

# COURSE SYLLABUS

## [COMM 2005-001: HONORS COMMUNICATION SEMINAR, FALL 2017]

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Instructor:	Alex Markov	Office Hours:	M/T/W 1-2PM
Office:	DBH P135	Class Meeting Days:	M/W/F
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### COURSE INFORMATION

#### Course Description

This course is designed to enhance your competence in oral communication through the practice of public speaking. It emphasizes the development of extemporaneous speaking skills in a variety of situations; the study and practice of audience analysis; the research and evaluation of information; the effective organization and development of ideas in oral settings; and the analysis and evaluation of public speeches in specific contexts.

This course satisfies G.E. area A1.

#### Required Text

Osborn, M., Osborn, S., Osborn, R., & Turner, K.J. (2015). *Public speaking: Finding your voice* (10th ed.). New Jersey: Pearson Education, Inc.

Additional readings will be made available on our Blackboard site.

#### Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Select intellectually challenging and socially significant speech topics appropriate for specific audiences and situations.
2. Prepare written speech outlines that demonstrate the effective development and organization of ideas.
3. Observe and critically evaluate speakers' presentations using appropriate communication concepts.
4. Deliver extemporaneous speeches appropriate for specific audiences and situations.
5. Describe ethical issues related to specific public speaking contexts.
6. Describe ways that cultural differences influence public speaking contexts.
7. Demonstrate the ability to gather and assess relevant information.
8. Analyze and evaluate the effectiveness of public speeches for specific audiences and situations.

#### Goals of General Education Program

Goal 1: Develop the intellectual skills and competencies necessary to participate effectively in society and the world.

1. Demonstrate effective oral communication.
2. Demonstrate effective written communication.
3. Demonstrate the ability to think critically and creatively.
4. Apply quantitative reasoning concepts and skills to solve problems.

5. Find, understand, examine critically, and use information from various sources.
6. Comprehend and use appropriate technological resources effectively.

Goal 2: Develop broad knowledge of biological and physical sciences, humanities and creative arts, and social sciences.

1. Explain and apply basic scientific methods.
2. Demonstrate an understanding of the living and non-living physical world.
3. Recognize the structures and institutions that frame human interactions.
4. Express appreciation of cultural, intellectual, and artistic ideas and works.
5. Demonstrate effective creative expression and understanding through artistic means.
6. Identify life-skills and behaviors needed to flourish as a mature person.

Goal 3: Develop abilities to integrate knowledge, make informed ethical decisions, and accept civic responsibility.

1. Integrate and combine knowledge and abilities developed in several fields to analyze and critically evaluate specific problems, issues, or topics.
2. Illustrate the ability to self-reflect and assess relevant ethical values.
3. Identify and analyze problems with local, regional, national, and/or global contexts.
4. Demonstrate enhanced awareness of multicultural, community, and/or technological perspectives.

### **Goals of University Honors Program**

The primary goals of the University Honors Program are to:

1. Offer suitable challenges and opportunities to highly motivated and committed students.
2. Provide these students with engaging intellectual environments to facilitate the growth of strong academic skills.
3. Provide a context in which students explore connections between theory and practice, in part by completing service-based experiential learning exercises framed in the community interest.
4. Provide an intellectual context in which students learn to connect or integrate ideas and methods across disciplines, especially as a basis for developing versatile interdisciplinary approaches to problem-solving.
5. Provide opportunities for faculty to serve as personal research mentors to highly motivated, broadly trained students.
6. Impart through these experiences a lasting love and enthusiasm for learning, the confidence and ability to think for themselves, and a lifelong commitment to promote the well-being of human communities.
7. Build creative intellectual aptitudes around strong academic skills in reading, speaking, thinking, and writing.
8. Appreciate service-based experiential learning activities as a valuable complement to intellectual endeavors.
9. Develop a capacity for independent research and constructive teamwork.
10. Develop the aptitude for applying congruent research methods and analytical frameworks to problems of serious social consequence, in the service of authentic community interests.

Please see <https://www.csustan.edu/honors> for more information about the University Honors Program.

## Course Assignments and Grading

Your grade in this course will be based on the following items:

Speeches (150 points)

Informative Speech (25)

Persuasive Speech (50)

Re-Informative Speech (75)

Exams (50 points)

Oral Exam (50)

Speech Rehearsals/Evaluations (70 points)

Informative Speech Rehearsal (10)

Persuasive Speech Rehearsal (10)

Informative Speech Evaluation (25)

Persuasive Speech Evaluation (25)

Attendance/Participation (30 points)

See below for a brief description of each assignment. Barring documented extreme hardship or illness, **THERE ARE NO MAKEUP DATES FOR MISSED SPEECHES OR EXAMS, AND NO LATE WORK WILL BE ACCEPTED.**

Informative Speech: A **5-6 minute** informative speech in which you will inform your audience about some object, process, concept, or event. You will need to research and cite credible sources within your speech. You will prepare a written outline in advance of your speech, and deliver the speech extemporaneously from a speaking outline. More information about this assignment will be made available on Blackboard.

Persuasive Speech: A **7-8 minute** persuasive speech in which you will attempt to change your audience's attitudes, values, beliefs, or behaviors about a topic of your choice. This is an opportunity to explore the specific organizational patterns for persuasive speaking and means of persuasion learned about in class, as well as incorporate instructor feedback from your previous speech to improve on content, organization, and delivery. You will need to research and cite credible sources within your speech, as well as utilize some form of presentation aid. You will prepare a written outline in advance of your speech, and deliver the speech extemporaneously from a speaking outline. More information about this assignment will be made available on Blackboard.

Repeat Speech: A **9-10 minute** speech that is a major revision of the either the informative or persuasive speech given earlier in the semester. Because of the time crunch that often occurs for students at the end of the semester, this assignment enables students to develop and deliver a full-length speech without requiring them to start from scratch in selecting and researching a topic. It also gives students an opportunity to learn about the revision process, which is essential to public speaking outside the classroom. **Major revisions**, including additional research, are required to receive a grade of "B" or better. You will prepare a written outline in advance of your speech, and deliver the speech extemporaneously from a speaking outline. More information about this assignment will be made available on Blackboard.

Oral Exam: Material on public speaking is notoriously difficult to test in a traditional, multiple choice exam setting. So in lieu of such an exam, I will prepare a list of questions in advance of our scheduled final exam date. You will draft responses to those questions, and verbally deliver and submit a subset of those responses to me during our final exam time. More information about this assignment will be made available on Blackboard.

Speech Rehearsals: Practicing your speech multiple times in advance of delivery is **essential** to performing well in any public speaking context. I do not want your graded performance to be the first time you are hearing yourself give a speech. To help prevent this, you will be required to electronically submit a recording of each of your speeches (with the exception of the repeat speech) by **11:59PM** the night before your scheduled speaking day. This recording does not have to be a word-perfect delivery of your speech. You can mess up, forget what you're going to say, make notes to yourself, etc. What's important is that you're practicing the speech before delivering it in public.

Speech Evaluation: For **both** your informative and persuasive speech, you will electronically submit a **2-3 page** self-evaluation in which you will discuss aspects of your speech that you thought you did well, as well as those you would change going forward. This is an opportunity to reflect on your speech, and should be written immediately after your performance, while the experience is fresh in your mind. Your self-evaluation will be due online by **the beginning of the class period following your informative and persuasive speech**. More information about this assignment will be made available on Blackboard.

Attendance/Participation: This course requires your presence and active participation in all classroom activities and discussions. Therefore, excessive absences will negatively affect your grade both directly and indirectly. If you are absent, it is your responsibility to obtain materials and information you may have missed.

Every student begins the semester with a perfect attendance/participation score. Congrats! Additionally, you may miss **three** class periods without affecting your attendance score. However:

- Each subsequent absence (including arriving >15 minutes late or leaving >15 minutes early on a particular day) will reduce your attendance/participation score by **five points**.
- Being disruptive or inattentive during class or during other students' speeches will reduce your attendance/participation score **to zero**, and may result in additional consequences.
- >3 consecutive missed classes (without instructor notification) before the census date or >9 hours of total missed class time will result in an **instructor-issued drop** and/or **failure of the course**.

Additional extra credit may be available throughout the semester.

The following percentage distribution will be used to determine your letter grade in the course:

A (94-100%)	B+ (87-89%)	C+ (77-79%)	D+ (67-69%)	F (<59%)
A- (90-93%)	B (84-86%)	C (74-76%)	D (64-66%)	
	B- (80-83%)	C- (70-73%)	D- (60-63%)	

If you reach the end of the semester with **three or fewer** absences, your final grade in the course will be rounded up if you are .5% or closer to the next grade step (e.g., 86.5 → B+). Otherwise, all percentage grades are final.

### **Grades of "Incomplete"**

*From The University Catalog:*

An Incomplete signifies (1) that a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen but fully justified reasons beyond the student's control, and (2) that there is still a possibility of earning credit. It is the responsibility of the student to bring

pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements which must be satisfied to remove the Incomplete. The conditions for removal of the Incomplete shall be put in writing by the instructor and given to the student, with a copy placed on file with the department chair. A final grade will be assigned when the work agreed upon has been completed and evaluated.

Any Incomplete must be made up within the time limit set by the instructor; in any case, no more than one calendar year following the end of the term in which the Incomplete was assigned. An Incomplete should never be used to (1) give a failing student an opportunity to redo unsatisfactory work or complete additional work; or (2) give a student more time to complete his/her work when the reasons for the delay have been within his/her control. This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in an incomplete reverting to a grade of NC for grading options 1 and 2, and to a grade of IC for grading option 3. (See the Academic Standards section of this catalog and the Schedule of Classes Informational Guide for grading options.)

In cases of prolonged illness or any emergency which necessitates an extension of time to complete the course, the student may petition through the academic department where the course was offered. Students may not be permitted to graduate until all Incompletes are removed or evaluated as "IC" grades. Students are not to reregister in courses in which they have an Incomplete.

## **COURSE POLICIES**

### **Email**

Generally speaking, email is the best way to get a hold of me outside of my office hours. I will respond to most emails within 24 hours, though I may take a bit longer to respond over the weekend or on holidays. Please feel free to email me with questions you might have about the course or its material, or to arrange time to meet if you are unable to attend office hours.

### **Technology Usage**

Please set all phones to vibrate/silent before entering the classroom. I am fine with the use of laptops to take notes during lecture or as part of an in-class activity. However, do not abuse this privilege or it will be revoked. It is readily apparent when a student is using their phone or laptop for extracurricular activities, and this is distracting to both myself and other students. In such circumstances, I will politely ask you to put your laptop away and furnish you with a pen and piece of paper for note-taking. You may not keep the pen. All student desks must be clear during speeches.

### **Academic Honesty**

This course is part of the curriculum for the Communication Studies department. This curriculum is grounded in:

1. The sustained, lifelong development of information competence. This includes an understanding of - and respect for - the human processes of creating, distributing, and making meaning of complex information.
2. A focus on mass media and rhetoric. This includes an exploration of particular speakers/authors and the contexts within which they communicate.

As a result, a necessary condition of your learning within the course is that you always respect, and work within, contemporary standards of academic honesty, even as they evolve over time and in the face of changing technology.

At a minimum, academic honesty means:

1. Completing **your own, individual work** on each course assignment, both inside and outside of class, unless specifically instructed to collaborate.
2. **Citing any and all sources** that helped you, directly or indirectly, develop any oral or written assignment.
3. Citing these sources **accurately**, according to the rules and guidelines of APA style.
4. Submitting **original work** that is unique to this course (i.e., that does not duplicate any work you have created for any other purpose.)

If you fail to comply fully with **any** of these standards of academic honesty, I will determine the consequences at my discretion. These consequences may include a failing grade for the assignment, a failing grade for the course, and/or additional measures.

For further information, please see the CSU Stanislaus catalog for Student Code of Conduct [http://catalog.csustan.edu/content.php?catoid=3&navoid=115#stud\\_cond](http://catalog.csustan.edu/content.php?catoid=3&navoid=115#stud_cond)

## **CAMPUS RESOURCES**

### **University Library**

The university library is an excellent resource, and I strongly encourage you to take advantage of it when researching and preparing your assignments. In particular, the Communication Studies department has a research guide that can help students quickly and easily find relevant communication research. The research guide is available at: <http://libguides.csustan.edu/communications>

Additionally, you may contact Maryann Hight ([mhight@csustan.edu](mailto:mhight@csustan.edu)), library liaison for the department, for one-on-one research help.

### **Disability Resource Services**

CSU Stanislaus respects all forms of diversity. By university commitment and by law, students with disabilities are entitled to participate in academic activities and to be tested in a manner that accurately assesses their knowledge and skills. They also may qualify for reasonable accommodations that ensure equal access to lectures, labs, films, and other class-related activities. Please see the instructor if you need accommodations for a registered disability. Students can contact the Disability Resource Services office for additional information.

The Disability Resource Services website can be accessed at <http://www.csustan.edu/disability-resource-services>. You can contact DRS by phone at (209) 667-3159 or stop by their office in L165.

### **University Writing Center**

The Writing Center offers free individual and small group tutoring to students from all disciplines and at all levels of proficiency. Dedicated to encouraging dialogue among writers and helping students become successful writers, the Writing Center provides a supportive, judgment-free atmosphere in which tutors share strategies and experiences at each stage of the writing process.

The Writing Center website can be accessed at <http://www.csustan.edu/writingcenter/>. You can contact the Center by email at [writingcenter@csustan.edu](mailto:writingcenter@csustan.edu), by phone at (209) 667-3465, or stop by their office in L112.

**Academic Success Center**

At the Academic Success Center, all students receive General Education and/or remediation advising. All undeclared major students receive their major advising here as well. The Center houses programs such as New Student Orientation, Re-Entry Program, Senior Scholar Program, Testing, Parent's Program, and academic advising for student-athletes.

The Academic Success Center website can be accessed at <http://www.csustan.edu/ASC>. You can contact ASC by phone at (209) 667-3304, or stop by their office in MSR 210.

**Health Center and Psychological Counseling Services**

College is stressful, and managing your personal, professional, and student lives can take a toll on your physical and emotional health. Don't forget to take care of yourself and take advantage of the resources available right here on campus:

Campus Health Center (<http://www.csustan.edu/health-center>): (209) 667-3396

Psychological Counseling Services (<http://www.csustan.edu/counseling>): (209) 667-3381

Visit <http://www.csustan.edu/peer-project/crisis-information> for a list of emergency and non-emergency contact information.

## **COURSE SCHEDULE**

### **Important Dates to Remember**

August 23: Classes Begin

September 4: Labor Day (Campus Closed)

September 5: Last Day to Add Classes

September 20: Enrollment Census Date - **LAST DAY TO DROP CLASSES**

October 11: Non-Instructional Day (Campus Open, No Classes)

November 10: Veterans Day (Campus Closed)

November 23-24: Thanksgiving Holiday (Campus Closed)

December 11: Last Day of Classes

December 12: Reading Day

December 13-19: Final Examinations

### **Tentative Course Schedule**

Please note that this schedule is subject to change due to the needs of myself or the class. Such changes will be communicated in class, via email, or on our Blackboard site.

Wednesday, August 23: Course and Class Introductions

Friday, August 25: A History of Rhetoric

Reading: Ch1

Monday, August 28: *Speak*

Wednesday, August 30: *Speak* (cont.)

Friday, September 1: Managing Your Fear of Speaking

Reading: Ch2

Monday, September 4: **NO CLASS** (Labor Day)

Wednesday, September 6: Audience Analysis

Reading: Ch5

Friday, September 8: Developing a Topic

Reading: Ch6

Monday, September 11: Developing a Topic (cont.)

Wednesday, September 13: Research and APA Citation

Reading: Ch7

Friday, September 15: Supporting Your Ideas

Reading: Ch8

Monday, September 18: Supporting Your Ideas (cont.)

Wednesday, September 20: Structuring Your Speech

Reading: Ch9

Friday, September 22: Structuring Your Speech (cont.)

Monday, September 25: Discuss Informative Speech

Wednesday, September 27: Informative Speaking

Reading: Ch13

Friday, September 29: Informative Speaking (cont.)



Monday, October 2: Presentation Aids  
Reading: Ch10  
Wednesday, October 4: Presenting Your Speech  
Reading: Ch12  
Friday, October 6: Presenting Your Speech (cont.)

Monday, October 9: TBA  
Wednesday, October 11: **NO CLASS** (Non-Instructional Day)  
Friday, October 13: Informative Speech Workshop

Monday, October 16: **Informative Speeches**  
Wednesday, October 18: **Informative Speeches**  
Friday, October 20: **Informative Speeches**

Monday, October 23: Discuss Persuasive Speech  
Wednesday, October 25: The Means of Persuasion  
Friday, October 27: The Means of Persuasion (cont.)

Monday, October 30: Persuasive Speaking  
Reading: Ch14  
Wednesday, November 1: Persuasive Speaking (cont.)  
Friday, November 3: The Power of Language  
Reading: Ch11

Monday, November 6: Ceremonial Speaking  
Reading: Ch16  
Wednesday, November 8: Discuss Repeat Speech  
Friday, November 10: **NO CLASS** (Veterans Day)

Monday, November 13: **Persuasive Speeches**  
Wednesday, November 15: **Persuasive Speeches**  
Friday, November 17: **Persuasive Speeches**

Monday, November 20: **Persuasive Speeches**  
Wednesday, November 22: **Persuasive Speeches**  
Friday, November 24: **NO CLASS** (Thanksgiving Break)

Monday, November 27: Repeat Speech Workshop  
Wednesday, November 29: **Repeat Speeches**  
Friday, December 1: **Repeat Speeches**

Monday, December 4: **Repeat Speeches**  
Wednesday, December 6: **Repeat Speeches**  
Friday, December 8: **Repeat Speeches**

Monday, December 11: **Repeat Speeches**

Monday, December 18: **Oral Exam**