COMM 110: Introduction To Speech

Location:	Evening
Address:	1001 Rogers Street Columbia, MO 65216
Section:	19FALL2/COMM/110/AEV
Semester Credit Hours:	3
Class Day(s) and Time(s):	Wednesday 5:30 PM - 9:30 PM from October 21, 2019 to December 14, 2019

≣ Syllabus Contents

❶ Course Information

Catalog Description

This course introduces students to basic skills necessary to function effectively in public communication situations, including informative and persuasive speaking. In addition, students will develop abilities to analyze and evaluate oral discourse as a means of becoming informed consumers of communication. G.E.

Additional Notes

Thanksgiving Holiday: Due to the Thanksgiving Holiday, class will not meet the night before on Wednesday, November 27. The make-up day will be held the week prior on Friday, November 22.

Instructor's Policies and Expectations:

1. Review the academic dishonesty policy at Columbia College. If you commit academic dishonesty, you will receive an "F" for the course. The following practices constitute academic dishonesty:

a. Cheating includes reusing academic work from other courses without consent of the current professor, using other's work or without their permission, and working as a group to produce a single product which you each use individually to complete a non-group assignment.

b. Falsification of information which includes creating or citing sources for which bibliographic information cannot be provided upon request.

c. Plagiarism which includes copying other's work verbatim or failing to give appropriate credit to another for an idea, opinion, or theory. You should always cite sources of another's work; (1) you are quoting other's work (2) you use other's ideas, theory, argument, viewpoint; (3) you use statistics, illustrations, or facts from another unless information is commonly known. You may wish to consult the Undergraduate Catalog for further clarification.

2. I will take attendance electronically at the very beginning of class, so it is your responsibility to notify me of your arrival at the end of the class. Do not expect me to notice and note your entrance. If you do not tell me, it is an absence in the Columbia College data system.

3. Because this course requires you to fulfill the roles of audience member and speaker, attendance is highly important. Plan on attending every class session. Situations do arise in our lives at times that require us to change our regularly scheduled lives.

During the entire semester, you may miss a total of one (1) classes for any reason without penalty.

4.   If you exceed your allotted absences, I reserve the right to deduct from your semester grade for each additional absence. If you miss: 2 days of class – 100 points off your total course grade ·   3 days of class – 200 points off your total course grade · 3 days of class – 300 points off your total course grade. I will remove a day(s) of absence with a medical professional note ONLY. ·

5.   You are expected to be present in body and mind. Inattentiveness (sleeping, chatting, texting, reading non-related class related materials, working on your speech during another, coming to class unprepared, refusing to participate in class activities, etc.) is unacceptable. I will call you on inattentiveness only once. Twice, I will deduct 100 points from your total course grade. However, also keep in mind that your presence truly matters! If you know you will be absent on a day a non-speech assignment is due, contact your instructor at least the day before the assignment is due. If you have conflict with any of the speech dates on the syllabus, you must make your instructor aware of the conflict prior to the actual assignment of speech dates for each student. Missed assignments may be rescheduled only in documented emergencies. Bring documentation to your instructor without being instructed to do so. Because some absences occur due to very sensitive situations, please do not put me in a awkward position of asking you for documentation; assume it is required. Rescheduling missed assignments is at the discretion of the instructor.

6.   Giving a speech for most individuals is a stressful act that requires everyone's cooperation and attention. Therefore, I have a few classroom rules during all class periods.

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a.   Dress professionally. Men – slacks/shirt Women – dress/skirt/slacks/blouse

b.   No active (not even on vibrate) cell phones are allowed.

c.   No eating during class unless approved by instructor.

d.   No personal conversations with others.

e.   Do not read or study non-related materials during class.

f.   Do not actively prepare for your speech during another speech.

g.   You must actively pay attention to your classmates.

h.   Do not laugh at, comment on, or make fun of a student who is struggling with the communication process.

i.   If for some reason you are tardy, PLEASE do not enter the classroom during a student's speech. Wait until the speaker is finished to enter the classroom.

7.   All students must have a COUGAR mail account for this class. I will often send updates, class information, class cancellation(s), or assigns assignments via your Columbia College email Account. Therefore, you must either access your Cougar account regularly (once a day). Failure to read your Cougar mail is not my problem, but yours.

8.   All written work done outside of class must be typed. Handwritten materials will not be accepted – and will receive point(s) reduction.

9.   Effective writing is central to communication, therefore, use correct grammar, appropriate punctuation, correct spelling, and good organization. Seek help, if needed, in the Seabrook Writing Center – Missouri Hall – Room 212 – phone 573.875.7616. (The Center can be very busy toward the middle and end of the semester, so don't wait too long to make an appointment.)

10. Students with documented disabilities who may need classroom academic adjustments or auxiliary aids and services are required to register with the ADA Coordinator located in the Office of Disabilities Services – Atkins-Hoffman Student Commons – Room 215.

11. Criteria for Student Evaluation: With speeches 1 through 4, you must hand-in a printed typed full-sentence outline as your ticket to the podium. If you do not have a printed outline on the day of your speech you earn a "0" on the speech – no excuses!

Assignments Points:

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Online Discussions/Response: 150

Speech #1: 100

Speech #2: 200

Speech #3: 250

Speech #4: 300

TOTAL possible points: 1,000

Remember: Other factors – such as absences, tardiness, inattentiveness, etc. – can extremely influence your grade as well. See above polices and expectations.

📖 Textbooks

As part of Truition^{SM}, students will receive their course materials automatically as described below.

⬇ Lucas, Stephen E.. (2020). *Art of Public Speaking* (13th). McGraw-Hill. *eText*

Bookstore Information

Visit https://www.ccis.edu/bookstore.aspx for details.

eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

Returns: Students who drop a class are responsible for returning any physical course materials that were shipped. To initiate a return, visit Ingram Returns to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

Note: Students who opt-out of having their books provided as part of Truition^{SM} are responsible for purchasing their own course materials.

⬇ Technology Requirements

THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see technical requirements.

👍 Course Learning Outcomes

1. Create an effective thesis appropriate to the speaker, situation, and audience.
2. Demonstrate the ability to develop a logical organized informative message.
3. Demonstrate the ability to develop a logical organized persuasive message.
4. Employ effective vocal and physical delivery techniques as well as presentation aid usage.
5. Demonstrate the ethical use of evidence and sources with proper oral and written citations.
6. Employ a balanced judgement of message and interactions through information gathering, listening, ethics, and critical thinking.

🎓 Grading

Grading Scale

Grade	Points	Percent
A	900 - 1000	90-100%
B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%
F	0 - 599	0-59%

Grade Weights

Assignment Category	Points	Percent
Online Learning Activity	150	15%
Speech #1	100	10%
Speech #2	200	20%
Speech #3	250	25%
Speech #4	300	30%
Total	**1000**	**100%**

📅 Schedule of Due Dates

Week 1

Assignment	Points	Due
Discussion 1	25	Sunday 11:59

Week 2

Assignment	Points	Due
Discussion 2	25	Sunday 11:59
Speech #1	100	In class

Week 3

Assignment	Points	Due
Discussion 3	25	Sunday 11:59
Speech #2 Rehearsal	--	In Class

Week 4

Assignment	Points	Due
Discussion 4	25	Sunday 11:59
Speech #2	200	In Class

Week 5

Assignment	Points	Due
Speech #3 Rehearsal	--	In Class

Week 6

Assignment	Points	Due
Speech #3	250	In Class

Week 7

Assignment	Points	Due
Speech Observation Analysis	50	Sunday 11:59

Assignment	Points	Due
Speech #4 Rehearsal		In Class

Week 8

Assignment	Points	Due
Speech #4	300	In Class

Total Points: 1000

✒ Assignment Overview

Online Component Expectations

There are four discussions for this class, each valued at 25 points. These discussion questions are designed to provide students with the opportunity to discuss/practice specified course content that will be applied to the process of outlining and speech delivery.

The intent of all postings is to move the class discussion on the topic forward as the week progresses. As a result, posts that simply repeat what has already been stated will not earn credit. Where necessary, students must provide correctly formatted APA citations in posts Discussion posts are graded for quality of content, as well as participation (see rubrics in D2L). Students are expected to participate in discussions a minimum of three separate days per week.

Initial posts to the discussion prompt should comprehensively answer the prompt, demonstrating the application of assigned readings and any other provided course content. For follow up posts, students must respond to a minimum of two different students each week. Follow up posts should address answers to the initial prompt provided by peers or a follow up post by the instructor and should build upon the initial post to add depth to the discussion.

Students must post on three separate days (Day 1 is the initial post, Day 2 is the first response post, Day 3 is the second response post).

Course section instructor determines the due dates for original post and follow up posts and should ensure those are clear to students in the syllabus.

Assignments

Examinations

☰ Course Outline

Click on each week to view details about the activities scheduled for that week.

Week 1:

Discussion 1
Discussion 1: Speech to Inform Purpose Statement and Thesis Workshop
In this discussion, you will post at least one idea you have for the Purpose Statement and Thesis for your Speech to Inform.

For example, you might say:

Specific Purpose: To teach the audience about what is necessary to be successful as an online student.

Thesis: Being successful in online coursework requires that the student have sufficient technology, effective writing ability, solid time management skills, and a consistent work space.

The initial post is your Specific Purpose and Thesis Statement. This post must occur by the designated due date listed on the syllabus.

Your follow up posts must be in response to the Specific Purpose and Thesis Statement of a minimum of two of peers, providing feedback on the proposed purpose and thesis statement. These posts must occur by the due date designated on the syllabus.

- Examine both statements for wording/clarity, adaptation to the audience, scope/specificity.
- Thesis Statement must be one declarative sentence.

You most certainly may post more than one Purpose Statement and Thesis Statement for feedback. As a class, please be sure that ALL students receive feedback.

(You must still post on three different days total, once to post your introduction and at least two other days to give feedback to your peers - though I hope that you will check in often this week!)

Discussion 2
Discussion 2: Speech to Inform Attention Getter Workshop

In this discussion, you will post at least one idea you have for the Attention Getter for your Speech to Inform. To do this, you will need to post your Specific Purpose and your proposed attention getter.

For example, you might say:

Specific Purpose: To inform my audience of the many expenses associated with driving under the influence of alcohol or other substances.

Attention Getter: "Have you ever had a drink that cost you more than $10,000? (pause). That is what one drink cost me last year. I stopped after work for one quick drink to celebrate the birthday of a friend. When I left the bar 45 minutes later to head home I was pulled over by a police officer for a burned out tail light. Fast forward 45 minutes and I was being charged with driving while intoxicated. Attorney expenses, court fines and DMV fees, an increase in my car insurance, traffic school, towing, bail, and the installation of an ignition interlock device added up to one very expensive drink. The impact on my reputation was costly as well. Before you make the mistake I did, let me inform you of the many expenses associated with driving under the influence."

The initial post is your Specific Purpose and proposed attention getter. This post must occur by the designated due date listed on the syllabus.

Your follow up posts must be in response to the attention getter postings of a minimum of two of peers, providing feedback on their proposed attention getter idea(s). These posts must occur by the due date designated on the syllabus. If the idea does not work for you, tell why. If the idea is a good one, tell why. Provide suggestions for improvement, alternative suggestions, etc.

You most certainly may post more than one Attention Getter idea for feedback. As a class, please be sure that ALL students receive feedback.

(You must still post on three different days total, once to post your introduction and at least two other days to give feedback to your peers - though I hope that you will check in often this week!)

Speech #1

Discussion 3
Discussion 3: Research and Support
Regardless of your personal expertise with your selected topic, you must support your speeches with research. Consider where you may find sources of support material for your main points, beyond the Google approach. In addition, consider the forms of support you will use to support your main points.

In your initial post, discuss your approach to the following:

- Locating, identifying, evaluating and selecting sources of support materials.
  Provide specific examples of two credible sources of support for your Speech to Inform. (Provide the URL if it is an Internet based source. For sources obtained from the Columbia College Electronic Library, provide the permalink to the source. For books or other materials, you cannot link to, provide an APA format citation.

- Evaluating and selecting forms of support, including Internet based resources.

In your follow up posts (minimum of two posts on two additional days), respond to your peers with an evaluation/analysis of the sources of support provided.

Speech #2 Rehearsal

Week 4:

Discussion 4
Discussion 4: Persuasion – Monroe's Motivated Support

In your INITIAL POST, use one or more sentences in each of the five steps of Monroe's Motivated Sequence (Attention, Need, Satisfaction, Visualization, Action) to outline the essence of your Persuasive Call to Action Speech.   Be sure to label each step.

Example format for your response:

Specific Purpose: To motivate my audience to perform random acts of kindness.

Attention: Thank you for always being so enthusiastic professor!

Need: Life has become more stressful than ever for all of us. Stress has a trickle-down effect on others causing more of us to become stressed. When people are stressed, bad things happen.

Satisfaction: By performing random acts of kindness you can improve someone's mood, improve their self-esteem, and maybe even save a life!

Visualization: Imagine the smile on the face of your instructor when you thank them for hosting an especially engaging class session this week. This random act of kindness is likely to motivate them to be even stronger next week, making your class that much more enjoyable. And, giving that compliment makes you feel good too.

Action: With all the stress in our lives, why add to it when we can easily reduce it. Here is a list of random acts of kindness you can do today. Choose one, do it today, and make the world a better place.

In your follow up posts (minimum of two posts on two additional days), respond to your peers with an evaluation of the five steps provided. Be sure to label each step.

Speech #2

Week 5:

Speech #3 Rehearsal

Week 6:

Speech #3

Week 7:

Speech Observation Analysis
Speech Observation Analysis

Identify a live speech you are able to attend with a scheduled speaker presenting from 15-60 minutes in duration. List the following:

Date:

Time:

Location:

Speaker Name:

In an effort to practice your listening skills, write a reflection paper analyzing the following:

I.   The Speech Objectives

II. The Audience and Context for the Speech

III. Speech Content and Structure

    A. Before the speech

    B. The speech opening

    C. The speech body

    D. The speech conclusion

IV. Delivery skills and techniques

    A. Enthusiasm and connection to the audience

    B. Visual aids

    C. Use of stage area

    D. Physical - gestures and eye contact

    E. Vocal variety

    F. Language

V.   Intangibles

    A. How did the speech make you feel?

    B. Were you convinced?

    C. Would you want to listen to this speaker again?

    D. Were there any original ideas or techniques you observed?

Method of Evaluation:

I.   Organization

II. Grammar, spelling and typographical errors

III. Thoroughness

IV. Demonstration of effective critical thinking, observation, analysis and application of course materials throughout

V.   References: Minimum of two scholarly references used (in addition to text); APA formatted reference page and in text citations used as needed.

Speech #4 Rehearsal

Week 8:

Speech #4

Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: CCHelpDesk@ccis.edu, 800-231-2391 ex. 4357
- D2L Helpdesk: helpdesk@d2l.com, 877-325-7778
- VitalSource: support@vitalsource.com, 1-855-200-4146

Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack at Students -> Academics -> Resources.

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❶ Columbia College Policies and Procedures

The policies set forth in the **Policy Library** are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. For more information on policies applicable to students, see **Student Policies**. For more information on policies applicable to the entire Columbia College community, see **College-Wide Policies**.

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy
- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy
- Family Educational Rights and Privacy Act (FERPA)

Additional Policies:

Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for knowing and abiding by the **Academic Integrity Policy and Procedures** and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the **Student Accessibility Resources** office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. To find additional information, see our **ADA and Section 504 Policy for Students**.

Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College official. For more information, see our **Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure**.

Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's **Title IX and Sexual Misconduct Policy**.

Course Policies and Procedures:

Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59 PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the **Withdrawal Policy**.

CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

Make-up examinations may be authorized for students who miss regularly-scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's **Student Conduct Code** and **Acceptable Computing Use Policy**. Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct, the **Student Behavioral Misconduct Policy and Procedures**, and the Acceptable Computing Use Policy can be found in the Policy Library at **ccis.edu/policies**. The adjunct faculty member maintains the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.