Policy:** Regular attendance 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. I will deduct points for your failure to participate as an audience member while others are presenting their speeches. 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 instructor's discretion. Talk with your instructor prior to absences. If that is not possible, you need to speak to your instructor as soon as possible after the absence to arrange make-ups.

**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 is taken seriously by the university, the College of Liberal Arts, the Department of Communication Studies and the Honors College. 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.

**Speech Recording Policy:** Your informative and persuasive speeches will be recorded. Watching and listening to your performances will be one of the best ways to improve your performance on future speeches. It is one of the best teaching tools I have.

**Other University Policies:** By enrolling in this course, you agree to the University Policies listed here. 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| Computer Services Acceptable Use| Excused Absence (undergraduates)| Academic Dishonesty| Inclement Weather| MU Alert

Upon completions 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

## Welcome to CMM 104H!

Congratulations on becoming an honors student!

Thank you for choosing Marshall University and thank you for choosing this particular Speech class.

I am honored to be your instructor.

Class lectures/discussions are planned with your speeches and exams in mind.

1. Bring your textbook and workbook to class with you **each** time.
2. Read the assigned chapters **before** you come to class. Only exception: first night of class.
3. All assignments are due (and will be turned in) at the **beginning** of class **on the night they are due**. Refer often to this syllabus packet to make sure you remember when assignments are due and that you know what you need to do to complete them.
4. Participate in class – ask questions and answer questions the instructor asks you.
5. **All three of your speeches will be recorded.**
6. Keep track of the grades you earn on each assignment by writing them down on the student grade summary sheet in this syllabus packet.
7. Follow the requested format for each outline. It is a formula you can use again and again to succeed in public speaking.
8. Exams will be a combination of multiple choice, short answer and essay. Exams will draw from classroom discussions/lectures and the textbook.
9. Any behavior/object that disrupts the learning process/environment will not be accepted. Be considerate of your classmates and of me.
10. Turn off all cell phones and pagers at the beginning of class. I like receiving text messages and sending them, too, but during class is not the time to be doing that or watching You-Tube videos, etc. If I find you texting in class – or otherwise using your electronic devices, they will be confiscated for the rest of the class and given back to you when class has ended.
11. Discrimination/sexual harassment of any kind will not be tolerated.
12. Make-up work is at the professor's discretion.
  - a. I will not even consider allowing you to make up a missed speech or exam without a university-excused absence sheet. If I did, it wouldn't be fair to the students who were prepared, on time and showed up.
  - b. If you're sick, call me before class to let me know and bring in a university-excused absence slip the next class period **IF YOU WANT TO TRY TO MAKE UP THE SPEECH/EXAM YOU MISSED**.
13. If you will be absent from class for university-related reasons, you will know this ahead of time and it is up to you to make the appropriate arrangements with me, such as rescheduling exams and speeches.
14. No hats are to be worn when speaking.
15. No chewing gum when you are speaking in front of the class – spit it out before you go up front.
16. Dress is professional/business casual for the speech nights. (Business casual = no jeans, shorts or sweats)
17. Even if you're not scheduled to speak on a particular speech night, come to provide your classmates with an audience. Part of your self-analysis grade includes the peer reaction forms – you help give each other points by completing the peer reaction forms.
18. Do not get up to leave the room when someone is speaking – if you have to take a break or head to the restroom – wait until the person has finished his/her speech. If you are late to class on a speaking night, or if you are returning from the restroom, look through the glass in the door to see if someone is speaking – if so, wait until he or she is finished before entering the room.
19. Respect the speaker: don't talk to your classmates when someone is speaking.
20. Keep this syllabus packet and refer to the Assignments Explained pages and the appendices when working on assignments.
21. Ask questions if you have them.
22. Schedule an appointment with me outside of class if you have concerns. My office hours are by appointment. I will normally be on campus (in my office or our classroom) before 6 p.m. on class night.
23. There will be no extra credit given in this class.
24. Have fun! You'll work hard in this class but it will be worth it.

## TENTATIVE SCHEDULE FOR CMM 104H, Section 102

| <b>CMM 104H, Section 102</b> <span style="float: right;"><b>Fall 2013</b></span>                                      |  |                 |
|---|--|-----------------|
| Tuesdays, 6:30 to 9 p.m., Smith Hall, Room 227 <span style="float: right;">Office Phone: 304.526.2260</span>          |  |                 |
| Professor Rebecca Bookwalter, MA <span style="float: right;">Office Hours: By appointment</span>                      |  |                 |
| IF YOU E-MAIL ME, USE ONLY THIS ADDRESS: <a href="mailto:rebecca.bookwalter@chhi.org">rebecca.bookwalter@chhi.org</a> |  |                 |
| <b>Class Date</b>   | <b>Class Discussion Topics + What's Due This Class (in bold)<br/>To prepare for all these assignments, refer to pages 2-3 in this packet</b>   | <b>Readings</b> |
| Aug. 27   | Introduction; review of syllabus and assignments<br>Ch. 1: Welcome to public speaking/The Rhetorical Situation/Ethics<br>Ch. 2: Your first speech – understanding ethos and overcoming anxiety<br>Ch. 3: Presenting the speech       | Ch. 1, 2, 3     |
| Sept. 3   | Ch. 4: Listening strategies and introductory rhetorical analysis<br>Ch. 5: Understanding and motivating your audience<br>Ch. 6: Choosing a topic and developing a strategy   | Ch. 4, 5, 6     |
| Sept. 10  | <b>Deliver your Introductory Speech</b> (2 – 3 minutes)<br>Ch. 7: Developing a research strategy and finding evidence  | Ch. 7           |
| Sept. 17  | <b>Take Exam #1:</b> Exam covers chapters 1 – 7  |                 |
| Sept. 24  | Ch. 13: Choosing an informative strategy<br>Ch. 15: Enhancing your presentation with visual aids   | Ch. 13, 15      |
| Oct. 1  | Ch. 9, 10, 11: Putting it all together/Organizing and Outlining your speech<br><b>Turn in your Informative speech topic proposal</b>   | Ch. 9, 10, 11   |
| Oct. 8  | <b>Round #1: Deliver Informative Speech w/Q&amp;A (5 to 7 minutes)</b><br>(Speeches will be recorded.) <b>Complete peer reaction forms.</b><br><b>Turn in Informative speech strategic planning outlines (Both Rounds 1 &amp; 2)</b> |                 |
| Oct. 15   | <b>Round #2: Deliver Informative Speech w/Q&amp;A (5 to 7 minutes)</b><br>(All speeches will be recorded.) <b>Complete peer reaction forms</b>   |                 |
| Oct. 22   | <b>Turn in Informative speech self-analysis/improvement plan via email</b><br>Use this night to continue to work on your rhetorical analysis that's due next week.<br>No class: class will not be held tonight                       |                 |
| Oct. 29   | Ch. 8: Argumentation: Effective Reasoning<br><b>Turn in Rhetorical Analysis of Historic Speech</b>   | Ch. 8           |
| Nov. 5  | Ch. 14: Speaking to persuade<br>Ch. 12: How language choices enhance logos, pathos and style<br><b>Turn in Persuasive speech topic proposal</b>  | Ch. 14, 12      |
| Nov. 12   | <b>Round #1: Deliver Persuasive Speech:</b> (Recorded)<br><b>Turn in Persuasive speech strategic planning outlines</b><br><b>(Both Rounds 1 &amp; 2) Complete peer reaction forms</b>  |                 |
| Nov. 19   | <b>Round #2: Deliver Persuasive Speech:</b> (Recorded)<br><b>Complete peer reaction forms</b>  |                 |
| Nov. 26   | <b>Happy Thanksgiving!</b>   |                 |
| Dec. 3  | Ch. 16: A discussion of forensic, deliberative and ceremonial speaking   | Ch. 16          |
| Dec. 10   | <b>Final Exam</b> (Exam covers Ch. 8, 9, 10, 11, 12, 13, 14, 15 and 16)<br><b>Turn in persuasive speech self analysis</b>  |                 |

## CMM 104H Assignments Explained – What do you need to do?

Fall 2013

How can you best prepare the assignment?

| Assignment  | Due Date                             | Points | Explanation  |
|---|--------------------------------------|--------|--|
| Introductory speech                                       | 9/10                                 | 30     | <b><u>Introductory Speech time limit: 2 to 3 minutes (no shorter; no longer)</u></b><br>Turn in an outline for your speech; outline is worth 5 points.   |
| Exam # 1  | 9/17                                 | 50     | There is a one hour time limit to take the test. Exam covers chapters 1–7.   |
| Informative speech topic proposal                         | 10/1                                 | 30     | Your proposal <u>must</u> be typed. Follow instructions in your workbook and add answers to the following questions to your proposal:<br>1. What visual aids are you considering and why?<br>2. What informative strategies do you plan to use and why?  |
| Informative speeches (Recorded)                           | Round 1<br>10/8<br>Round 2<br>10/15  | 75     | <b><u>Speech time limit: 5 to 7 minutes (no shorter; no longer)</u></b><br>Your informative speech will be recorded  |
| Informative speech strategic plan and preparation outline | 10/8                                 | 50     | Your outline must be typed and must include the following parts:<br><u>1) Strategic plan</u> (see Appendix A)<br><u>2) Preparation outline</u><br>Type out introduction and conclusion word-for-word and label each part of the introduction and conclusion. Label the type and source of <u>each</u> piece of evidence (e.g., Example (Thomas, 2007)).<br><u>3) Bibliography</u> (5+ sources) – APA or MLA style will be accepted;<br><u>Sample outline will be provided.</u>   |
| Informative speech self-analysis and improvement plan     | 10/22                                | 25     | Watch your informative speech<br>Review peer reaction forms you received. Type your answers to the questions posed on the self-analysis sheet in the workbook and email it to me (Word document) by 6:30 p.m.  |
| Rhetorical analysis of historic speech                    | 10/29                                | 100    | See Appendix A   |
| Persuasive speech topic proposal                          | 11/5                                 | 30     | Your proposal <u>must</u> be typed. A sample will be provided<br>Answer the following questions in your proposal:<br>1. What visual aids are you considering and why?<br>2. What organizational pattern will you use (Problem-Solution or Monroe's Motivated Sequence)?<br>3. What types of reasoning are you considering employing? Why?  |
| Critical Listening Peer Reactions                         | 9/10, 10/8, 10/15, 11/12 & 11/19     | 25     | Critically listen and react to your peers' speeches on speech nights.  |
| Persuasive speeches (Recorded)                            | Round 1<br>11/12<br>Round 2<br>11/19 | 100    | <b><u>Time limit: 7 to 10 minutes (no shorter; no longer)</u></b><br>Your persuasive speech will be recorded.  |
| Persuasive speech strategic plan and preparation outline  | 11/12                                | 50     | Your outline must be typed and must include the following parts:<br><u>1) Strategic plan</u> (See Strategic Planning Outlines in your workbook.)<br><u>2) Preparation outline</u><br>Type out introduction and conclusion word-for-word and label each part of the introduction and conclusion. Label the type and source of <u>each</u> piece of evidence and reasoning (e.g., Example (Thomas, 2007) and Reasoning by Example).<br><u>3) Bibliography</u> (5+ sources) – APA or MLA<br><u>Sample outline will be provided.</u> |
| Persuasive speech self-analysis                           | 12/10                                | 25     | Watch your persuasive speech<br>Review peer reaction forms you received<br>Complete the persuasive speech self-analysis form in your workbook.   |
| Final Exam  | 12/10                                | 100    | The final exam will cover chapters 8, 9, 10, 11, 12, 13, 14, 15, & 16. Exam will be a combination of multiple choice, short answer and essay questions.  |



**Student Grade Summary Sheet**  
CMM 104H: Fundamentals of Speech Communication  
Professor Rebecca Bookwalter

| Assignment  | Earned Points | Possible Points | % on Assignment | Running % in Class |
|---|---------------|-----------------|-----------------|--------------------|
| Introductory speech with outline                      |               | 30              |                 |                    |
| Exam # 1  |               | 50              |                 |                    |
| Informative speech topic proposal                     |               | 30              |                 |                    |
| Informative speech outline                            |               | 50              |                 |                    |
| Informative speech (with Q&A)                         |               | 85              |                 |                    |
| Exam # 2  |               | 50              |                 |                    |
| Informative speech self-analysis and improvement plan |               | 25              |                 |                    |
| Persuasive speech topic proposal                      |               | 30              |                 |                    |
| Rhetorical analysis of historic speech                |               | 100             |                 |                    |
| Persuasive speech outline                             |               | 50              |                 |                    |
| Persuasive speech                                     |               | 100             |                 |                    |
| Persuasive speech self-analysis                       |               | 25              |                 |                    |
| Critical listening/Peer reactions                     |               | 25              |                 |                    |
| Final Exam  |               | 100             |                 |                    |
| <b>TOTAL POINTS</b>                                   |               | <b>750</b>      |                 |                    |

Keep a record of your grades on this sheet throughout the semester.

It's simple math. Write down your earned points.

Find your grade percentage by dividing the total points earned by the total points possible.

Keep a running tally of what percentage you're at all semester.

**Grading Scale**

A = 90% or better    B = 80% to 89%    C = 70% to 79%    D = 60% to 69%    F = 59% and below

|  |            |
|--|------------|
| Speeches                               | 210 points |
| Exams                                  | 200 points |
| Strategic planning/Critical thinking   | 165 points |
| Critical listening/rhetorical analysis | 125 points |
| Self-analysis/Critical thinking        | 50 points  |