CALIFORNIA STATE UNIVERSITY, STANISLAUS
COMMUNICATION STUDIES 2005
HONORS COMMUNICATION SEMINAR
Fall 2011

INSTRUCTOR: Dr. Sheryl Hurner
CLASS Meets: Section 2 – MWF 11:00 – 11:50 Bizzini Hall Room 131A (C131A)
OFFICE LOCATION: Demergasso-Bava P134
OFFICE HOURS: Monday, Wednesday and Friday 1:30 – 2:30 p.m.
Thursday 4:45 – 5:45 pm, or by appointment
E-MAIL ADDRESS: Shurner@csustan.edu (Note: This is the BEST way to reach me outside of office/class)
DEPARTMENT PHONE: 667-3371 OFFICE PHONE: 667 - 3270

Required Materials:
• Student Packet ~ downloadable from our course support site (Blackboard). Feel free to print double-sided to save paper, with the exception of Evaluation Sheets and Listener Sheets that must be submitted on presentation dates. (Note: Points will be deducted for students who do not have full-sized 8 ½” x 11” evaluation sheets or listener sheets on assigned speech dates. I highly recommend that you print the packet and bring it to class everyday)
• 3 x 5 White Index Cards

Course Description:
This course is designed to enhance your competence in oral communication theory and practice in terms of
the process, speaker, message, and audience. It emphasizes ethics, reasoning, evidence, listening, and
criticism. Classroom activities include preparation, presentation, and criticism of speeches. Open only to
students in the University Honors Program. The course satisfies G.E. Area A1.

Course Objectives:
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 for 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.

AND/OR

7. Social Responsibility. To provide an educational experience that will help students understand the complexity of ethical judgment and social responsibility and/or will describe the communication’s impact on or connection to social and ethical issues.

General Policies and Procedures

The current University catalog and relevant College/School handbooks, delineates pertinent academic policies, including academic and professional integrity. Each student is responsible for compliance with these policies.

Academic Honesty: This course is a part of the curriculum of the Communication Studies department. The Communication Studies 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 in this course is that you always respect, and work within, contemporary standards of academic honesty—even as they evolve over time and with changing technology.

At a bare minimum, academic honesty means:

(1) completing your own, individual work on each course assignment, inside and outside of class, unless specifically required to collaborate by the course instructor;
(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 a style manual accepted by your instructor; and
(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, the instructor of this course will determine the appropriate consequences at her/his discretion. These consequences may include a failing grade for the assignment, a failing grade for the course, and/or additional measures.

Format/Writing Style: All assignments and papers must be typed and proofread for errors. Grammar, spelling, punctuation and writing style are important components of all written assignments. The writing style for this class should follow the guidelines set forth in the current APA or MLA manuals—which are for sale in the bookstore and available in the reference section of the library. In general, I tend to be very strict about these guidelines. Please seek assistance with a Librarian if you are unfamiliar with these writing styles.

Freedom of Speech and Expression: While freedom of speech and expression is held as a value and the right of each student, keep in mind that everyone will be expected to conduct him or herself in a civil, courteous, and ethical manner. Furthermore, I expect you to choose topics appropriate to the contextual restrictions of the course.
Americans with Disabilities Act Statement: 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 arrangements 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. Students should provide written verification of the need for such accommodations from the Office of Disability Resource Services.

Attendance/Participation: Obviously, your health and your family obligations are very high priorities, but because of the experiential learning and performative nature of the course, attendance is highly correlated to success in this course. Late arrivals, early departures or interruptions from electronic devices distract the class from the content under consideration. If you are tardy, please be sure to speak with me at the conclusion of our class session to ensure you have been marked present. Three tardies or early departures are the equivalent of one unexcused absence for the purposes of participation grading.

☑ Absence or lack of preparedness on a day in which you are assigned to speak, participate in an in-class activity, or take a quiz/exam will result in a ZERO for that assignment.

☑ Students with doctor verified illnesses or other grave circumstances should contact me before the due date of any assignment or as soon as possible after missing class (within 24 hours) to discuss possible arrangements and should be prepared to demonstrate that significant progress had been made on the assignment prior to the emergency. Late penalties and/or make-up assignments will be at the sole discretion of the instructor and require appropriate documentation to corroborate the student’s explanation for failure to complete an assignment.

☑ There are no formal extra credit opportunities available in this course. Should an occasion arise that the instructor deems valuable for extra-credit during the semester, it will be offered to the entire class with a predetermined point value.

☑ Please include your first and last name and the course number in all email correspondence. Typically I return email within 24-48 hours, so please be patient and resend if you have not received a response within 2 business days.

Schedule/Changes: You are responsible for adapting to any announcements in class concerning changes to due dates, assignments, and schedules. As in all “real life” situations, adjustments will be made—as this syllabus is a living document.

☑ Communication: Students will be contacted via CSUSTAN email accounts. You may forward that account to an email address that you use on a daily basis, but know that it is expected that all students access their email daily. You are responsible for all emailed correspondences. CHECK your EMAIL and BLACKBOARD regularly!
COURSE ASSIGNMENTS/GRADING

1. Deliver five (5) extemporaneous speeches:
   #1 Introductory Speech  
   #2 Visual Aid Speech  
   #3 Informative Speech (Outline req’d)  
   #4 Persuasive Speech (Outline req’d)  
   #5 Special Occasion Speech  
   
   25 points  
   50  
   75  
   100  
   25

2. Quizzes ~ unannounced “pop quizzes” based upon assigned reading  
   100

3. Three written critiques:
   
   Self-evaluation of videotaped Visual Aide Speech  
   Partner critiques – (1) Informative & (2) Persuasive Speeches
   
   25 points  
   50 pts/each

4. Attendance, participation & submitting listener sheets  
   100

Total Points Possible  

600

☑ Detailed assignment guidelines and grading rubrics can be found in your Student Packet.

☑ Questions about grades should be addressed privately during office hours. If you have a question or concern, feel free to meet with me within one week of receiving the grade. If you disagree with the assigned grade, please write a one-page paper explaining the evidence you feel I should consider in the grade dispute. I will respond within 48 hours by appointment in my office or via email.
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<thead>
<tr>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>8/22 Course Overview and Introductions</td>
<td>8/24 Finding Your Voice</td>
<td>8/26 Managing Your Fear</td>
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<tr>
<td>• Read: Ch. 1</td>
<td>• Read Ch. 2</td>
<td>• Read Chapter 3</td>
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<tr>
<td>8/29 Your First Speech</td>
<td>8/31 Becoming a Better Listener</td>
<td>9/2 Ethical Speaking and Listening</td>
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<td>• Read Chapter 4</td>
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<td>• Read Ch. 12</td>
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<tr>
<td>9/5 Labor Day Holiday</td>
<td>9/7 Preparing for the Introductory Speech</td>
<td>9/9 Interviews for Introductory Speeches</td>
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<td>9/12 INTRODUCTORY SPEECHES</td>
<td>9/14 INTRODUCTORY SPEECHES</td>
<td>9/16 INTRODUCTORY SPEECHES</td>
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<td>9/19 Selecting Visual Aides</td>
<td>9/21 Using Visual Aides</td>
<td>9/23 Rehearse/Refine VA presentations</td>
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<tr>
<td>• Read: Chapter 3</td>
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<td>9/26 VISUAL AIDE SPEECHES (Videotaped)</td>
<td>9/28 VISUAL AIDE SPEECHES (Videotaped)</td>
<td>9/30 VISUAL AIDE SPEECHES (Videotaped)</td>
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<tr>
<td>• Read: Ch. 10</td>
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<td>• Read: Ch. 13</td>
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<td>10/3 Informative Speaking</td>
<td>10/5 Adapting to Your Audience/Situation</td>
<td>10/7 Developing Your Topic</td>
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<td>• Read: Ch. 5</td>
<td>• Read Chapter 6</td>
<td>• Read Chapter 7</td>
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<tr>
<td>10/10 Building Responsible Knowledge</td>
<td>10/12 Supporting Your Ideas</td>
<td>10/14 Structuring and Outlining Your Speech</td>
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<td>• Read: Ch. 8</td>
<td>• Read: Ch. 9</td>
<td>• Self-Analysis Due (Blackboard Drop-box)</td>
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<td>10/17 Peer Review Outlines (2 copies of Outlines DUE in class)</td>
<td>10/19 INFORMATIVE SPEECHES</td>
<td>10/21 INFORMATIVE SPEECHES</td>
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<td>10/24 INFORMATIVE SPEECHES</td>
<td>10/26 INFORMATIVE SPEECHES</td>
<td>10/28 INFORMATIVE SPEECHES</td>
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<td>• Read: Ch. 14</td>
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<td>10/31 Persuasive Speaking</td>
<td>11/2 Questions of Fact, Value and Policy</td>
<td>11/4 Putting Words to Work</td>
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<td>• Read: Ch. 11</td>
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<td>• Read: Ch. 15</td>
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<tr>
<td>11/7 Building Sound Arguments Informative Critique Due (Blackboard Drop-box)</td>
<td>11/9 Monroe’s Motivated Sequence</td>
<td>11/11 Veteran’s Day Holiday</td>
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<tr>
<td>11/14 Audience Analysis Surveys</td>
<td>11/16 Peer Review Outlines (2 copies of Outlines DUE)</td>
<td>11/18 PERSUASIVE SPEECHES</td>
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<td>11/21 PERSUASIVE SPEECHES</td>
<td>11/23 PERSUASIVE SPEECHES*</td>
<td>11/25 Thanksgiving Holiday</td>
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<td>11/28 PERSUASIVE SPEECHES</td>
<td>11/30 PERSUASIVE SPEECHES</td>
<td>12/2 PERSUASIVE SPEECHES</td>
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<td>• Read Ch. 16</td>
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<tr>
<td>12/5 PERSUASIVE SPEECHES</td>
<td>12/7 Reading Day – No Classes Held</td>
<td>12/9 Ceremonial Speaking</td>
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<tr>
<td>• Persuasive Critique Due (Blackboard Drop-box)</td>
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**NOTE:** The reading assignments in the course are front-loaded, meaning that you will need to keep up with the reading early in the course in order to successfully apply the concepts in your presentations. Falling behind in the reading will negatively impact your success in preparing and delivering the required speeches, as well as your performance on the quizzes. Readings are listed under their assigned “homework” dates, meaning that you should plan to read the assigned chapter for the next class session.

- Schedule may be revised at the discretion of the instructor to meet student’s learning needs.
- Note: Reading Day (12/7) is followed by two instructional days this term.