

Phases for Hacking Presentation:

Research Librarian workshop day and find credible sources.

2. View film on hacking...EX: *Hackers* or *Matrix*
3. Turn in reference page APA style, followed by outline of their findings.

Presentation Options:

4. A. Use the dyad formatted presentation in place of the informative speech...Treat it like a panel discussion.

This will allow students to make an informed decision about their thoughts toward hacking and form an opinion on their side of the coin. They may find they like both sides for particular situations which they can indicate in their persuasive speech and must back up why it is only acceptable in certain hands

4. B. Simply use this as a persuasive speech and choose one side or the other and back up your choice with with valid reasoning. Use examples that can be cited.

5. Final phase Turn in polished preparation outline and present their dyad panel discussion or persuasive speech.

Marshall University

Course Title/Number	Fundamentals of Speech Communication/CMM 103 Sect. 126 CRN 1745
Semester/Year	Fall 2016
Days/Time	T & TH 2:00-3:15
Location	SH 414
Professor	Anita Lane
Office	256
Phone	304.696.6786
E-Mail	Lane80@marshall.edu
Office Hours	M & W: 1-2 T & TH: 11-12 By APPT Preferred
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 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

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

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.

Relationships among Course, Program, and Degree Profile Outcomes

Course Outcomes	How Accomplished in this Course	How Evaluated in this Course
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Students will be able to recognize communication as a transactional process by

Determining audience orientation toward the topic	Classroom activities Audience Evaluation Survey Peer Evaluations	Speech Proposals Oral Presentations Critical Listening Exam
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
Recognizing and adjusting to nonverbal audience feedback	Lecture Activities Peer Evaluations	Oral Presentations Critical Listening Exams

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 Oral Presentations Preparation Outlines Exam
Extrapolating valid claims from evidence	Lecture Classroom Activities	Creating an Argument Persuasive Speech Preparation Outlines Self Evaluation Critical Listening Exam
Identifying and producing factual, value, and policy claims	Lecture Classroom Activities	Creating an Argument Speech Proposals Persuasive Speech Preparation Outlines Critical Listening Exam
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
Identifying the limitations of evidence	Lecture Classroom Activities	Creating an Argument Persuasive Speech Critical Listening Exam
Identifying weaknesses in argument and reasoning	Lecture Classroom Activities Peer Evaluations	Creating an Argument Speech Proposals Persuasive Speech Critical Listening Self Evaluation Exam
Producing valid arguments	Lecture Classroom Activities Peer Evaluations	Creating an Argument Persuasive Speech Critical Listening Self Evaluation Exam

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
Stating the thesis and previewing their oral remarks,	Lecture Classroom Activities Peer Evaluations	Oral Presentations Preparation Outlines Self Evaluation Critical Listening Exam
Using transitions and signposts to emphasize speech structure, and	Lecture Classroom Activities Peer Evaluations	Oral Presentations Preparation Outlines Self Evaluation Critical Listening Exam
Concluding their remarks with a summary of the main	Lecture Classroom Activities Peer Evaluations	Oral Presentations Preparation Outlines Self Evaluation

points		Critical Listening Exam
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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
Using gestures which complement the verbal message	Lecture Classroom Activities Peer Evaluations	Oral Presentation Self Evaluation Critical Listening Exam
Speaking with varied vocal cues	Lecture Classroom Activities Peer Evaluations	Oral Presentation Self Evaluation Critical Listening Exam

Attendance

Attendance will be taken at each session. Your instructor will provide the number of unexcused absences that are permitted based on the number of times your class meets per week. Please fill that number in below.

You are allowed 2 personal days during the semester (on days that do not include your oral presentations). These absences do not include illnesses that require medical care or university-sponsored events. You are responsible for obtaining an excused absence from the Dean of Students in the case of illness or other university-excused reason for missing class. You do not need to contact your instructor to tell him/her that you are using the unexcused absence. **After hitting the limit on unexcused absences, you will lose -10 points off your total grade for each additional absence.** Also, you need to be to class on time. It is your responsibility to make sure that you are counted as attending if you come to class after attendance is taken. See your instructor after class to change your attendance status. **Being late to class twice is equivalent to one unexcused absence.**

You must attend the sessions you are scheduled to present. If you miss an oral presentation, you must have an excused absence to reschedule without penalty. If you miss your presentation day and do not have an excused absence, you will automatically be penalized one letter grade off your total score. You are expected to be ready to present upon return, and will be further penalized another letter grade for each session missed after your scheduled presentation date. Excused absences must be documented

to the Dean of Students. Please feel free to check in with your instructor about attendance at any point in the semester.

Assignment Policies

You must present every assigned speech and presentation in front of a live audience to pass the class. Failure to present any of the assigned speeches in front of an audience will result in failing the course, regardless of total points earned.

Unless explicitly stated, written assignments will be submitted electronically via the drop box function on Blackboard. If you have trouble submitting via Blackboard, e-mail the assignment to the instructor before the deadline for full credit.

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.

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 the instructor's approval, the assignment grade will drop 20%. The assignment will not be accepted later than 5 business days after it is due.

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.

Consultations: Please do not wait until the night an assignment is due to realize that you are unsure of what is expected. Uncertainties can always exist. It is your instructor's intention to do everything s/he 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 your instructor. It should be used to set up appointments and ask short questions. The instructor will generally respond to your inquiry in one business day.

Academic Dishonesty

Plagiarism: Copying another'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 that is found plagiarizing another's work will automatically receive an "F" on the assignment and may be subject to further university discipline.

This policy includes "sharing" speeches across sections and semesters. We use Safe Assign and sample a large number of speech videos each semester to view for assessment. If it is discovered that two students have given the same exact 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 will be recommended.

Cheating: According to university policy, cheating is defined as the use of any unauthorized materials during an academic exercise that prohibits their use. Cheating also includes the viewing of 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.

Course Requirements

Coursework and Quizzes

Reading Quizzes 65
(13 chapters x 5 points each)

In-Class Activities/Participation Points 70

- Peer Review (mapping an informative speech)- 20
- Peer Review (mapping a persuasive speech)- 20
- In-class Activities (must be present to earn points)- 30

Rehearsal Recordings posted to Mindtap 20
-Informative Speech (10 points)
-Persuasive Speech (10 points)

Reflections 20
-Informative speech (10 points)
-Persuasive speech (10 points)

Total 175

Strategic Planning Assignments

Informative speech proposal 50
Informative speech preparation outline 50

Persuasive speech proposal 50
Persuasive speech preparation outline 75

Total 225

Oral Assignments

(Speeches must be presented to an audience to pass the course)

Informative Speech 100

Persuasive Speech 150

Ceremonial or Impromptu Speech 50

Total 300

Grading

700

A (100% - 90%) 700 - 630

TOTAL POINTS FOR COURSE

B (89% - 80%)	629 - 560
C (79% - 70%)	559 - 490
D (69% - 60%)	489 - 420
F (59% - 0%)	Less than 420 points

Course Schedule

(Instructor reserves the right to change the course schedule as needed.)

Week	Date	Topic	Reading Corresponding to Class
Week 1	8/23	Welcome to Fundamentals of Speech Communication!	
	8/25	What is Communication? The Evolving Art of Public Speaking	Chapter 1
BEFORE WEEK 2 SESSIONS: READ CHAPTERS 1-3. NO QUIZZES UNTIL ALL SECTIONS HAVE MINDTAP ORIENTATION NEXT WEEK.			
Week 2	8/30	Cengage Mindtap Orientation (<i>*Instructors- I will let you know the schedule at orientation. You will likely either have it this day or Thursday for about 20 minutes</i>) Building Your Confidence	Chapter 2
	9/1	Ethical Speaking & Listening	Chapter 3
YOU SHOULD HAVE ACCESS TO CENGAGE MINDTAP BY 9/3. BEFORE WEEK 3 SESSIONS: READ CHAPTERS 4 & 5. TAKE READING QUIZZES FOR CHAPTERS 4 & 5.			
Week 3	9/5	Developing Your Purpose and Topic	Chapter 4
	9/7	Adapting to Your Audience	Chapter 5
BEFORE WEEK 4 SESSIONS: READ CHAPTERS 6 & 13. TAKE READING QUIZZES FOR CHAPTERS 6 & 13.			
Week 4	9/13	Informative Speaking Generating a Thesis Statement <i>Introduce Informative Speech Assignment</i> <i>Assign Informative Speech Proposal</i>	Chapter 13
	9/15	Researching Your Topic	Chapter 6

BEFORE WEEK 5 SESSIONS: READ CHAPTERS 7 & 9. TAKE READING QUIZZES FOR CHAPTERS 7 & 9.			
Week 5	9/20	Supporting Your Ideas Creating Oral Citations INFORMATIVE SPEECH PROPOSAL DUE BY 11:59 PM ON 9/20	Chapter 7
	9/22	Beginning and Ending Your Speech <i>Assign Informative Speech Preparation Outline</i>	Chapter 9
BEFORE WEEK 6 SESSIONS: READ CHAPTERS 8 & 11, 12. TAKE READING QUIZZES FOR CHAPTERS 8 & 11, 12.			
Week 6	9/27	Organizing and Outlining Your Speech INFORMATIVE SPEECH PREPARATION OUTLINE DUE BY 11:59 PM ON 9/27	Chapter 8
	9/29	Delivering Your Speech Integrating Presentation Media PRACTICE RECORDING DUE BY 11:59 PM ON 10/2	Chapter 11 Chapter 12
BEFORE WEEK 7 SESSIONS: PRACTICE YOUR SPEECH			
Week 7	10/4	INFORMATIVE SPEECH PRESENTATIONS	
	10/6	INFORMATIVE SPEECH PRESENTATIONS	
BEFORE WEEK 8 SESSIONS: READ CHAPTER 14. TAKE READING QUIZ FOR CHAPTER 14.			
Week 8	10/1 1	INFORMATIVE SPEECH PRESENTATIONS	
	10/1 3	Persuasive Speaking	Chapter 14
BEFORE WEEK 9 SESSIONS: READ CHAPTER 15. TAKE READING QUIZ FOR CHAPTER 15.			
Week 9	10/1 8	Understanding Arguments	Chapter 15
	10/2 0	Crafting Arguments and Appeals PERSUASIVE SPEECH PROPOSAL DUE BY 11:59 PM ON 10/20	

BEFORE WEEK 10 SESSIONS: READ CHAPTER 10. TAKE READING QUIZ FOR CHAPTER 10.

Week 10	10/25	Using Language Effectively	Chapter 10
	10/27	Persuasive Speech Outline Workshop PERSUASIVE SPEECH OUTLINE DUE BY 11:59 PM ON 10/28.	

No Reading or Quizzes this week. Practice and present your speech!

Week 11	10/31	Persuasive Speech Delivery	
	11/2	Persuasive Speech Delivery Workshop REHERSAL RECORDING DUE BY 11:59 PM ON 11/2	

No Reading or Quizzes this week.

Week 12	11/8	PERSUASIVE SPEECH PRESENTATIONS	
	11/10	PERSUASIVE SPEECH PRESENTATIONS	

No Reading or Quizzes this week.

Week 13	11/15	PERSUASIVE SPEECH PRESENTATIONS	
	11/17	PERSUASIVE SPEECH PRESENTATIONS	

	11/21 – 11/25	Thanksgiving Break	
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BEFORE WEEK 14 SESSIONS: READ CHAPTER 16. TAKE READING QUIZ FOR CHAPTER 16.

Week 14	11/29	Special Occasion Speaking	Chapter 16
	12/1	Special Occasion Speaking	

No Reading or Quizzes for this week.

Week 15	12/6	Ceremonial or Impromptu Speaking	
	12/8	Ceremonial or Impromptu Speaking Workshop	

No Reading or Quizzes for this week.

Final Exam Session	12/1 2 – 12/1 6	CEREMONIAL OR IMPROMPTU SPEECHES <i>(Instructors- The final exam schedule is posted on our Course Organization site)</i>	
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