

**MARSHALL UNIVERSITY**  
**CMM 104H SYLLABUS**

**COURSE**

<b>COURSE TITLE</b>	<b>Honors in Speech Communication</b>
<b>SEMESTER</b>	Spring 2017
<b>DAYS/TIME</b>	Tuesdays – 6:30 PM to 9:00 PM
<b>LOCATION</b>	Smith Hall 261

**INSTRUCTOR**

<b>NAME</b>	Dennis C. Taylor
<b>PHONE</b>	304.541.0332
<b>EMAIL</b>	<a href="mailto:taylor41@marshall.edu">taylor41@marshall.edu</a> (Do not use Blackboard class internal email system.)
<b>OFFICE HOURS</b>	In Person: Tuesdays – 5:30 PM to 6:30 PM and 9:00 PM to 10:00 PM Other times by appointment
<b>UNIVERSITY POLICIES</b>	By enrolling in this course, you agree to the University Policies listed below:  Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment  Please read the full text of each policy at: <a href="http://www.marshall.edu/academic-affairs/?page_id=802">http://www.marshall.edu/academic-affairs/?page_id=802</a>
<b>SPECIAL POLICY: CELL PHONES</b>	Before entering the classroom, all students must turn off their cell phones (i.e., power them down).

**COURSE DESCRIPTION**

An accelerated course in fundamentals of communication designed to enhance the development of critical-thinking skills and their application to verbal and nonverbal communication in public communication contexts. Communication is a fundamental and essential part of life. Improving 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.

**LEARNING OBJECTIVES**

- 1. Students will be able to recognize communication as a transactional process by:**
  - Determining audience orientation toward the topic
  - Identifying supporting material most relevant to the audience
  - Recognizing and adjusting to audience feedback

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

- Differentiating between various types of evidence
- Extrapolating valid claims from evidence
- Identifying and producing factual, value, and policy claims
- Identifying the types of reasoning that link evidence to claims
- Identifying the limitations of evidence
- Identifying weaknesses in argument and reasoning
- Producing valid arguments

**3. Students will produce organized and effective presentations by:**

- Demonstrating the ability to capture audience attention
- Stating the thesis and previewing their oral remarks
- Using transitions and signposts to emphasize speech structure
- Concluding their remarks with a summary of the main points
- Maintaining eye contact with the audience while speaking
- Using gestures which complement the verbal message
- Speaking with varied vocal cues

**4. Students will learn to interview effectively by:**

- Complete effective self-evaluations
- Prepare effectively for academic and employment interviews
- Complete successful interview openings, responses, and closing

## **REQUIRED MATERIALS**

Coopman, S. J. & Lull, J. (2015). *Public Speaking: The Evolving Art*. 3rd ed. Stamford, CT: Cengage Learning.

Digital access to Cengage Mindtap.

Other materials/readings will be assigned as the course progresses.

## **ASSIGNMENT POLICIES**

<b>ORAL ASSIGNMENTS</b>	You must present every assigned speech or presentation in front of a live audience. Failure to present any assigned speech in front of a live audience will result in failing the assignment, regardless of total points earned.
<b>WRITTEN ASSIGNMENTS</b>	Unless instructed otherwise, you must submit written assignments electronically via Blackboard. If you have trouble submitting an assignment via Blackboard, email the assignment to the instructor before the deadline for full credit. All assignments of more than a single page should be typed in 12-point font, double-spaced, with one inch margins on all sides. Additionally, pages should be numbered. Please proofread your work. Typos and grammatical errors will result in the lower grade on the assignment.

LATE ASSIGNMENTS	Late assignments will not be accepted for full credit unless the instructor has given prior consent. For every 24 hours that the assignment is late without instructor approval, your grade on the assignment will drop 10%. The assignment will not be accepted later than 10 days after it is due.
CONSULTATIONS	If you do not understand an assignment, ask, preferably more than a few hours before the assignment is due. The excuse that “I didn't know what was expected” will not be accepted as justification for poor performance.
EMAILS	Email is the preferred medium for contacting your instructor. It should be used to set up appointments and ask short questions. The instructor will generally respond to your inquiry within one business day.
QUESTIONS ABOUT GRADES	All questions about graded assignments or exams must be brought to the instructor within one week of the day the grade is posted. Your instructor will schedule an appointment to discuss the assignment outside of class time and review/reconsider any grade he is requested to reconsider.
PLAGIARISM	<p>Copying another person’s work without proper citation of the source constitutes plagiarism. Using a speech that someone else wrote is also plagiarism. Plagiarism in any form will not be tolerated. A student found plagiarizing another’s work will automatically receive an “F” on the assignment and may be subject to further university discipline.</p> <p>If it is discovered that two students have given the same speech, they will both be reported to the Dean of Students and further University discipline with the recommendation of suspension or expulsion from the University.</p>
CHEATING	Cheating is defined as the use of any unauthorized materials during an academic exercise that prohibits their use. Cheating includes viewing another person’s work or securing any part of an assignment or examination in advance of distribution by the instructor. For this class, you are allowed to use all notes and course material when taking the reading quizzes. You are asked, however, to take the quizzes on your own and not copy anyone else’s work. Cheating will not be tolerated in this class and will result in an automatic “F” for your total quiz grade in the course.

## ASSESSMENT

This class is organized around the principle that students acquire knowledge and understanding through a variety of means. To facilitate the acquisition of knowledge and understanding inside and outside of this class, you are expected to read critically, share information freely, discuss ideas openly, and write about those ideas cogently and thoughtfully. Your grade will be determined based on how well you perform these activities.

<u>Assignment</u>	<u>Points</u>
<p><u>Attending class and reading assignments</u> are expected. Attendance will be taken at each class session.</p> <ul style="list-style-type: none"> <li>You may miss one class without providing an excuse or explanation (unless you are scheduled to participate in an interview or make a presentation, in which case you must talk to me in advance); otherwise, you will be expected to attend class absent University excuse. Being late to class twice is equivalent</li> </ul>	

<u>Assignment</u>	<u>Points</u>
<p>to one absence.</p> <ul style="list-style-type: none"> <li>You also may tell me one time during the semester that you have not read the class assignment and are unprepared to participate in discussion; otherwise, expect to be called on during any class to demonstrate that you have read the assignment.</li> </ul> <p>For each unexcused absence or excess instance of failure to prepare for class, you will lose 10 points.</p>	
<p><u>Reading quizzes/exercises.</u> You will complete at least 12 (of 16) quizzes or exercises, worth 10 points each, on your readings. Those quizzes must be completed before the class in which the reading will be discussed starts.</p>	120 points
<p><u>Strategic planning.</u> You will complete 7 strategic planning assignments:</p> <ul style="list-style-type: none"> <li>Resume/portfolio – 50 points</li> <li>Informative speech proposals – 10 points</li> <li>Informative speech outline – 50 points</li> <li>Public discussion outline – 50 points</li> <li>Persuasive speech proposals – 10 points</li> <li>Persuasive speech outline – 50 points</li> </ul>	220 points
<p><u>Practice.</u> You will practice the following with at least one other student in the class in advance of your class presentation:</p> <ul style="list-style-type: none"> <li>Interview – 10 points</li> <li>Informative speech – 10 points</li> <li>Persuasive speech – 10 points</li> </ul>	30 points
<p><u>Oral presentations.</u> You will make 5 presentations:</p> <ul style="list-style-type: none"> <li>Interview – 50 points</li> <li>Informative speech – 100 points</li> <li>Public discussion – 100 points</li> <li>Persuasive speech – 100 points</li> <li>Impromptu speech – 50 points</li> </ul>	400 points
<p><u>Self-evaluation.</u> You will complete 4 self-evaluations:</p> <ul style="list-style-type: none"> <li>Education/career self-evaluation or personal statement – 50 points</li> <li>Interview self-reflection – 10 points</li> <li>Informative speech self-reflection – 10 points</li> <li>Persuasive speech self-reflection – 10 points</li> </ul>	80 points
<p><u>Peer review.</u> You will complete 3 peer review activities:</p> <ul style="list-style-type: none"> <li>Peer resume/portfolio review – 10 points</li> <li>Peer informative speech mapping/reviews – 20 points</li> <li>Peer persuasive speech mapping/reviews – 20 points</li> </ul>	50 points
<p><u>Public speech review.</u> You will complete 2 reviews of public speeches you attend:</p> <ul style="list-style-type: none"> <li>Campus/community public speech review #1 – 50 points</li> <li>Campus/community public speech review #2 – 50 points</li> </ul>	100 points

A	B	C	D	F
90% to 100%	80% to 89.99%	70% to 79.99%	60% to 69.99%	<60%
900 to 1,000 points	800 to 899 points	700 to 799 points	600 to 699 points	0 to 599 points

## TENTATIVE SCHEDULE

The instructor reserves the right to change the course schedule as needed.

DATE	TOPIC(S)	DUE
10 January	Welcome; review of syllabus; what is communication? The evolving art of public speaking <i>Introduce/assign campus/community public speech reviews</i>	N/A
17 January	Prestigious scholarships and internships; interviewing techniques and skills; building your confidence <i>Introduce/make interviewing assignments</i>	Coopman chs. 1 and 2 quizzes/exercises
24 January	Developing your purpose and topic; adapting to your audience <i>Assign peer resume/portfolio review</i>	Coopman chs. 4 and 5 quizzes/exercises Resume/portfolio
31 January	Researching; ethical speaking and listening	Coopman chs. 3 and 6 quizzes/exercises Peer resume/portfolio review Education/career self-evaluation or personal statement
7 February	Informative speaking; organizing and outlining your speech INTERVIEWS <i>Introduce/make informative speaking assignments</i>	Coopman chs. 13 and 8 quizzes/exercises Interviews – Group 1
14 February	Supporting your ideas; beginning and ending your speech INTERVIEWS	Coopman chs. 7 and 9 quizzes/exercises Informative speech proposals Interviews – Group 2 Interview practice verification
21 February	Special occasion and group speaking; integrating presentation media <i>Introduce/make public discussion assignments</i>	Coopman chs. 16 and 11 quizzes/exercises Interview self-reflection Informative speech outline
28 February	Using language effectively; delivering your speech	Coopman chs. 10 and 12 quizzes/exercises Campus/community public speech review #1

DATE	TOPIC(S)	DUE
7 March	INFORMATIVE SPEECHES Understanding argument	Coopman ch. 15 quiz/exercise Informative speeches – Group 1 Public discussion outlines – Group 2
14 March	INFORMATIVE SPEECHES Persuasive speaking <i>Introduce/make persuasive speaking assignments</i>	Coopman ch. 14 quiz/exercise Informative speeches – Group 2 Informative speech practice verification Public discussion outlines – Group 1
28 March	PUBLIC DISCUSSIONS	Informative speech self- reflection Informative speech mapping/review All public discussions Persuasive speech proposals
4 April	DELIVERY WORKSHOP	Persuasive speech outlines Campus/community public speech review #2
11 April	PERSUASIVE SPEECHES	Persuasive speeches – Group 1
18 April	PERSUASIVE SPEECHES IMPROMPTU SPEECHES	Persuasive speeches – Group 2 Persuasive speech practice verification Impromptu speeches – Group 1
25 April	IMPROMPTU SPEECHES	Persuasive speech self- reflection Persuasive speech mapping/review Impromptu speeches – Group 2