

COMM 101: Fundamentals of Communication

Fall 2015

Section 05 MWF 2:00-2:50 WH314

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Text: Valenzano, J.M. & Braden, S.W. (2012). *The speaker: The tradition and practice of public speaking* (3rd ed.). Southlake, TX: Fountainhead Press *Acclaim membership (packaged with the text)*

Course Description: This course is a skills-oriented introduction to communication, in particular public communication. The ultimate goal of this course is to provide you with fundamental skills and knowledge necessary to meet competently the communication challenges you will face throughout your lifetime

COMM 101 in the General Education Curriculum at Monmouth College:

COMM 101 is a critical component of the General Education curriculum. Faculty across the disciplines at Monmouth College recognize the essential role communication plays as you progress through your General Education and Major courses (where you will undoubtedly have to deliver speeches on occasion) as well as when you move into the public sphere as an engaged citizen or into the workforce as an effective employee. COMM101 is intentionally required your first year when you will also be enrolled in English Composition (ENG110). Because we want you to become a skilled reader and creator of messages, the two courses reinforce each other. In fact, faculty associated with the Communication Across the Curriculum program created a list of terms that you'll hear used in both courses and, inevitably, in other INTG or Major courses. Furthermore, these two courses support much of what you learn in ILA such as the value of thinking, listening, and reading critically and the responsibility of shaping your own perspectives as you read, write, and speak about complicated issues. You are encouraged to find the connections between these three courses as you move through your first year and, later, consider how the information learned can be transferred to courses you take after your first year.

Course Objectives:

By the end of the course, each student should be able to:

- Reveal understanding of the communication field by way of:
 - Articulating the role communication plays in democracies and in the lives of engaged citizens
 - Understanding and using disciplinary vocabulary
- Perform effective citizenship by way of:
 - employing civil discourse
 - collaborating
 - respecting others
 - participating in deliberations or dialogues
 - honoring diverse viewpoints
 - providing and receiving constructive feedback
 - expressing knowledge about local, regional, national, or global issues
 - confidently sharing their own informed positions about a significant social issue with an audience
- Consume messages effectively by way of:
 - receiving messages with an open mind
 - critically evaluating information from mediated and non-mediated sources
- Craft and present effective oral messages by way of:
 - developing strong, ethical arguments
 - adapting content and delivery of messages to people, including those unlike yourselves, who comprise the public within the classroom space
 - using authoritative evidence
 - employing good speech construction practices as revealed by topic selection, development of thesis, outlining and drafting, source citation, use of visual aids, rehearsing, etc.
- Consider how the knowledge and skills gained in the course will transfer to other contexts and other courses – particularly the Global Perspectives, Reflections, and Citizenship courses, ENG110, and courses demanding presentations and small group collaboration.

Course Materials Needed: Each student may need to buy materials for visual aids .

Attendance Policy: COME TO CLASS! Attendance is taken at the start of class, **so if you are late you will be counted as absent.** After three un-excused absences from class, your grade will drop one letter grade. Excused absences include documented illnesses, a death in the family, an official school activity. Call or email me ahead of time to let me know if you are going to be absent. If you are late during presentation days, wait in the hall until the student speaking is done.

Late or Missed Work: Work that is turned in late will not be accepted. Missed work may be made up for excused absences if arrangements are made with the instructor prior to the absence. . Presentations must be given on the day they are scheduled, unless other arrangements are made with the instructor prior to that class period. Not completing the three main speeches (Interest, Informative, and Persuasive) will result in failing the course.

Average Time Dedication: Most students should expect to work an average of twelve hours each week for this class, including the three hours of class time. On average you should devote nine hours out of class each week to activities such as reading the text, completing homework assignments, conducting library research, analyzing audience analysis data, drafting speech outlines based on audience analysis, revising outlines, orally rehearsing speeches, attending speech assistant appointments, and studying for exams and quizzes.

Cell Phones/Technology: Cell phone must be put away and turned to vibrate. No one may use their phone during class because they are very disruptive to the instructor and the other students. Other technology, such as laptops, may only be used during lecture with the instructor's permission.

Academic Honesty:

From the Monmouth College Academic Honesty Policy: "We view academic dishonesty as a threat to the integrity and intellectual mission of our institution. Any breach of the academic honesty policy – either intentionally or unintentionally - will be taken seriously and may result not only in failure in the course, but in suspension or expulsion from the college. It is each student's responsibility to read, understand and comply with the general academic honesty policy at Monmouth College, as defined here in the Scots Guide, and to the specific guidelines for each course, as elaborated on the professor's syllabus."

"The following areas are examples of violations of the academic honesty policy:

1. Cheating on tests, labs, etc;
2. Plagiarism, i.e., using the words, ideas, writing, or work of another without giving appropriate credit;
3. Improper collaboration between students, i.e., not doing one's own work on outside assignments specified as group projects by the instructor;
4. Submitting work previously submitted in another course, without previous authorization by the instructor."

"Please note that this list is not intended to be exhaustive."

The complete Monmouth College Academic Honesty Policy can be found on the College web page by clicking on "Student Life" then on "Scot's Guide" in the navigation bar to the left, then "Academic Regulations" in the navigation bar at the left. Or you can visit the web page directly by typing in this URL: <http://department.monm.edu/stuserv/student-handbook/academic.htm>

In this course, any violation of the academic honesty policy will have varying consequences depending on the severity of the infraction as judged by the instructor. Minimally, a violation will result in an "F" or 0 points on the assignment in question. Additionally, the student's course grade may be lowered by one letter grade. In severe cases, the student will be assigned a course grade of "F" and dismissed from the class. All cases of academic dishonesty will be reported to the Associate Dean who may decide to recommend further action to the Admissions and Academic Status Committee, including suspension or dismissal. It is assumed that students will educate themselves regarding what is considered to be academic dishonesty, so excuses or claims of ignorance will not mitigate the consequences of any violations.

Student Resources

- **Acclaim Online Speech Recording:** During the Informative and the 2nd Persuasive Speech you will record yourself using your own smart phone/mobile device and upload it to Acclaim. If you purchased the textbook at the library it was bundled with an Acclaim membership, if you purchased online you are responsible for signing up for Acclaim. After you create your account, you will receive a link to the class page via email so you can access the class space. If you do not own a smart phone or laptop/tablet with video recording capabilities let me know.
- **Turnitin.com** All students who enroll in COMM 101 agree to email a copy of all speeches delivered in the class to [Turnitin.com](http://www.turnitin.com). Failure to do this will result in a zero score on the speech. This site is free and you will need to create an account for yourself (you may have already done this for ILA). You will receive a class number and password for this class so you can upload your outlines.
- **Speech Tutoring :** Speech Tutors will be available in the Writing Center to work with you at any point in your process of creating your speech. These tutors can help you with tasks such as brainstorming topics, crafting a thesis, organizing a speech, outlining, citing sources, and delivery. Please note that these speech tutors are not always in the Writing Center (located on the 3rd floor of the Mellinger Learning Center). You will be provided with the hours these speech tutors will be in the Writing Center. As well, you can visit the Writing Center or refer to <http://blogs.monm.edu/writingatmc/writing-center/> to learn when the Speech Tutors are working. Please note that Writing Tutors can help you with many of the steps of the speech-writing process. They can review outlines, thesis statements, and the quality of your argument, for example. Whenever you go to the Writing Center for assistance you should bring with you a copy of the assignment.
- **Writing Tutoring:** It is always wise to have someone review your paper before you turn it in to the professor. I encourage you to take advantage of the Writing Center at MC. Writing tutors are available in the Monmouth College Writing Center, located on the third floor of the Mellinger Learning Center. To learn when tutors are available, visit the Writing Center or refer to <http://blogs.monm.edu/writingatmc/writing-center/>
- **Purdue Online Writing Lab** – located at <http://owl.english.purdue.edu/>. This is a great site for information about common writing assignments, grammar, and citation guidelines.
- **Academic Support: Teaching & Learning Center:** The Teaching and Learning Center offers various resources to assist Monmouth students with their academic success. All programs are FREE to Monmouth students and are here to help you excel academically. Their services are not just for struggling students, but designed to assist all students get better grades, develop stronger study skills, and be able to academically manage time. This Center is located on the 2nd floor of Poling Hall and is open from 8am-4:30pm. You can learn more at <http://www.monmouthcollege.edu/academics/support/tlc>. The office can be reached at: tlc@monmouthcollege.edu or 309-457-2257.
- **Disability Support Services:** Monmouth College wants to help all students be as academically successful as possible. It is the goal of Monmouth College to accommodate students with disabilities pursuant to federal law, state law, and the college's commitment to equal educational opportunity. Any student with a disability who needs an accommodation should speak with the Teaching and Learning Center. The Teaching and Learning Center is located on the 2nd floor of Poling Hall, 309-457-2257, or <http://www.monmouthcollege.edu/life/disability-services>
- **Speaker Showcase:** At the end of the semester the Communication Studies Department sponsors a speech competition to which one student per COMM101 section is invited to participate. The student who is ranked highest by the judges receives a monetary prize and an award certificate.

Speech Tutoring Appointments:

On the afternoon or evening before you are scheduled to present your 3 major speeches, you will have an appointment with a Speech Assistant for a practice session. These sessions are 15 minutes long. This will give you an opportunity to practice your speech and receive constructive feedback on your performance. These rehearsals are required. If you have a conflict and cannot meet with a Speech Assistant during the available times, you **MUST** communicate with your instructor so alternative arrangements can be made. Although you must deliver the speech in order to pass the course, failure to attend the session with the Speech Assistant will result in earning a ZERO for that speech. Attendance means you are present for your full session and prepared. As such, you are **REQUIRED** to have a completed, polished draft for your session with the Speech Assistant. A completed draft...

- reflects an advanced stage in the speech writing process (may need “polishing” but otherwise “finished”)
- contains a general purpose, specific purpose and thesis statement written on top of outline (and perhaps more elements if required by your instructor)
- is formatted correctly, includes the main components of the speech, incorporates all research into the speech, and includes a bibliography.
- Is typed and presented in hard copy

You will then improve upon that draft based on the Speech Assistant’s suggestions.

Learning Environment Expectations:

Each student is expected to conduct themselves properly in class. This includes:

1. Having read the syllabus/schedule thoroughly and understanding each assignment. If unclear, asking a question after reading and trying to understand, not before.
2. Being prepared for each class with reading completed, assignments completed both for final review and in draft form, note taking materials ready, textbook with you at all times.
3. Being fully engaged during class. Taking notes and participating in class discussion.
4. Checking your Monmouth College email at least twice a day. I will communicate vital information through campus email; you need to check it often and definitely before coming to each class period. With so many smart phones, there is no reason you can’t set up your email app to the college email. I will check my email often and respond to questions as soon as I can, but not instantly.
5. Showing respect and consideration to the professor and other students in the course. If you are causing a disruption, you will be asked to leave and will lose credit for the day.
6. Understanding that I am not here to hold your hand, I am here to work with you to learn. I encourage any and all questions but only after you have tried to understand it yourself. I will not know you are confused unless you ask questions early enough we can work through it. Staying confused will only add more confusion.
7. There is great value in self-discovery. I have made every effort to set up the course to guide each of you to learn the material but some has to come from you.
8. I spend a great deal of time trying to give meaningful feedback on drafts and assignments. I expect you to read those comments and use them to improve and further understand the material.

Grading Scale: Your final grade will be determined on the following scale

	100-95% A	94-90% A-
89-87% B+	86-84% B	83-80% B-
79-77% C+	76-74% C	73-70% C-
69-67% D+	66-64% D	63-60% D-
	below 59% F	

Assignments:

Exams

1. Mid Term Chapters 1,2,3,7, 9-11 (25 points)
2. Cumulative Final (40 points)

Speeches

1. Introduction (20 points): Each student will prepare and present a 2-4 minute speech introducing themselves to the class and discussing how they have impacted their community (volunteerism, service organizations, religious organizations, etc.).
2. Informative (50 points): Each student will prepare and present a 4-6 minute informative speech on some current controversial topic following the Pro/Con organizational pattern. All topics must be approved by the instructor. The student is required to have at least 5 current sources to support the speech. A formal outline and bibliography is due the day of the speech. You will be limited to FOUR note cards for the speech.
3. Persuasive (75 points): Each student will prepare a 5-7 minute formal extemporaneous persuasive speech on the same controversial topic from the Informative Speech. You are to continue research on the topic and deliver a speech following the Motivated Sequence organizational pattern. The speech will be delivered extemporaneously, which means only a few note cards. This speech will consider the class as its audience. A typed formal outline and bibliography needs to be handed on the assigned presentation day. The student is required to have at least 6 current sources to support the speech. At least one visual aid is required.
4. Persuasive (100 points): Each student will prepare a 6-8 minute formal extemporaneous persuasive speech on the same controversial topic from the Informative Speech. You are to continue research on the topic. For this speech you will consider who the best audience to give this speech too who would have the ability to best address the issue you are speaking on. A typed formal outline and bibliography needs to be handed on the assigned presentation day. The student is required to have at least 7 current sources to support the speech, with two of them new sources not in the previous speech.. At least two visual aids are required.

Other Assignments

1. Library/Information Literacy Assignment (20 points): Learning how to conduct library research is a central to collegiate success. In order to help you locate, evaluate and effectively use information, every student in COMM 101 will complete a library assignment that stresses information literacy. This assignment will be conducted in the library.
2. Audience Analysis (3 @ 20 points each): Each student will be required to participate in these activities which will require the student to apply what they have learned about audience analysis.
3. Speech Outlines (3 @ 20 points each): Each student is required to turn in a typed formal outline and bibliography for each presentation (Interest, Informative, Persuasive). Due the day the student is scheduled to speak. All students who enroll in COMM 101 agree to email a copy of all speeches delivered in the class to Turnitin.com. Failure to do this will result in a zero score on the speech.
4. Self-Reflection Paper (20 points) During your informative speech, you will record yourself using your own smart phone/mobile device and upload it to Acclaim. You will review the video and comment online about your performance. Do the same thing after your 2nd persuasive speech and then you will write a 1-2 page self-critique.
5. Outside of Class Speaker Assessment: (20 points) During the semester, you will attend a presentation outside of class and turn in a written assessment.
6. Final Reflection (10 points): Each student is required to write a paper to consider how course content may influence and inform future classroom and non-classroom experiences.

Total Points: 500 points

Course Schedule (subject to change)

Date	Topic	Assignments Due	Readings Due
8/24	Course Overview		
8/26	Public Speaking		Chapter 1
8/28	Public Speaking cont.		
8/31	Intro Speeches	Intro Speech	
9/2	Intro Speeches		
9/4	Practice of Public Speaking		Chapter 2
9/7	Practice of Public Speaking cont.		
9/9	Practice of Public Speaking cont.		
9/11	Research and Preparation		Chapter 3
9/14	Research and Preparation cont.		
9/16	Research and Preparation cont.		
9/18	Library/ Info Lit Assignment		
9/21	Analyzing Audience	Library/ Info Lit Assn.	Chapter 7
9/23	Outlining		Chapter 9
9/25	Outlining cont.		
9/28	Informative Speaking		Chapters 10-11
9/30	Informative Speaking		
10/2	<i>Speech Workshop</i>	Informative Speech Draft	
10/5	Speeches	Informative Speech	
10/7	Speeches cont.		
10/9	Speeches cont.		
10/12	Mid Term Review	Mid Term Review	
10/14	Mid Term Exam		
10/16	No Class- ½ Final Day		
10/19-20	No Class- Fall Break		
10/21	Language	Self-Reflection Paper	Chapter 8
10/23	Language cont.		
10/26	Persuasion		Chapters 12-14
10/28	Persuasion cont.		
10/30	Persuasion cont.		
11/2	Delivery		Chapter 4
11/4	Delivery cont.		
11/6	<i>Speech Workshop</i>	Persuasion #1 Spc Draft	
11/9	Speeches	Persuasive Speech	
11/11	Speeches cont.		
11/13	Speeches cont.		
11/16	Speeches cont.		
11/18	Finding The Audience		
11/20	Presentation Aids & Environment		Chapter 5 & 6
11/23	<i>Speech Workshop</i>	Persuasion #2 Spc Draft	
11/25-27	No Class- Thanksgiving Break		
11/30	Speeches	Persuasive Speech	
12/2	Speeches cont.		
12/4	Speeches cont.		
12/7	Speeches cont.		
12/9	Media Literacy		
12/11	Class Wrap-up – Final Preparations		

Final Sat. Dec. 12th 8:00 a.m.

COMMUNICATION ACROSS THE CURRICULUM SHARED VOCABULARY

ARGUMENTATION

Critical Reading: the practice of careful, analytical reading whereby a reader strives to understand what a text means and how it operates. In other words, reading slowly and purposefully, using active reading techniques to understand the meaning of a text.

Annotation: a central part of close reading whereby a reader engages with a text by taking notes in the margins, underlining or highlighting key important words, sentences, or passages, or summarizing sections.

Thesis: an arguable assertion that is the central idea of an essay and which often ends with a because-clause, an assertion which also needs to be supported/demonstrated. In other words, a statement that previews the position of your paper, that others may dispute, and that you will defend with support.

Assertion: a declaration or claim that requires support in order to be convincing.

Evidence: material used to support claims or assertions, often in the form of facts, statistics, examples, testimony/expert opinions, etc.

Support: the combination of evidence and explanation used to strengthen an assertion.

CRITICAL THINKING

Analysis: A form of critical thinking whereby an object (text, problem, or phenomenon, etc.) is broken into its constituent parts and the relationships among the parts are explained.

Synthesis: A form of critical thinking in which parts of an object that may have been analyzed are put back together with other materials to create something new.

Evaluation: A form of critical thinking in which an object (text, problem, phenomenon, etc.) is argued to have merit or not based on a set of reasonable standards, called criteria.

THE WRITING PROCESS

Prewriting: Also known as invention, this preliminary step for writing an essay is comprised of strategies such as brainstorming, mapping, listing, clustering, researching, annotating target texts, free writing, etc. In this step, students generate ideas in free form, learn more about their topics, think about issues in advance of drafting, and generate preliminary theses. Spending time thinking about their topics in advance of writing will often prevent writer's block and lead to well-developed essays. *Brainstorm your paper:* read the prompt; list multiple ideas; collect notes and research; begin thinking about a thesis.

Planning: Also known as organizing, this step includes strategies such as reviewing the assignment, forming a preliminary thesis, sketching a plan, and outlining. In this step, students take the ideas that they have generated and begin to shape them to address the goals of the writing assignment. Forming a tentative thesis is essential to successful planning because the thesis articulates their argument in miniature. *Organize your paper:* review the assignment, narrow your topic, gather evidence or support, clarify your thesis, and outline your paper.

Drafting: For many students, drafting is the one-step process for writing an essay. They think that writing an essay in one sitting will lead to an effective essay. Drafting is essentially translating ideas into written, essay form. Effective drafting usually comes only after students have spent time pre-writing and planning. *Write your paper:* put your outline into sentences and paragraphs, expand your ideas and support, and clarify your thesis and assertions.

Revising: Drafting and revising go hand-in-hand. After students produce a draft for a formal essay, they will need to revise the draft. Revising is re-seeing their work with fresh eyes to understand its strengths and weaknesses. Revision is concerned with substantive issues (thesis, development, organization, etc.) and not sentence-level issues (see editing below). Strategies for effective revision include critical re-reading of the draft and annotating the draft by the writer; peer review by a classmate using a peer response sheet; conferencing on the draft with the professor; and visiting the writing center for feedback. After students receive feedback, they return to the drafting step to produce another version of their draft and should then go through revision again. *Re-read your paper:* look for strengths and weaknesses in the content, get feedback from others, make sure your evidence effectively supports your thesis.

Editing: Sometimes students equate editing with revising; however, revision is concerned with substantive/content/organizational issues while editing relates to sentence-level and formatting issues—mechanics, grammar, spelling, style, documentation, and document design. Proofreading is the primary strategy we teach here. We encourage students to edit near the end of creating their essays because they sometimes obsess over these details at the expense of content. *Polish your paper:* look for errors in grammar, mechanics, syntax, verb tense, spelling, style, formatting, and documentation.

Please note: this process is recursive. For example, students may reach the drafting stage and decide they do not have enough information to develop an argument, so they return to the pre-writing stage to gather more evidence or ideas. Students may also revise a draft and decide they need to re-organize the paper and go back to the planning stage to create a formal outline.

Speech #1 -- Introduction Speech

This project is to help you get comfortable speaking in front of the class and to get to know your fellow classmates.

Requirements:

Each student will prepare and present a 2-4 minute speech introducing themselves to the class and discussing how they have impacted their community (volunteerism, service organizations, religious organizations, etc.).

Grading:

Total - 20 points

You will receive full credit as long as the speech is 2-4 minutes, prepared and focused.

Speech #2 -- Informative Speech

This project is designed to give you practice with public speaking and informative communication.

Requirements:

Each student will prepare and present a 4-6 minute informative speech on some current controversial topic following the Pro/Con organizational pattern. All topics must be approved by the instructor. The student is required to have at least 5 current sources to support the speech. A formal outline and bibliography is due the day of the speech. You will be limited to FOUR note cards for the speech.

Grading:

Total- 50 points

12 points	Organization (clear arrangement of ideas, format, pattern)
13 points	Language (clear, accurate, varied, vivid)
10 points	Material (specific, valid, relevant, credible)
5 points	Delivery (natural, eye contact, gestures)
5 points	Analysis (adapted to audience, clear purpose, main points support purpose)
5 points	Voice (varied, correct intensity/ volume/ rate/ quality)

Speech #3 – Persuasive Speech

This project is designed to give you practice with public speaking and persuasive communication.

Requirements:

Each student will prepare a 5-7 minute formal extemporaneous persuasive speech on the same controversial topic from the Informative Speech. You are to continue research on the topic and deliver a speech following the Motivated Sequence organizational pattern. The speech will be delivered extemporaneously, which means only a few note cards. This speech will consider the class as its audience. A typed formal outline and bibliography needs to be handed on the assigned presentation day. The student is required to have at least 6 current sources to support the speech. At least one visual aid is required..

Grading:

Total- 75 points

15 points	Organization (clear arrangement of ideas, format, pattern)
15 points	Language (clear, accurate, varied, vivid)
15 points	Material (specific, valid, relevant, credible)
10 points	Delivery (natural, eye contact, gestures)
15 points	Analysis (adapted to audience, clear purpose, main points support purpose)
10 points	Voice (varied, correct intensity/ volume/ rate/ quality)

Speech #4 – Persuasive Speech #2 (Alternative Audience)

This project is designed to give you practice with public speaking, persuasive communication and adapting to an audience that is not like you..

Requirements:

Each student will prepare a 6-8 minute formal extemporaneous persuasive speech on the same controversial topic from the Informative Speech. You are to continue research on the topic. For this speech you will consider who the best audience to give this speech too who would have the ability to address the issue you are speaking on. A typed formal outline and bibliography needs to be handed on the assigned presentation day. The student is required to have at least 7 current sources to support the speech, with two of them new sources not in the previous speech.. At least two visual aids are required.

Grading:

Total- 100 points

20 points	Organization (clear arrangement of ideas, format, pattern)
15 points	Language (clear, accurate, varied, vivid)
20 points	Material (specific, valid, relevant, credible)
10 points	Delivery (natural, eye contact, gestures)
25 points	Analysis (adapted to audience, clear purpose, main points support purpose)
10 points	Voice (varied, correct intensity/ volume/ rate/ quality)