Spoken Communication

Communication 1110-H

Fall, 2015

Professor Thomas J. Hynes Jr.

**Course Materials:**

<http://www.publicspeakingproject.org/psvirtualtext.html> this links you to the public speaking project—a virtual text. Course materials will be open source with no paper text book. There will also be a series of assignments that will require you to observe and react to speeches on-line (many publically available through YouTube). You can click on the download buttons (either color or grey) as well as the supplemental material button at the beginning of each section of material to access the materials for the course.

**Nature of the Course**

According to the Clayton State Undergraduate Catalogue, this course is: A study of the fundamentals of effective speaking, with emphasis on preparation and delivery of spoken presentations to inform and persuade. Instruction in and assessment of speaking skills are based on the elements described by the Clayton State Communication Outcome, focusing on the interrelationships among speaker, listener, situation, purpose, knowledge, organization, vocal and physical delivery, and language. Attention to group and inter-personal interaction is also included. Basic instruction is provided in preparing audio-visuals, including electronic media, to accompany end-of-semester presentations.

To accomplish these ends, we will for the most part be involved with presenting and evaluating public speeches. You should anticipate some form of in-class presentation at least once each week.

**Grading**

You must complete all assignments to be eligible for a passing grade in the course. Your grades will be derived from three sources.

Speeches—there will be 6 graded speeches—the first speech will be worth 5 points, the second and third will have values of 10 points each; the next three values of 20 points each.

Take home assessments—there will be two such exercises. Each will involve an evaluation of a speech or presentation, or the response to questions about material needed to demonstrate knowledge about various forms of presentations (such as an example of a PowerPoint presentation or speech recording. These will be worth 10 points each. They will also require you to work I groups, with each group receiving the same grade for the assignment.

Self-assessment exercises-- you will be required to turn in a critique of your own speech for each round of speeches, with an assessment of what you did correctly, and what you will change for the next speech. These will be worth 5 points each.

This gives a total of 135 points. For grading purposes, we will be using the following cut offs—

135-121.5 A

121-108 B

107-94.5 C

94-81 D

Less F

Also, as noted below, students who miss 3 or fewer classes during the semester will have 10 points added to their total score at the end of the term—the near equal of a grade level. This is to be the sole source of extra credit anticipated.

**Learning Goals**

Program learning goals are as follows:

1. Communicate effectively in visual, written, spoken and non-verbal forms by achieving congruence in messages sent and messages received on all major levels of communication, including interpersonal, small group, large group, mediated group and mass communication.

2. Demonstrate critical and analytical skills by examining fully a diverse range of messages, both mediated and non-mediated, appraising form and content of message, purpose of message, role of audience, and use of channel and practicing informed and relevant decision making when engaged in specific communication situations, particularly regarding the demands and opportunities of those situations.

3. Recognize the relationships between communication efforts, both mediated and non-mediated, the role of those efforts in society throughout history and across various global cultures.

4. Learn and apply aesthetics to media product, exploring the nature of beauty, art, and taste and performing critical analyses of art and culture, past and present, national and international.

5. Cite and apply principles of ethics, differing conceptions of right conduct, moral character, and justice, and the central role of ethical behavior in sustaining human culture and communication.

6. Define the major forms of international communication and global media and recognizing recent technological innovations.

7. Exhibit readiness to enter a communication- or media-related career through successful completion of an appropriate internship.

**This course will focus on your ability to meet goals 1, 2, 5 in particular**.

**Conditions for Achieving Student Learning Goals**

As instructor of the course, my responsibility is to provide you the opportunity to learn. As students, you are responsible for making efforts to learn. The following can enhance this:

1. Read all assigned chapters no later than the date posted in this syllabus. If you accept responsibility for learning the content of each chapter it will increase your chances to learn to your potential. Much of the material on examinations will come directly from those chapters. You will also be required to complete out of class exercises such as viewing lectures that have been recorded beforehand.
2. The bulk of the in-class activity will involve active participation on your part. Nearly every day you will be engaged for some or all of the class period in either the giving of some sort of a presentation, or the analysis of some presentation. That analysis may be done individually or in groups. Your success in the class, as well as your improvement as a speaker, will depend on that activity
3. Your open source materials contain excellent web based sources that will allow you to go beyond the minimum requirements of this course. Internet references are found at the beginning of each text book unit. And there are excellent videos available that will provide excellent illustrations of how to improve your presentations skills. <http://www.publicspeakingproject.org/videomodules.html> By using them you can attain the goal of developing a deeper understanding and critique of strategies to improve presentations. You are encouraged to carry out many of those assignments. Whether or not it will add to your “score” in this class is not nearly as important as the fact that your ability to participate in reasoned dialogue about public communication will be enhanced. We will try to provide a vehicle for you to share some of what you learn.
4. Remember that learning requires your active interaction with in-class material and the course material. While in some sense a student can be called “consumer,” the student is more like the consumer of the services of a health club or gym. (Since the customer metaphor is a challenge under the best of circumstances, the application of the metaphor to a gym does not seem all that inappropriate). One can simply look around the gym and see other people there—and believe that such activity is enough to justify the payment for belonging to the club. That would seemingly be silly. To get stronger you must exercise, use the equipment/material provided, and follow the instructions trainers give to improve your general physical fitness. The same is true in a class—you can come to class to see other students—period. You might foolishly choose not to attend class even after paying for it. Or, you can work hard with the material—regularly coming to class, following readings, completing assignments, and following the instructions of the instructor. Only in these ways can you receive the full benefit of this intellectual exercise. Only then can you be a co-producer of your learning.
5. Begin now to seek out other students in this class with whom to prepare for speeches and exercises. There is an impressive body of evidence to indicate that students who prepare for classes in such groups can significantly improve their chances for class success. .WE will require group work on several occasions.
6. You are responsible for the learning environment of others. This means that during class, you must turn off your cell phone, and beeper. You must keep conversation to a minimum while class is in session. This action respects the efforts of others attempting to learn. If you cannot restrict your conversations during the 75 minute class period to those with me, you may be asked to leave so that others may learn. Please arrive before the start of class. Late arrival is disruptive to others (and you may not be counted as “in attendance”). If you leave early, you may also be counted as absent, since attendance will be taken at different times in class. Let me repeat this. If you come late or leave early, and have not discussed this with me, you may be counted absent for the whole class.
7. Remember that your Clayton State e-mail is the official e-mail medium for classes on campus. Please use that and continue to check it often.

Attendance—noted above: Any student missing 3 or fewer classes will receive the benefit of 10 extra points added to their total. There are no extra credit opportunities otherwise. Since attendance is associated with extra credit, there are no distinctions between excused and unexcused absences.

**Academic Honesty**

This course operates under the assumption that you will not violate any aspect of the student conduct code, especially sections concerned with academic honesty and appropriate class room behavior. As noted in the Student Handbook, in completing the application for admission to Clayton State University, you agree to abide by the rules and regulations of the University. Violations of the conduct code subject violators to sanctions up to and including those noted in the Student Handbook, as well as class sanctions deemed appropriate by the instructor. One area that is of particular importance within the context of public speaking involves the acknowledgement of sources for your material. You CANNOT simply cut and paste materials from the web. You must verbally cite the source of your material. It is far better to appear unoriginal than to appear dishonest by claiming credit for the work of others. You might try to use this site on Plagiarism today.com to check your own work to improve your chances of compliance with this <https://www.plagiarismtoday.com/stopping-internet-plagiarism/1-how-to-find-plagiarism/>

**Final Note**

When asked about the skills and abilities that employers expect of university graduates as they enter the work force, the ability to communicate verbally is inevitably one of the top two or three answers. Working effectively in groups is also a frequently cited skill set for successful employment. Your ability to practice those skills here will serve to be most helpful in your efforts to achieve those skills. Remember that the key elements of effective communication: having something to say (and thus speaking on matters that you know about or have learned); saying those things in a clear, well documented, and engaging manner; having proof for your claims or credibility for your narratives; demonstrating adaptation to your audience; having skills to analyze how your presentation was effective, or was not effective, and thus have ways to make later presentations even more effective than the present one.

**Schedule of Events**

**August 18 introduction to class, early presentations**

**20 models of communication and speaking competencies in presentation**

**25 speech 1**

**27 speaking competencies, continued (all chapter 1)**

**September**

**1 Audience Analysis, chapter 5**

**3 Audience analysis, Chapter 5**

**8 organizing and outlines Chapter 8**

**10 speech 2**

**15 speech 2**

**17 Introduction and conclusions, Chap 9**

**24 Critical thinking and reasoning, chapter 6**

**29 critical thinking and reasoning, Chapter 6**

**October**

**1 speech 3**

**6 speech 3**

**8 in class discussion of recorded speeches**

**13 fall break—no class**

**15 Supporting your ideas, Chapter 7; assignment 1 due by midnight**

**20 speech 4**

**22 speech 4**

**27 In class discussion of speeches with videos**

**29 Language use, Chapter 10**

**November**

**3 Informative speeches, Chapter 15**

**5 Persuasive speeches, Chapter 16**

**10 Delivery, Chapter 12**

**12 Visual Aids, Chapter 13**

**17 speech 5**

**19 speech 5**

**24 Ethics, Chapter 3 assignment 2 due**

**December**

**1 Speeches for special occasions, Chapter 17**

**3 Speeches in Groups, Chapter 18**

**8 speech 6**