



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

**Course Prefix, Number and Title:** COMM 101 Fundamentals of Speech

**Course CRN # and Section:** 20282, Section 05

**Semester Taught:** Spring 2019

**Professor:** Robert Hoffman

**Credit Hours:** 3

**Office Location:** Fine Art M09

**Prerequisites:** None

**Office Hours:**

MWF 1:00PM – 1:50PM

TR 2:00PM – 2:50PM

and by Appointment

**Course Time:** TR 9:30AM – 10:45AM

**Email:** rhoffman@concord.edu

**Building and Room Number:** Fine Art M103

**Phone:** 304-384-5309

**College/Department Website:**

<https://www.concord.edu/comm/>

**Course Description/Rationale:** As might be expected, the primary focus of this class is to help you become a better public speaker. By the end of this course, I hope you will have attained the following:

- A solid knowledge of the speech-making process, Aristotle's means of persuasion, Cicero's five rhetorical canons (invention, arrangement, style, memory and delivery), Monroe's Motivated Sequence, and the importance of exigency.
- Critical skills to better analyze and evaluate public messages.
- Practice, which develops not only your delivery skills but your confidence in front of groups.
- Ideally, an understanding of the power of your words to enact change.

**Hardware/Software Needed:**

Access to Blackboard & 8GB Flash Drive

Blackboard: <http://elearn.concord.edu>

**Text requirements:** Beebe, S. & Beebe, S. (2015). *Public speaking: An audience-centered approach* (9<sup>th</sup> Ed.). Boston: Allyn & Bacon.

**Concord University Educational Goal(s)**

1) **SKILLS:** Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others as demonstrated by the following competencies.

- \*Effective intercommunication skills and literacy adapted as needed for the demands of various kinds of discourse (\*assessed via informative speech)
- An ability to apply and to transfer academic and experiential learning appropriately from one context to another

2) **KNOWLEDGE:** Familiarity with principles underlying academic discourse in various fields as demonstrated by the following capabilities:

- An ability to interpret events and trends within historical contexts
- Acquaintance with principles underlying languages—for example, linguistic, mathematical, and computer-language systems
- Self-knowledge, including awareness of one’s own competencies, deficiencies, and optimal individual learning-style(s)

3) **ATTITUDES:** Tendencies conducive to self-knowledge, personal growth and development and responsible citizenship as demonstrated by the following outcomes:

- Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes
- Commitment to social responsibility, including community service and civic engagement

**Course Requirements:****Speaking Assignments:**

- *Minor Speeches*— you will be expected to give several “mini-speeches” for 1-2 minutes on topics assigned in class. These can be to practice introductions, impromptu speaking, commemorative speaking, etc.
- *Chronological Speech*—your goal is to inform the audience about a process or history using clear instruction and chronological organization. 3-5 min.

- *Topical/Spatial Informative Speech*—your goal is to inform the audience about a topic that a) the audience finds compelling and b) you would like to know more about using a topical or spatial organizational pattern. 4-6 min.
- *Persuasive Speech*—your goal is to persuade the audience that a policy should be enacted. You will be required to use Monroe’s Motivated Sequence. 5-7 min.

### **Outlining:**

Outlining beforehand gives you time to practice and allows your instructor the chance to help you improve. Students’ performances suffer without this extra time for reflection and skill-enhancement. Thus, you *must* turn in an outline before your speech day. If you do not turn in an outline, *you will not be allowed to give your speech* and thus will receive a zero for the assignment.

For each major speech, you will be expected to turn in a preliminary outline with bibliography and a final outline with bibliography. Preliminary outlines will compose 10 percent of your speech grade and will be due before the speech date (see schedule) to allow time for feedback. Those who submit late preliminary outlines will be allowed to speak if there is enough time to give feedback, but will receive no points. Preliminary outlines will not be accepted the day a speech is to be given.

On your speech day, a hard copy of your final outline will be due. This same outline should also be submitted online to turnitin.com. If you do not submit a final outline to turnitin.com you will not receive a grade for the speech.

If a student misses his/her speech day, he/she will receive a zero on the assignment. If extenuating circumstances arise, you must contact me beforehand to receive consideration. Again, treat this as you would a professional situation.

### **Participation/ Critical Evaluations:**

For the Chronological, Informative, and Persuasive speech, I will video-record your speech. Each student will be **required** to critically assess their own speech. This means you will mention the strengths and weaknesses in the areas of delivery, arrangement, invention, memory, and style. These should be thoughtful, tactful, and ultimately helpful for you to improve your speech giving. You will use the critique sheets provided on blackboard.

Throughout the semester, participation assignments may be given, to improve skills in research, comprehension of material, and facilitate student engagement with the material. *No late work will be accepted.* The teacher also reserves the right to administer quizzes if it is perceived as a necessary incentive. Refer to Part III.A of the “Faculty Handbook” regarding Student Classroom Conduct.

### **Examinations:**

There will be two exams, a midterm and final. They consist of multiple choice and matching questions which cover class lecture and textbook chapters in detail. A study guide will be

available beforehand, but it will be important to take good notes in order to succeed. No make-up exams will be offered without prior approval.

**Grading Policy and Scale:**

Minor Speeches	100
Chronological Speech	150
Topical/Spatial Info Speech	200
Persuasive Speech	250
Participation/Evaluations	50
Mid-Term	100
Final	<u>150</u>
Total	1000

- 90% - 100% - A
- 80% - 89.9% - B
- 70% - 79.9% - C
- 60% - 60.9% - D
- Below 59.9 - F

**Make-up Policy, Late Work:**

Late work will not be accepted. If a student misses a speech and does not inform me before hand, he or she will receive a zero on the assignment. Communication is imperative when emergencies occur. If extenuating circumstances arise, you must contact me as soon as possible, preferably beforehand, for consideration. Students taking an extended absence should keep me apprised.

**Course Timeline (Schedule of Assignments/Assessments/Presentations)**

Week	Tuesday	Thursday
Week 1	1/15 First day of class, review syllabus	1/17 Introduction to Rhetoric, Rhetorical Canons & Public Speaking, Ch. 1 Process of Speech Creation, Ch. 2 <b>*Assign Minor speech: Assigned topic</b>

Week 2	1/22 Ethics & Exigency, Ch. 3  <b>* Give Minor Speech: Assigned topic</b>	1/24 INVENTION Topic, Purpose & Thesis Statements, Ch. 6  Go over thesis statements  <b>*Assign Chronological Speech</b>
Week 3	1/29 ARRANGEMENT Intro, Concl, & Tran, Ch. 9  <b>*Assign Minor Speech: Intro to Chronological Speech.</b>	1/31 <b>*Give Minor Speech: Intro to Chronological Speech. (1-2 min)</b>
Week 4	2/5 ARRANGEMENT Outlining the speech, Ch. 8 Black Board. Bibliographies— owl.purdue.edu  INVENTION Research, Ch. 7 Types of support: Library & internet options	2/7 DELIVERY Verbal & Nonverbal, Ch. 11 Extemporaneous delivery <b>*Chrono outlines due</b>
Week 5	2/12 DELIVERY Visual Aid principles, Ch. 12  Chronological video  Review process for creating a speech	2/14  <b>NO CLASS</b>
Week 6	2/19 <b>CHRONOLOGICAL SPEECH</b>	2/21 <b>CHRONOLOGICAL SPEECH</b>
Week 7	2/26 <b>CHRONOLOGICAL SPEECH</b> Review for Midterm	2/28 <b>MIDTERM EXAM</b>
Week 8	3/5 Informative principles, Ch. 13 Discuss topic, purpose, thesis for informative speeches <b>*Assign Informative Speech</b>	3/7 STYLE Language & Poetics, Ch. 10 <b>*Assign Minor speech: Practicing stylistics praising a person/place/thing</b>

	<b>Spring Break</b>	<b>March 11<sup>th</sup> -15<sup>th</sup></b>
Week 09	3/19 <b>*Give Minor speech: Practicing stylistics praising a person/place/thing</b>	3/21 Audience Analysis, Ch. 5 <b>*Informative Outline Due</b>
Week 10	3/26 MEMORY Listening, Ch. 4  Informative video  Review process for creating a speech	3/28  <b>INFORMATIVE SPEECH</b>
Week 11	4/2 <b>INFORMATIVE SPEECH</b>	4/4 <b>INFORMATIVE SPEECH</b>
Week 12	4/9 PERSUASION, Ch. 15 pp. 332-335  Monroe's Motivated Sequence, Fact, Value, Policy, pp. 298-301  <b>*Assign Persuasive speech</b>	4/11 PERSUASION, Ch. 15 Discuss Persuasive Thesis statements  Ethos, Pathos, Logos, pp.286-87  Discuss Fallacies  <b>*Assign Minor speech: Defend a Preference</b>
Week 13	4/16 <b>*Give Minor speech: Defend a Preference.</b>  Review:  Need & Satisfaction Visualization & Action  <b>*Persuasive Outlines Due</b>	4/18 PERSUASION, Ch. 14 Changing values & beliefs  Creating Cognitive Dissonance  Persuasive video  Review: process for creating a speech
Week 14	4/23 <b>PERSUASIVE SPEECH</b>	4/25 <b>PERSUASIVE SPEECH</b>

Week 15	4/30 <b>PERSUASIVE SPEECH</b>	5/2 Final Class, Review for Exam
	<b>Final Exam: Thursday May 9<sup>th</sup> 9:00AM – 11:15AM</b>	

### **Accessibility/Accommodations:**

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

### **Academic Dishonesty**

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

### **Concord University Honor Code**

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

*"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."*

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

### **Class/Online Attendance Policy**

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Just as with an employer, it is expected that you inform me when you miss class. For extenuating circumstances (e.g., death of close family, jury duty) I ask that you tell me as soon as possible so I can work with you to reach some sort of compromise. With the availability of e-mail & cell phones, there is no excuse for not contacting me about situations that arise.

Again, if you miss any speech day, without prior approval, you will receive a zero on the assignment.

### **Emergency Alert System**

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

### **Emergency Information**

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: <http://www.concord.edu/administration/office-public-safety>.

### **Inclement Weather Policy**

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

#### University Closure

No students or employees are to report.

#### Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

#### Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

*\*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

### **Student Conduct**



In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

### **Sexual Harassment & Assault**

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or [titleix@concord.edu](mailto:titleix@concord.edu). Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

### **Technology Services**

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail [cuhelpdesk@concord.edu](mailto:cuhelpdesk@concord.edu).

### **Syllabus Disclaimer**

**"This syllabus is subject to change based on the needs of the class. Please check it regularly."**

### **Miscellaneous (for example):**

Sources of Help

Glossary of Terms

Related Research/Professional Organizations