COURSE SYLLABUS
[COMM 2005-001: HONORS COMMUNICATION SEMINAR, SPRING 2017]

Instructor: Alex Markov  
Office: DBH P135  
Phone: 667-3867  
E-Mail: amarkov@csustan.edu  
Office Hours: MWF 11AM-1PM  
Class Meeting Days: MWF  
Class Meeting Hours: 10-10:50AM  
Class Location: IC 100D

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

Additional readings will be made available on our Blackboard site.

Course Learning Outcomes
Upon completion of this course, each student 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
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 lifelong 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' understandings 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 judgments and social responsibility and/or that will describe communication's impact on or connection to social or ethical issues.

**Course Assignments and Grading**

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

- **Speeches** (225 points)
  - Informative Speech (50)
  - Persuasive Speech (75)
  - Re-Informative Speech (100)

- **Exams** (75 points)
  - Oral Exam (75 points)

- **Speech Rehearsals/Evaluations** (50 points)
  - Informative Speech Rehearsal (10 points)
  - Persuasive Speech Rehearsal (10 points)
  - Informative/Persuasive Speech Evaluation (30 points)

- **Attendance/Participation** (50 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, and utilize a presentation aid. You will prepare a written outline in advance of your speech, and deliver the speech extemporaneously from a speaking outline. More information will be 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, and utilize a presentation aid. You will prepare a written outline in advance of your speech, and deliver the speech extemporaneously from a speaking outline. More information will be 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 provides for a full-length speech without requiring students 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 will be 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 a subset of those responses to me during our final exam time.

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 either your informative or 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. As part of this assignment, you will record a video of your speech rehearsal to aid in your self-evaluation, and also incorporate an analysis of your graded speech performance. 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 or persuasive speech. Additional details about this assignment will be posted 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.
- Additionally, each absence during a speaking day will reduce your attendance/participation score by ten 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 will be available throughout the semester.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(94-100%)</td>
</tr>
<tr>
<td>A-</td>
<td>(90-93%)</td>
</tr>
<tr>
<td>B</td>
<td>(87-89%)</td>
</tr>
<tr>
<td>B-</td>
<td>(84-86%)</td>
</tr>
<tr>
<td>B+</td>
<td>(80-83%)</td>
</tr>
<tr>
<td>C</td>
<td>(77-79%)</td>
</tr>
<tr>
<td>C-</td>
<td>(74-76%)</td>
</tr>
<tr>
<td>C+</td>
<td>(70-73%)</td>
</tr>
<tr>
<td>D</td>
<td>(67-69%)</td>
</tr>
<tr>
<td>D+</td>
<td>(64-66%)</td>
</tr>
<tr>
<td>D-</td>
<td>(60-63%)</td>
</tr>
<tr>
<td>F</td>
<td>(&lt;59%)</td>
</tr>
</tbody>
</table>
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.

[http://catalog.csustan.edu/content.php?catoid=12&navoid=541&returnto=search#indi_stud_cour](http://catalog.csustan.edu/content.php?catoid=12&navoid=541&returnto=search#indi_stud_cour)

**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 presentations.
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 bare 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

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), 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, by phone at (209) 667-3465, or stop by their office in L112.

Advising Resource Center
At the Advising Resource 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 Advising Resource Center website can be accessed at http://www.csustan.edu/ASC. You can contact ARC 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
January 26: Classes Begin
February 8: Last Day to Add a Class
February 22: Enrollment Census Date - LAST DAY TO DROP CLASSES
March 20-24: SPRING BREAK!!!
March 31: Cesar Chavez Day (Campus Closed)
May 12: Warrior Day (Classes Dismissed at Noon)
May 17: Last Day of Classes
May 18-24: Final Exams

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.

Friday, January 27: Course and Class Introductions

Monday, January 30: A History of Rhetoric
    Reading: Ch1

Wednesday, February 1: Speak

Friday, February 3: Speak (cont.)

Monday, February 6: Managing Your Fear of Speaking
    Reading: Ch2

Wednesday, February 8: Audience Analysis
    Reading: Ch5

Friday, February 10: Developing a Topic
    Reading: Ch6

Monday, February 13: Developing a Topic (cont.)

Wednesday, February 15: Research and APA Citation
    Reading: Ch7

Friday, February 17: Supporting Your Ideas
    Reading: Ch8

Monday, February 20: Supporting Your Ideas (cont.)

Wednesday, February 22: Structuring Your Speech
    Reading: Ch9

Friday, February 24: Structuring Your Speech (cont.)

Monday, February 27: Discuss Informative Speech

Wednesday, March 1: Informative Speaking
    Reading: Ch13

Friday, March 3: Informative Speaking (cont.)

Monday, March 6: Presentation Aids
    Reading: Ch10
Wednesday, March 8: Presenting Your Speech  
Reading: Ch12
Friday, March 10: Informative Speeches

Monday, March 13: Informative Speeches
Wednesday, March 15: Informative Speeches
Friday, March 17: Informative Speeches

Monday, March 20: NO CLASS (SPRING BREAK!!!)
Wednesday, March 22: NO CLASS (!!!)
Friday, March 24: NO CLASS (!!!)

Monday, March 27: Discuss Persuasive Speech
Wednesday, March 29: The Means of Persuasion
Friday, March 31: NO CLASS (Cesar Chavez Day)

Monday, April 3: The Means of Persuasion (cont.)
Wednesday, April 5: Persuasive Speaking
Reading: Ch14
Friday, April 7: Persuasive Speaking (cont.)

Monday, April 10: Persuasive Speaking (cont.)
Wednesday, April 12: The Power of Language
Reading: Ch11
Friday, April 14: Ceremonial Speaking
Reading: Ch16

Monday, April 17: Persuasive Speech Workshop
Wednesday, April 19: Persuasive Speeches
Friday, April 21: Persuasive Speeches

Monday, April 24: Persuasive Speeches
Wednesday, April 26: Persuasive Speeches
Friday, April 28: Persuasive Speeches

Monday, May 1: Discuss Repeat Speech
Wednesday, May 3: Repeat Speech Workshop
Friday, May 5: Repeat Speeches

Monday, May 8: Repeat Speeches
Wednesday, May 10: Repeat Speeches
Friday, May 12: Repeat Speeches

Monday, May 15: Repeat Speeches
Wednesday, May 17: Repeat Speeches

Wednesday, May 24: Oral Exam