

Marshall University

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| Course Title/ Number/Section | Fundamentals of Speech Communication/CMM 103/222 |
| Semester/Year | Spring 2017 |
| Days/Time | TR 12:30 AM |
| Location | SH 227 |
| Professor | Ms. Nancy Jackson |
| Office | SH 270 |
| Phone | Office: 304-696-5293 |
| E-Mail | jackso21@marshall.edu |
| Office Hours | TR 9:30am-10:30am, 2:00pm-3:00pm; W 11:00am-12:00pm, 1:00pm-2:00pm, 3:00pm-5:00pm If these hours do not work for you, please email or talk to me and we can set up an appointment. *If possible, please e-mail in advance of your arrival. |
| 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 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 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

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| 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

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| 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 points | Lecture Classroom Activities Peer Evaluations | Oral Presentations Preparation Outlines Self Evaluation Critical Listening Exam |

Students will develop effective extemporaneous speaking skills by

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| 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. 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. If you are capable, please EMAIL me if you know that you will be missing class. Informing me of your excused absences can keep you on track with the course.

You do not need to contact me if you are using the unexcused absence. **After hitting the limit on unexcused absences, you will lose -5 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 me 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. Excused absences must be documented to the Dean of Students. Please feel free to check in with me 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. 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 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. I 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 my 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 me. It should be used to set up appointments and ask short questions. I expect that you email me professionally; your message should include a proper greeting and signature. Please include your class, section number, and first and last name in your email. I will generally respond to your inquiry in one business day.

Classroom Policies

Let's make our classroom an oasis of civility. Please try to refrain from using your cell phone during class time. YOU MAY NOT USE YOUR CELL PHONE DURING A CLASSMATE'S PRESENTATION. IT COULD RESULT IN POINTS BEING TAKEN AWAY FROM YOU AS AN AUDIENCE MEMBER.

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.

Student Resources

While it is my job to educate you within this classroom, I also think it is important to provide you with some key information that you may need while here at Marshall.

Sexual Assault Policies: Sexual assault is a serious offense.

"Marshall University is required to comply with Title IX of the Higher Education Amendments of 1972, 20 U.S.C. § 1681 et seq. ("Title IX"), which prohibits discrimination on the basis of sex in education programs or activities. Sexual misconduct, as defined in this policy, is a form of sex discrimination prohibited by Title IX" (Quoted from: <http://www.marshall.edu/board/files/policies/MUBOG%20GA-16%20Student%20Sexual%20Misconduct%20Policy.pdf>).

You should call 911 immediately if you or someone you know has been victim of sexual assault. You can also report this offense to Campus Police by calling 696-HELP (304-696-4357), or you can directly contact the Dean of Student Affairs, Steve Hensley by calling 304-696-6422 (His office is in MSC 2W28). You may also call the CONTACT Rape Crisis Center in Huntington, WV at 304-523-0558.

Counseling Services

Marshall University offers counseling services to students. Please utilize these services if you need them. The Counseling Services Center is located on the 1st Floor of Prichard Hall and can be reached at 304-696-3111.

Disability Services

If you have a disability, please let me know, regardless of whether or not it is registered with Marshall University Disability Services. I will do all that I can to accommodate you in my classroom.

Course Requirements

Coursework and Quizzes

Reading Quizzes 80
(16 chapters x 5 points each)

In-Class Activities/Participation Points 75
 - Peer Review (mapping an informative speech)- 20
 - Peer Review (mapping a persuasive speech)- 20
 - In-class Activities (must be present to earn points)- 35

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

Total 185

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 710

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| A (100% - 90%) | 700 - 636 |
| B (89% - 80%) | 635 - 565 |
| C (79% - 70%) | 564 - 494 |
| D (69% - 60%) | 493 - 423 |
| F (59% - 0%) | Less than 423 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 | Assignments Due |
|---------------|------|--|--------------------------------|------------------------|
| Week 1 | 1/10 | Welcome to Fundamentals of Speech Communication! Cengage MindTap Introduction | | |
| | 1/12 | The Evolving Art of Public Speaking | Chapter 1 | |
| Week 2 | 1/17 | Building Your Confidence | Chapter 2 | Chapters 1 & 2 Quizzes |
| | 1/19 | Ethical Speaking & Listening | Chapter 3 | Chapter 3 Quiz |
| Week 3 | 1/24 | Developing Your Purpose and Topic Information Literacy- Part I | Chapter 4 | Chapter 4 Quiz |
| | 1/26 | Adapting to Your Audience | Chapter 5 | Chapter 5 Quiz |
| Week 4 | 1/31 | Informative Speaking Generating a Thesis Statement <i>Introduce Informative Speech Assignment Assign Informative Speech Proposal</i> | Chapter 13 | Chapter 13 Quiz |
| | 2/2 | Researching Your Topic Information Literacy- Part II <i>Brainstorm thesis statement in class</i> | Chapter 6 | Chapter 6 Quiz |

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| Week 5 | 2/7 | Supporting Your Thesis with Main Points Creating Oral Citations Information Literacy-Part III | Chapter 7 | Chapter 7 Quiz INFORMATIVE SPEECH PROPOSAL DUE BY 11:59 PM |
| | 2/9 | Organizing and Outlining Your Speech <i>Assign Informative Speech Preparation Outline</i> | Chapter 8 | Chapter 8 Quiz |
| Week 6 | 2/14 | Beginning and Ending Your Speech | Chapter 9 | Chapter 9 Quiz |
| | 2/16 | Delivery Your Speech Integrating Presentation Media <i>Workshop Day</i> | Chapter 11 Chapter 12 | Chapters 11 & 12 Quizzes INFORMATIVE SPEECH PREPARATION OUTLINE DUE BY 11:59 PM |
| Week 7 | 2/21 | Delivery Exercises Continued | | <i>PRACTICE PRACTICE PRACTICE</i> |
| | 2/23 | INFORMATIVE SPEECH PRESENTATIONS | | |
| Week 8 | 2/28 | INFORMATIVE SPEECH PRESENTATIONS | | |
| | 3/2 | INFORMATIVE SPEECH PRESENTATIONS | | |
| Week 9 | 3/7 | Persuasive Speaking <i>Assign Persuasive Speech Proposal</i> | Chapter 14 | Chapter 14 Quiz INFORMATIVE SPEECH CRITICAL REFLECTION DUE BY 11:59 PM |
| | 3/9 | Understanding Arguments | Chapter 15 | Chapter 15 Quiz |

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| Week 10 | 3/14 | Crafting Arguments and Appeals | | PERSUASIVE SPEECH PROPOSAL DUE BY 11:59 PM |
| | 3/16 | Using Language Effectively <i>Assign Persuasive Speech Preparation Outline</i> | Chapter 10 | Chapter 10 Quiz |
| | 3/20 – 3/25 | Spring Break NO CLASS | | <i>Work on outline over break</i> |
| Week 11 | 3/28 | Crafting Your Argument Logical Fallacies | | PERSUASIVE SPEECH PREPARATION OUTLINE DUE BY 11:59 PM |
| | 3/30 | Persuasive Speech Delivery Workshop | | |
| Week 12 | 4/4 | PERSUASIVE SPEECH PRESENTATIONS | | <i>PRACTICE</i> |
| | 4/6 | PERSUASIVE SPEECH PRESENTATIONS | | <i>PRACTICE</i> |
| Week 13 | 4/11 | PERSUASIVE SPEECH PRESENTATIONS | | <i>PRACTICE</i> |
| | 4/13 | TBD | | PERSUASIVE SPEECH CRITICAL REFLECTION DUE BY 11:59 PM |
| Week 14 | 4/18 | TBD | | |
| | 4/20 | Special Occasion Speaking | Chapter 16 | Chapter 16 Quiz |
| Week 15 | 4/25 | Ceremonial Speaking | | |
| | 4/27 | Ceremonial Speaking Workshop | | <i>PRACTICE</i> |

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| Final Exam Session | 5/4 Thurs 8:00 AM-10:00 AM | CEREMONIAL SPEECHES | | |