

MARSHALL UNIVERSITY COURSE SYLLABUS

Course Title/Number	Fundamentals of Speech Communication CMM 103 SEC. 227 CRN: 2756
Semester/Year	SPRING 2017
Days/Time	T/TH 2:00-3:15
Location	SH 335
Professor	DAVID COOK
Office	SH 247
Phone	(304) 696-6788
E-Mail	cookd@marshall.edu
Office Hours*	MW 12:00-2:00 T/TH 3:30-4:30 *other times by appointment
University Policies	<p>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</p> <p>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</p>

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. 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:

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

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. You are allowed four (4) personal days during the semester (on days that do not include your oral presentation). 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 reasons for missing class. You do not need to contact your instructor to tell him/her that you are using the unexcused absence. **After reaching the limit on unexcused absences, five (5) points will be deducted 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.

YOU MUST ATTEND THE SESSIONS YOU ARE SCHEDULED TO PRESENT. If you miss an oral presentation or exam day, 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.

There are good reasons to miss class. However, a missed class means missed material. Any missed notes should be copied from another student. If you have to be absent, do not ask me, "What did I miss?" Ask a classmate. Do not email me about missed or late work. Do not email me telling me why you missed class. Speak to me, if you wish, after class.

ASSIGNMENT POLICIES:

You must present every assigned speech in front of an 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 days after it is due.

RECORDING POLICY:

Each of your speeches will be recorded on an SD card 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 notify your instructor.

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:

A student of this course is solely responsible for the following: class attendance, timeliness, note-taking, exam-taking, prompt submission of all written assignments and courtesy to other classmates and faculty. It is expected that all students of the University will conduct themselves in a mature manner both in the classroom and at events outside the classroom.

Any student who behaves in a manner disruptive to the class will be asked to leave and may be subject to additional University disciplinary action.

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

THE USE OF ELECTRONIC EQUIPMENT OF ANY TYPE IS NOT ALLOWED DURING CLASS.

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.**

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 for further University disciplinary action with the recommendation of suspension or expulsion from the University.**

Cheating: According to university policy, cheating is defined as the use of any unauthorized materials during an academic exercise to include notes, study aids etc. 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 the class and the possible recommendation of suspension or expulsion from the university.

COURSE GRADING REQUIREMENTS

Coursework and Quizzes:

Reading Quizzes

(16 chapters x 5 points each) 80 points

In-Class Activities/Participation Points

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

Informative speech 15
Persuasive speech 15

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

TOTAL POINTS FOR COURSE 700

Grade Scale:

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	
Week 1	1/10	Welcome to Fundamentals of Speech Communication!	
	1/12	The Evolving Art of Public Speaking	Chapter 1
BEFORE WEEK 2 SESSIONS: READ CHAPTERS 1-3. TAKE READING QUIZZES FOR CHAPTERS 1, 2 & 3.			
Week 2	1/17	Building Your Confidence	Chapter 2
	1/19	Ethical Speaking & Listening	Chapter 3
BEFORE WEEK 3 SESSIONS: READ CHAPTERS 4 & 5. TAKE READING QUIZZES FOR CHAPTERS 4 & 5.			
Week 3	1/24	Developing Your Purpose and Topic Information Literacy – Part I	Chapter 4
	1/26	Adapting to Your Audience Workshop: Research Your Audience (Activity wherein you will learn about your classmates)	Chapter 5
BEFORE WEEK 4 SESSIONS: READ CHAPTERS 6 & 13. TAKE READING QUIZZES FOR CHAPTERS 6 & 13.			
Week 4	1/31	Informative Speaking *Introduce Informative Speech Assignment *Assign Informative Speech Proposal	Chapter 13
	2/2	Information Literacy – Part II Researching Your Topic Thesis Statement Introduced	Chapter 6
BEFORE WEEK 5 SESSIONS: READ CHAPTER 7. TAKE READING QUIZ FOR CHAPTER 7.			
Week 5	2/7	Generating a Thesis Statement (Come to class with thesis statement draft for your informative speech to share with the class) Supporting Your Thesis with Main Points	Chapter 7
	2/9	Information Literacy – Part III Creating Oral Citations *INFORMATIVE SPEECH PROPOSAL DUE BY 11:59 pm on Friday 2/10	Chapter 2 – pp. 51-52
BEFORE WEEK 6 SESSIONS: READ CHAPTERS 8 & 9. TAKE READING QUIZZES FOR CHAPTERS 8 & 9.			
Week 6	2/14	Organizing and Outlining Your Speech *Assign Informative Speech Preparation Outline	Chapter 8

	2/16	Beginning and Ending Your Speech *INFORMATIVE SPEECH PREPARATION OUTLINE DUE BY 11:59 pm on Friday 2/17	
BEFORE WEEK 7 SESSIONS: READ CHAPTER 11 & 12. TAKE READING QUIZZES FOR CHAPTERS 11 & 12.			
Week 7	2/21	Integrating Presentation Media	Chapter 11
	2/23	Delivering your Speech	Chapter 12
WEEK 8: NO READING OR QUIZZES THIS WEEK. PRACTICE YOUR SPEECH!			
Week 8	2/28	INFORMATIVE SPEECH PRESENTATIONS	
	3/2	INFORMATIVE SPEECH PRESENTATIONS	
BEFORE WEEK 9 SESSIONS: READ CHAPTER 14. TAKE READING QUIZ FOR CHAPTER 14.			
Week 9	3/7	INFORMATIVE SPEECH PRESENTATIONS	
	3/9	Persuasion *Introduce Persuasive Speech Assignment *Assign Persuasive Speech Proposal *INFORMATIVE SPEECH REFLECTION DUE BY 11:59 pm on SUNDAY 3/12	Chapter 15
BEFORE WEEK 10 SESSIONS: READ CHAPTER 15. TAKE READING QUIZ FOR CHAPTER 15.			
Week 10	3/14	Understanding Arguments	Chapter 15
	3/16	Crafting Your Arguments Persuasive Speech Proposal Workshop *PERSUASIVE SPEECH PROPOSAL DUE BY 11:59 pm on FRIDAY 3/17	
3/20 - 3/24		SPRING BREAK	
BEFORE WEEK 11 SESSIONS: READ CHAPTER 10. TAKE READING QUIZ FOR CHAPTER 10.			
Week 11	3/28	Using Language Effectively *Assign Persuasive Speech Preparation Outline	Chapter 10
	3/30	Crafting Persuasive Appeals Logical Fallacies	pp. 321-326 pp. 333-338
WEEK 12: NO READING OR QUIZZES THIS WEEK.			
Week 12	4/4	Connecting Your Arguments and Appeals *PERSUASIVE SPEECH OUTLINE DUE BY 11:59 pm on FRIDAY 4/4.	

	4/6	Critically Analyzing Persuasive Speeches Delivering Persuasive Arguments	pp. 338-339
WEEK 13: NO READING OR QUIZZES THIS WEEK. PRACTICE YOUR SPEECH!			
Week 13	4/11	Persuasive Speech Delivery Workshop	
	4/13	PERSUASIVE SPEECH PRESENTATIONS	
WEEK 14: NO READINGS OR QUIZZES THIS WEEK. PRACTICE YOUR SPEECH!			
Week 14	4/18	PERSUASIVE SPEECH PRESENTATIONS	
	4/20	PERSUASIVE SPEECH PRESENTATIONS *PERSUASIVE SPEECH REFLECTION DUE BY 11:59 pm on SUNDAY 4/23	
BEFORE WEEK 15 SESSIONS: READ CHAPTER 16. TAKE READING QUIZ FOR CHAPTER 16.			
Week 15	4/25	Special Occasion Speaking *Assign Ceremonial Speech Assignment	Chapter 16
	4/27	Ceremonial Speaking	
FINALS WEEK			
FINAL EXAM	THUR. 5/4	CEREMONIAL SPEECHES 12:45-2:45	