**COMM 2005: Honors Communication Seminar**

Department of Communication Studies

T/R – 2:00 p.m.- 3:15 p.m. – Bizzini 208

Fall 2015

Dr. Michael W. Tumolo

Office: DBH 139, Telephone: 209-667-3317

Office Hours: T/R 9:20-10:50 and by appointment

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**Required Texts:**

Osborn, Michael, et. al. *Public Speaking: Finding Your Voice*, 10th ed. Boston: Pearson Education, 2015.

Plato. *Republic*. Translated by G.M.A. Grube. Indianapolis: Hackett Pub. Co., 1992.

Nietzsche, Friedrich Wilhelm. *On the Advantage and Disadvantage of History for Life.* Translated by Peter Preuss. Indianapolis: Hackett Pub. Co., 1980.

Halbwachs, Maurice. *On Collective Memory*. Translated by Lewis A. Coser. Chicago: University of Chicago Press, 1992.

Peters, John Durham. *Speaking Into the Air*: *A History of the Idea of Communication*. Chicago: University of Chicago Press, 2001.

You are expected to own or arrange regular access to the books for this course in the editions listed above. The specific translations of Plato and Nietzsche were chosen specifically for this course.

**Course Description:**

Oral Communication theory and practice in terms of the process, speaker, message, and audience. Emphasis on ethics, reasoning, evidence, listening, and criticism. Classroom activities include preparation, presentation, and criticism of speeches. Open only to students in the University Honors Program. Satisfies G.E. Area A1.

**Course Objectives:** Upon successful completion of this course each student should be able to:

Select intellectually challenging and socially significant speech topics appropriate for specific audiences and situations.

Prepare written speech outlines that demonstrate the effective development and organization of ideas.

Observe and critically evaluate speakers’ presentations using appropriate communication concepts.

Deliver extemporaneous speeches appropriate for specific audiences and situations.

Describe ethical issues related to specific public speaking contexts.

Describe ways that cultural differences influence public speaking contexts.

Demonstrate the ability to gather and assess relevant information.

Analyze and evaluate the effectiveness of public speeches for specific audiences and situations.

 Discuss current literature intelligently.

 Lead discussions.

**Goals of General Education for Area A1:**

1. Subject Knowledge. To provide an educational experience that will enhance students’ understanding of oral communication principles, methodologies, and perspectives.
2. Communication. To provide an educational experience that will enhance the ability to communicate.
3. Inquiry and Critical Thinking. To provide an educational experience that will enhance critical thinking skills and will contribute to continuous inquiry and life-long learning.
4. Information Retrieval and Evaluation. To provide an educational experience that will enhance the ability to find, understand, examine critically, and use information from various sources.
5. Interdisciplinary Relationships. To provide an educational experience that will enhance students’ understanding of communication’s interrelationships with other disciplines.
6. Global or Multicultural Perspectives. To provide an educational experience that will enhance the ability to look at issues from multiple perspectives and/or that will describe communication’s impact on or connection to global issues.
7. Social Responsibility. To provide an educational experience that will help students

understand the complexity of ethical judgment and social responsibility and/or that

will describe communication’s impact on or connection to social and ethical issues.

**Intellectual Course Content:**

The form and specific content of this course, including the approach, organization, lectures, activities, and supporting materials produced for the course by the instructor, are the intellectual property of the instructor, department, and/or the university and may not be published or otherwise used without permission.

**Course Expectations:**

1. Class attendance is important for you to do well in this course. You should be in class every day. You will be expected to participate and contribute to class discussion each week. It is acceptable to miss **two** classes. Every class missed over two will result in a 10% reduction in your attendance/participation grade. If you are unable to attend class for more than three weeks, (**six** absences) then you will automatically fail the course.
2. Be prepared for class and actively participate in all classroom activities. Even if regularly present, students who are under-prepared or inactive will not earn a passing attendance/participation grade.
3. If you need significant help with assignments or with the readings, contact your professor *before* the assignment/reading is due.
4. Hand in written assignments and deliver oral presentations on time. If accepted, assignments will be docked one letter grade per day that they are late. Late presentations will only be rescheduled for partial credit if the schedule allows.
5. If you need help understanding something smaller about the course content, ask in class. Students who ask thoughtful questions about course readings or topics are as valuable to our learning community as students who regularly provide answers. Both types of students will earn high participation grades.
6. Please turn off your cell phones during class. Texting is not an appropriate classroom behavior. Texting and other inappropriate behavior in class (above or below your desk) will result in your being marked absent and may result in you being asked to leave the classroom. Tied to the attendance policy, repeat offences may lead to semester grade penalties and/or failing the course. Please note that if there is an occasion when you absolutely need to text or call someone during class, you may politely excuse yourself and do so in the hallway.

**Academic Integrity:**

You are expected to uphold the high level of integrity required by CSU, Stanislaus. The University Policy is available at: http://www.csustan.edu/english/policy-plagiarism

From the policy: “Students, in submitting work, certify that the work is their own original work except that all information garnered from others whether quoted, summarized, or paraphrased has been appropriately cited. Dishonesty by failing to acknowledge the work of others constitutes plagiarism and is a serious offense. Normally, the penalty for plagiarism is failure in the course. More serious penalties may also be invoked.”

If you are caught plagiarizing for any assignment regardless of its overall significance to the course grade you will fail the entire course. The same goes for fabricating (making up) information or sources. Violations will be referred to the Coordinator of Student Discipline, who will record the incident for tracking or disciplinary sanctions.

**Academic Accommodations:**

If you need course adaptations or other assistance because of a disability, if you have emergency medical information you feel you should share with me, or if you need special considerations in case this building must be evacuated, please contact me as soon as possible, prior to undertaking any assignment for which you require an adaptation. Verification through Disability Resource Services may be required.

**Electronic Communication and Office Hours**

All official university communications are sent to CSU, Stanislaus e-mail accounts. In keeping with that practice, all communication via email regarding this class will be sent to your csustan.edu e-mail account. If you use a different account, arrange to have your Blackboard mail and csustan.edu mail forwarded.

When writing to your professor, you are expected to: (1) give the email a subject, (2) use a greeting, (2) write the body in full sentences, and (3) sign it using your name.

I am happy to review drafts of any course assignment with you face-to-face during office hours. Email should be reserved for minor and specific issues.

**Assignment Descriptions:**

**Speeches:**

Details for speeches will be delivered orally in-class.

The assignments will help you develop specific competencies that prepare you to introduce yourself, give informative and advocacy speeches, and engage in and lead class discussions concerning both applied and theoretical concepts.

You are responsible for getting any missed information.

You will give a total of four (4) graded speeches and a speech of self-introduction.

Grades for Panel Discussions will be earned individually. Consideration will be given to thematic coherence and apparent preparation as a working group.

Grades for group presentations will be given to the entire group. You may be asked to write short (1-2 page) reflection papers on the group speeches if it is deemed necessary. For collective presentations, groups are responsible for all members, including violations of academic integrity. If a particular member fails to complete their fair share of the task OR engages in academic dishonesty / plagiarism, you must request that they be removed from your group prior to the presentation date. To do so, you are responsible for (1) documenting the problem and the steps that you took in attempt to solve it (2) notifying Dr. Tumolo in writing at least one class period prior to your presentation. Note that failure to complete fairly assigned group tasks and/or evidence of academic dishonesty are the *only* reasons that a group member may be removed.

If you are removed from a group for either of the above reasons (failing to do the work or engaging in academic dishonesty), you will automatically receive a zero (0) for the **entire** portion of the course grade (20%) devoted to the specific assignment.

The Informative and Advocacy speeches are introduced in your textbook. The chapters will serve as your assignment sheets. Specific expectations for content, structure, and delivery will be established during class.

During these speaking rounds you will develop communication skills by developing a foundational vocabulary in the art of public communication and doing the actual presentations. In addition to such functional achievements, you will have the opportunity to learn about a wide variety of topics. Consequently, you are required to choose intellectually challenging and socially significant speech topics. Fantastic delivery cannot compensate for a common topic that lacks significance, intellectual rigor, and/or research.

For extemporaneous speeches (the informative and advocacy speech), you will hand in a correctly formatted full-sentence outline with proper citations and a works cited page.

For the group presentations, you will hand in *either* a correctly formatted full-sentence outline *or* a correctly formatted full-sentence manuscript. Both require proper citations and a works cited page.

These documents are required as proof of thoughtful preparation and will be used to give you the benefit of the doubt in cases where minor errors are made during the speech itself. They are also used to uphold basic standards of academic integrity. Failure to hand in the required written work on the day of your speech (immediately before or after your speech) will result in the recording of a zero (0) for the entire assignment.

**Goals / Reflection Paper:**

You will write a two part essay for this course. At the beginning of the semester, you are to:

1. provide a list of 10 positive and 10 negative traits of public speakers
2. provide a candid evaluation of your strengths and weaknesses as a speaker in public contexts including individual speeches, group speeches, and class discussions
3. identify 2 or 3 specific areas that you intend to improve on in this course

At the end of the semester, you are to:

1. Discuss the positive aspects of the speeches you delivered throughout the semester
2. Provide a list of 5 of the best speaking traits that you observed in the speaking rounds with at least 3 names identified next to each trait
3. Discuss, in 1-2 paragraphs, 2 or 3 of the topics that you found most engaging / challenging / important

**Participation:**

Participation is critical in a course such as this. Attendance is the prerequisite for earning points, but is not enough. You earn participation points for being attentive and participating in class. Participation may involve asking informed questions or providing informed answers. An informed question or answer is one that indicates that the student has come to class having read and reflected on the assigned readings. I consider the contributions of students that ask informed questions and students that are able to answer them as equally valuable.

**Preparation / Reading Completion:**

You are expected to complete the assigned reading before **every** class period in which reading is assigned. Reading completion means reading the chapter from start to finish, not skimming, glancing at bulleted text, or looking over the chapter intro/conclusion.

A maximum of 8 unannounced quizzes may be given throughout the course of the semester. Quizzes will cover assigned readings. Students who prepare themselves properly will find these to be extremely fair and will do exceptionally well.

D/F grades on quizzes will lower the preparation / reading completion portion of the course grade, which comprises 20% of the course grade.

Earning 60% or less on one quiz: -write a summary of the reading

Earning 60% or less on two quizzes: -25% of preparation grade

Earning 60% or less on three quizzes: -50% of preparation grade

Earning 60% or less on four quizzes: -75% of preparation grade

Earning 60% or less on five quizzes: -100% of preparation grade

You may miss one quiz without penalty due to being absent. In this case, you need to submit a 1-2 page summary of the reading. A second missed quiz will count as a failed quiz grade.

Consideration may be given to students who miss a second quiz due to university sanctioned absences. Such consideration requires (a) proper notification of the absence presented in writing prior to the absence (b) a track record with evidence of preparation for class as discerned through other quiz scores and participation.

This portion of the grade may be adjusted positively or negatively by apparent preparation or lack thereof demonstrated during in-class discussions.

**Grading:**

+/- Grades may be used in this course.

A 93-100 C+ 77-79.9

A- 90-92.9 C 73-76.9

B+ 87-89.9 C- 70-72.9

B 84-86 D 60-69.9

B- 80-83.9 F <60

I Rarely assigned

Speech of Self Introduction Expected for a passing grade

Panel Discussions / Group Presentation 20%

Informative Speech: extemporaneous with outline 20%

Advocacy Speech: extemporaneous with outline 20%

Preparation / Reading Completion 20%

Participation 10%

Goals / Reflection Paper 10%

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| **COMM 2005: Honors Communication Seminar**\*Schedule may change\* Complete Assigned Readings before class on the day that they are listed |
|  | **Day** | **Date** | **Meeting Topic** | **Assignment** |
|  | Tuesday | Aug 25 | Course Introduction |  |
|  | Thursday | Aug 27 | Public Speaking Ch. 1, 2, 3 |  |
|  | Tuesday | Sept 1 | Speeches of Self-Introduction |  |
|  | Thursday | Sept 3 | Public Speaking Ch. 4Speeches Continued | Goal Paper Due |
|  | Tuesday | Sept 8 | Plato *Republic* Books I-III |  |
|  | Thursday | Sept 10 | Public Speaking Ch. 5 |  |
|  | Tuesday | Sept 15 | Plato *Republic* Books IV-VI |  |
|  | Thursday | Sept 17 | Public Speaking Ch. 6, 13 |  |
|  | Tuesday | Sept 22 | Plato *Republic* Books VII-X |  |
|  | Thursday | Sept 24 | Public Speaking Ch. 9, 10 |  |
|  | Tuesday | Sept 29 | Informative Speeches |  |
|  | Thursday | Oct 1 | Informative Speeches |  |
|  | Tuesday | Oct 6 | Informative Speeches |  |
|  | Thursday | Oct 8 | Public Speaking Ch. 5, 7 |  |
|  | Tuesday | Oct 13 | No Class: University Non-instructional Day |  |
|  | Thursday | Oct 15 | Public Speaking Ch. 14 |  |
|  | Tuesday | Oct 20 | Nietzsche: “Attempt at Self-Criticism” |  |
|  | Thursday | Oct 22 | Public Speaking Ch. 8, 14 |  |
|  | Tuesday | Oct 27 | Nietzsche: HistoryIntro, preface, Sections 1, 2, 3 |  |
|  | Thursday | Oct 29 | Nietzsche: HistorySections 4, 5, 6 |  |
|  | Tuesday | Nov 3 | Nietzsche: HistorySections 7, 8, 9, 10 |  |
|  | Thursday | Nov 5 | Halbwachs: MemoryPreface, Ch. 1, 2, 3, 4 |  |
|  | Tuesday | Nov 10 | Halbwachs: MemoryAs assignedCh. 5: Collective Memory of the FamilyCh. 6: Religious Collective MemoryCh. 7: Social Classes and Their Traditions |  |
|  | Thursday | Nov 12 | Advocacy Speeches |  |
|  | Tuesday | Nov 17 | Advocacy Speeches |  |
|  | Thursday | Nov 19 | Advocacy Speeches |  |
|  | Tuesday | Nov 24 | Ceremonial SpeakingAdvocacy Speeches (if needed) |  |
|  | Thursday | Nov 26 | No Class: Thanksgiving Break |  |
|  | Tuesday | Dec 1 | Peters: History of the Idea of CommunicationIntroduction |  |
|  | Thursday | Dec 3 | Peters: History of the Idea of CommunicationCh. 1 |  |
|  | Tuesday | Dec 8 | Peters: History of the Idea of CommunicationConclusion and TBA (group choice)  |  |
|  | Thursday | Dec 10 | Peters: History of the Idea of CommunicationTBA (group choice) |  |
|  | Finals Week | Dec 15 | Scheduled time 2:00p.m.-4:00p.m.Reflection Papers Due |  |