

## Marshall University

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| Course Title/<br>Number/Section | <b>Fundamentals of Speech Communication/CMM 103-217</b>   |
| Semester/Year                   | Spring 2017   |
| Days/Time                       | MWF 1:00-1:50   |
| Location                        | SH 227  |
| Professor                       | Deborah Adkins  |
| Office                          | SH 249  |
| Phone                           | 696-6786  |
| E-Mail                          | adkins654@marshall.edu  |
| Office Hours                    | MW 9:30-10:00, 2:00-3:00 F 9:30-1:00<br>TR 10:00-11:00, 1:00-2:00   |
| 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 <a href="http://www.marshall.edu/academic-affairs">www.marshall.edu/academic-affairs</a> and clicking on "Marshall University Policies." Or, you can access the policies directly by going to <a href="http://www.marshall.edu/academic-affairs/?page_id=802">http://www.marshall.edu/academic-affairs/?page_id=802</a><br><br>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* (3<sup>rd</sup> Edition). Stamford, CT: Cengage Learning with Mindtap Access.

All students have access to Mindtap for 21 days from the start of the semester. You should make sure you are going to stay enrolled in CMM 103 this semester before purchasing your Mindtap access. When you are ready to purchase Mindtap for this class, PLEASE MAKE SURE THAT YOU PURCHASE THE CUSTOM COOPMAN MINDTAP FROM THE BOOKSTORE OR DIRECTLY FROM CENGAGE (YOUR INSTRUCTOR WILL DISCUSS THAT OPTION). DO NOT PURCHASE FROM AMAZON OR CHEGG.

In the bookstore, you have two options for purchasing Mindtap that can come with or without a loose-leaf copy of the textbook. In the bookstore, you can purchase an access code to Mindtap for **\$88.50** that includes an electronic copy of the textbook. You can also download an app on your Smart phone that will allow you to access the e-text. The e-text comes with a reader and features like highlighting and note taking. If you prefer to have a loose-leaf copy of the textbook with your Mindtap, that package costs **\$110.75** in the bookstore.

**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

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| Determining audience orientation toward the topic             | Classroom activities<br>Audience Evaluation Survey<br>Peer Evaluations | Speech Proposals<br>Oral Presentations<br>Critical Listening<br>Exam   |
| Identifying supporting material most relevant to the audience | Lecture<br>Activities<br>Peer Evaluations                              | Speech Proposals<br>Supporting a Claim<br>Creating an Argument<br>Oral Presentations<br>Preparation Outlines<br>Critical Listening<br>Exam |
| Recognizing and adjusting to nonverbal audience feedback      | Lecture<br>Activities<br>Peer Evaluations                              | Oral Presentations<br>Critical Listening<br>Exams  |

#### Students will learn to demonstrate critical thinking in the production and evaluation of communication events by

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| Differentiating between various types of evidence               | Lecture<br>Classroom Activities                     | Speech Proposals<br>Oral Presentations<br>Preparation Outlines<br>Exam  |
| Extrapolating valid claims from evidence                        | Lecture<br>Classroom Activities                     | Creating an Argument<br>Persuasive Speech<br>Preparation Outlines<br>Self Evaluation<br>Critical Listening<br>Exam  |
| Identifying and producing factual, value, and policy claims     | Lecture<br>Classroom Activities                     | Creating an Argument<br>Speech Proposals<br>Persuasive Speech<br>Preparation Outlines<br>Critical Listening<br>Exam |
| Identifying the types of reasoning that link evidence to claims | Lecture<br>Classroom Activities                     | Creating an Argument<br>Persuasive Speech<br>Preparation Outlines<br>Critical Listening<br>Self Evaluation<br>Exam  |
| Identifying the limitations of evidence                         | Lecture<br>Classroom Activities                     | Creating an Argument<br>Persuasive Speech<br>Critical Listening<br>Exam   |
| Identifying weaknesses in argument and reasoning                | Lecture<br>Classroom Activities<br>Peer Evaluations | Creating an Argument<br>Speech Proposals<br>Persuasive Speech<br>Critical Listening<br>Self Evaluation<br>Exam      |
| Producing valid arguments                                       | Lecture<br>Classroom Activities                     | Creating an Argument<br>Persuasive Speech   |

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|  | Peer Evaluations | Critical Listening<br>Self Evaluation<br>Exam |
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**Students will produce organized informative and persuasive presentations by**

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| Demonstrating the ability to capture audience attention,           | Lecture<br>Classroom Activities<br>Peer Evaluations | Oral Presentations<br>Preparation Outlines<br>Speech Proposals<br>Self Evaluation<br>Critical Listening<br>Exam |
| Stating the thesis and previewing their oral remarks,              | Lecture<br>Classroom Activities<br>Peer Evaluations | Oral Presentations<br>Preparation Outlines<br>Self Evaluation<br>Critical Listening<br>Exam                     |
| Using transitions and signposts to emphasize speech structure, and | Lecture<br>Classroom Activities<br>Peer Evaluations | Oral Presentations<br>Preparation Outlines<br>Self Evaluation<br>Critical Listening<br>Exam                     |
| Concluding their remarks with a summary of the main points         | Lecture<br>Classroom Activities<br>Peer Evaluations | Oral Presentations<br>Preparation Outlines<br>Self Evaluation<br>Critical Listening<br>Exam                     |

**Students will develop effective extemporaneous speaking skills by**

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| Maintaining eye contact with the audience while speaking | Lecture<br>Classroom Activities<br>Peer Evaluations | Oral Presentation<br>Self Evaluation<br>Critical Listening<br>Exam |
| Using gestures which complement the verbal message       | Lecture<br>Classroom Activities<br>Peer Evaluations | Oral Presentation<br>Self Evaluation<br>Critical Listening<br>Exam |
| Speaking with varied vocal cues                          | Lecture<br>Classroom Activities<br>Peer Evaluations | Oral Presentation<br>Self Evaluation<br>Critical Listening<br>Exam |

**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 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.

**Recording Policy:** Each of your speeches will be recorded and uploaded to Blackboard for easy online access. Although many of us find seeing ourselves on video a disconcerting experience, it is an excellent way of improving your public speaking performances. We have an annual assessment program for our course, and your speech may be submitted to that assessment. If you object to your speech being submitted for confidential assessment, please let me know.

**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.

### **Classroom Policies**

**Let's make our classroom an oasis of civility. Please do not use your cell phone 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 may ask you to leave class for the day and count it against your attendance record.**

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 me before class, sit near the door, and leave in between presentations.

### **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** 80  
(16 chapters x 5 points each)

**In-Class Activities/Participation Points** 65

- Peer Review (mapping an informative speech)- 20
- Peer Review (mapping a persuasive speech)- 20
- In-class Activities (must be present to earn points)- 25

Reflections 30  
-Informative speech (15 points)  
-Persuasive speech (15 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 Speech 50

*Total* 300

### Grading

**TOTAL POINTS FOR COURSE 700**

A (100% - 90%) 700 - 630  
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. Edited schedules will be posted.)

| Week   | Date | Topic  | Reading Corresponding to Class |
|--|------|--|--------------------------------|
| Week 1   | 1/9  | Welcome to Fundamentals of Speech Communication!   |                                |
|  | 1/11 | The Evolving Art of Public Speaking  | Chapter 1                      |
|  | 1/13 | Building Your Confidence   | Chapter 2                      |
| <b>BEFORE WEEK 2 SESSIONS: READ CHAPTERS 1-3. TAKE READING QUIZZES FOR CHAPTERS 1, 2, &amp; 3.</b>     |      |  |                                |
| Week 2   | 1/16 | <i>Martin Luther King, Jr. Holiday- University Closed</i>  |                                |
|  | 1/18 | Building Your Confidence- Speech Anxiety Activity<br>Ethical Speaking- Plagiarism  | pp. 48-51                      |
|  | 1/20 | Ethical Speaking & Listening   | Chapter 3                      |
| <b>BEFORE WEEK 3 SESSIONS: READ CHAPTERS 4 &amp; 5. TAKE READING QUIZZES FOR CHAPTERS 4 &amp; 5.</b>   |      |  |                                |
| Week 3   | 1/23 | Developing Your Purpose and Topic<br>Information Literacy- Part I  | Chapter 4                      |
|  | 1/25 | Adapting to Your Audience  | Chapter 5                      |
|  | 1/27 | Workshop: Research Your Audience<br>(Activity wherein you will learn about your classmates)                                      |                                |
| <b>BEFORE WEEK 4 SESSIONS: READ CHAPTERS 6 &amp; 13. TAKE READING QUIZZES FOR CHAPTERS 6 &amp; 13.</b> |      |  |                                |
| Week 4   | 1/30 | Informative Speaking<br><i>Introduce Informative Speech Assignment</i><br><i>Assign Informative Speech Proposal</i>              | Chapter 13                     |
|  | 2/1  | Information Literacy- Part II<br>Researching Your Topic  | Chapter 6                      |
|  | 2/3  | Generating a Thesis Statement<br>(Come to class with thesis statement draft for your informative speech to share with the class) |                                |
| <b>BEFORE WEEK 5 SESSIONS: READ CHAPTER 7. TAKE READING QUIZZES FOR CHAPTER 7.</b>                     |      |  |                                |



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| Week 5   | 2/6  | Supporting Your Thesis with Main Points  | Chapter 7               |
|  | 2/8  | Information Literacy- Part III<br>Creating Oral Citations  | Chapter 2- pp.<br>51-52 |
|  | 2/10 | Informative Speech Proposal Workshop<br>INFORMATIVE SPEECH PROPOSAL DUE <b>BY 11:59 PM ON<br/>2/10</b>               |                         |
| <b>BEFORE WEEK 6 SESSIONS: READ CHAPTERS 8 &amp; 9. TAKE READING QUIZZES FOR CHAPTERS 8 &amp; 9.</b> |      |  |                         |
| Week 6   | 2/13 | Organizing and Outlining Your Speech<br><i>Assign Informative Speech Preparation Outline</i>                         | Chapter 8               |
|  | 2/15 | Beginning and Ending Your Speech   | Chapter 9               |
|  | 2/17 | Informative Speech Outline Workshop<br><br>INFORMATIVE SPEECH PREPARATION OUTLINE <b>DUE BY<br/>11:59 PM ON 2/17</b> |                         |
| <b>BEFORE WEEK 7 SESSIONS: READ CHAPTERS 11-12. TAKE READING QUIZ FOR CHAPTERS 11 &amp; 12.</b>      |      |  |                         |
| Week 7   | 2/20 | Integrating Presentation Media<br>(Your instructor will explain presentation media requirements).                    | Chapter 11              |
|  | 2/22 | Delivering Your Speech   | Chapter 12              |
|  | 2/24 | Delivery Workshop<br>(Your instructor will work with you on delivery skills).  |                         |
| No Reading or Quizzes this week. Practice your speech!   |      |  |                         |
| Week 8   | 2/27 | <b>INFORMATIVE SPEECH PRESENTATIONS</b>  |                         |
|  | 3/1  | <b>INFORMATIVE SPEECH PRESENTATIONS</b>  |                         |
|  | 3/3  | <b>INFORMATIVE SPEECH PRESENTATIONS</b>  |                         |
| <b>BEFORE WEEK 9 SESSIONS: READ CHAPTER 14. TAKE READING QUIZ FOR CHAPTER 14.</b>                    |      |  |                         |
| Week 9   | 3/6  | <b>INFORMATIVE SPEECH PRESENTATIONS</b>  |                         |
|  | 3/8  | Persuasion<br><i>Introduce Persuasive Speech Assignment</i>  | Chapter 14              |

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|  |             | <i>Assign Persuasive Speech Proposal</i>   |                        |
|  |             | INFORMATIVE SPEECH REFLECTION DUE BY 11:59 SUNDAY 3/12                                     |                        |
|  | 3/10        | Persuasive Speaking  | Chapter 14 (continued) |
| <b>BEFORE WEEK 10 SESSIONS: READ CHAPTER 15. TAKE READING QUIZ FOR CHAPTER 15.</b> |             |  |                        |
| Week 10  | 3/13        | Understanding Arguments  | Chapter 15             |
|  | 3/15        | Crafting Your Arguments  |                        |
|  | 3/17        | Persuasive Speech Proposal Workshop  |                        |
|  |             | PERSUASIVE SPEECH PROPOSAL DUE BY 11:59 PM ON 3/17   |                        |
| No Reading or Quizzes this week.   |             |  |                        |
|  | 3/20 – 3/25 | Spring Break   |                        |
| <b>BEFORE WEEK 11 SESSIONS: READ CHAPTER 10. TAKE READING QUIZ FOR CHAPTER 10.</b> |             |  |                        |
| Week 11  | 3/27        | Using Language Effectively<br><i>Assign Persuasive Speech Preparation Outline</i>          | Chapter 10             |
|  | 3/29        | Crafting Persuasive Appeals  | pp. 321-326            |
|  | 3/31        | Logical Fallacies  | pp.333-338             |
| No Quizzes this week.  |             |  |                        |
| Week 12  | 4/3         | Connecting Your Arguments and Appeals<br>PERSUASIVE SPEECH OUTLINE DUE BY 11:59 PM ON 4/3. |                        |
|  | 4/5         | Critically Analyzing Persuasive Speeches   | pp. 338-339            |
|  | 4/7         | Delivering Persuasive Arguments  |                        |
| No Quizzes this week. Practice your speech!  |             |  |                        |
| Week 13  | 4/10        | Persuasive Speech Delivery Workshop  |                        |

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|  |           | (Your instructor will provide an opportunity for you to practice some of your speech with peers).                     |                             |
|  | 4/12      | <b>PERSUASIVE SPEECH PRESENTATIONS</b>  |                             |
|  | 4/14      | <b>PERSUASIVE SPEECH PRESENTATIONS</b>  |                             |
| No Quizzes for this week. Practice your speech!                                    |           |   |                             |
| Week 14  | 4/17      | <b>PERSUASIVE SPEECH PRESENTATIONS</b>  |                             |
|  | 4/19      | <b>PERSUASIVE SPEECH PRESENTATIONS</b>  |                             |
|  | 4/21      | <b>PERSUASIVE SPEECH PRESENTATIONS</b><br><br>PERSUASIVE SPEECH REFLECTION DUE BY 11:59 PM ON SUNDAY 4/23             |                             |
| <b>BEFORE WEEK 15 SESSIONS: READ CHAPTER 16. TAKE READING QUIZ FOR CHAPTER 16.</b> |           |   |                             |
| Week 15  | 4/24      | Special Occasion Speaking<br><i>Assign Ceremonial Speech Assignment</i>   | Chapter 16                  |
|  | 4/26      | Ceremonial Speaking   |                             |
|  | 4/28      | Ceremonial Speaking Workshop  |                             |
| No Reading or Quizzes for this week. Practice your speech!                         |           |   |                             |
| Final Exam Session   | 5/1 – 5/5 | <b>CEREMONIAL SPEECHES</b><br><i>(Instructors- The final exam schedule is posted on our Course Organization site)</i> | Friday, May 5<br>12:45-2:45 |

Due to the unpredictable nature of winter weather this schedule can, and will, be altered as weather conditions dictate. When the weather dictates that classes be canceled alternative assignments and discussions will be planned/conducted via Blackboard as long as electricity and internet connections remain functional. It is imperative that you maintain your MU email accounts to stay in touch during such time periods.