

## COMM 1113 ♦ Speech Communication

### Spring 2010

<i>Instructor:</i>	Russell A. Guthrie, Associate Professor of Communication	
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<i>Office Hours:</i>	10:30-11 & 2-2:30 (M&W), 9:15-10:15 (T&R), & 8:30-9:30 (F)	
<i>Home Phone:</i>	580-349-2245 before 9 p.m.	

#### Course Objectives & Assessment Methods [T=pencil/paper instrument, P=performance]

By the end of this course you should be able to

- Define, model and describe the process of communication. [T]
- Conduct pre-, process, and post-analyses of audiences and situations. [T,P]
- Select a topic suitable for the assigned presentation and clearly state an explicit thesis for the presentation. [P]
- Outline a presentation, constructing an adequate introduction and conclusion, and arranging the elements of the body in a rational sequence. [T]
- Select, organize, and use audio/visual aids. [P]
- Use logic and reasoning processes to organize an argument, and be able to identify fallacious reasoning. [T,P]
- Deliver informative and persuasive presentations, demonstrating proper use of vocal and physical delivery techniques in the extemporaneous mode of presentation. [P]
- Compare and contrast the four modes of presentation. [T]
- Recognize the symptoms and identify the causes of communication apprehension, and describe methods for coping with same. [T]
- Discuss the listening process, including its purposes, characteristics, and effective listening guidelines. [T]
- List reasons for, bases of, and qualities of good presentation criticism, and be able to demonstrate their proper application. [T,P]
- Identify and characterize intrapersonal communication; interpersonal communication, and the development of interpersonal relationships. [T]

#### Course Description

"Principles of communicating with others in one-to-one and one-to-many situations. Idea transmission is stressed with practice in speech preparation and delivery." (*General Catalog*, p. 231)

#### Course Content

Material will be presented via lecture, discussion, performance, and reading. Lecture and discussion may touch upon or serve to further explain text material, but more often lecture material will not be covered in the text. You are responsible for all material and reading assignments as well as in-class handouts. Tests will cover both text and class materials.

#### Course Grade

Basis for course grade: presentations = 45% (drop 1 of 3)      written work = 10% (drop 1)  
    tests = 25% (drop 1 of 3)                      **comprehensive** final exam = 20%

*You may receive a ½ letter grade bonus if you have 100% class attendance for the semester. See "Attendance" below for additional grade effects.*

#### Grading Policies

I utilize a 10% scale for grades: A=90%, B=80%, C=70%, and D=60%. When you are assigned a letter grade, the numerical equivalents are:

A+ = 100%	B+ = 89%	C+ = 79%	D+ = 69%
A = 95%	B = 85%	C = 75%	D = 65%
A- = 91%	B- = 81%	C- = 71%	D- = 61%
			F = 50%

If you are absent [unexcused] on a day you are assigned to perform, there will be no makeup. **For excused absences, a complete outline must be submitted prior to or on the date of the scheduled performance.** Such submission may be by email.

Tests may only be made up for excused absences. Due to the nature of the material, makeup tests are usually more difficult than the original. Any curve which might have been applied to the original test will NOT apply to makeup tests. If you arrive excessively late to a test/exam (after first student has departed), then 12% will be deducted from your test/exam IF you are permitted to begin the exam/test (instructor's discretion).

### Attendance

**Only required attendance at university sponsored activities will regularly be excused.** Due consideration will be given for jury duty, military service, and required court proceedings. Also, documented medical problems requiring absences in excess of the permitted will be given consideration. DO NOT USE your "free" cuts, then expect to have medical excuses received favorably.

\*\*\* To **possibly** be credited with an excused absence you **must** complete and submit an absence form available on the instructor's web page. If your absence is excused, work may be made up without penalty.

Beginning with the fourth unexcused absence, each absence is worth 5% off the final course grade. Seven unexcused absences is an **automatic F in the course**. Please withdraw before that grade is assigned.

If you arrive late for class and someone is delivering a presentation, WAIT outside until the speaker has finished before entering. Failure to do so may result in 10% reduction in your own grade on that assignment.

### Textbook (rental)

Berko, Wolvin, & Wolvin's *Communicating: A Social and Career Focus* (9<sup>th</sup> edition)

### Written Assignments **(READ THIS CAREFULLY!!!)**

All work outside class (including outlines) must be typed or word processed, using standard 8½" x 11" paper. Good form, grammar, and spelling are expected. Use only one side of the paper.

Assignments requiring references (bibliography) must follow a standard format. The following are two of the most widely used on college campuses; you may choose either.

American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, D.C.: Author.

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 7th ed. New York: Modern Language Association, 2009.

### Classroom Policies

- Hats, caps, & all other head coverings are not to be worn during class **[this applies to both genders]**.
- The use of tobacco in any form is prohibited.
- If you bring a drink to class, dispose of the container properly.
- Please be courteous to speakers and give them your *full* attention.
- If you leave during class, don't return. Exception: Consult instructor before class and sit by door.
- Academic misconduct, as defined on page 74-75 of the General Catalog, may result in any or all of the following: a grade of zero on the assignment, a failing grade in the course, and/or suspension from the university.
- Cell phones, pagers, and other electronic media are to be turned off or silenced during class. Use during class will be grounds for ejection. Use of any during testing will be considered academic dishonesty.

### Plagiarism/Academic Dishonesty

Plagiarism is defined as "Verbatim copying of an entire paper or other assigned work, not writing or composing your own work, submitting anyone else's (student, friend, professional, web) work, structure, or ideas, in whole or in part, without adequate acknowledgement of the sources used to construct a paper or other assigned work, giving or obtaining answers on a test." The following includes, but does not limit, specific items that constitute plagiarism:

- un-cited ideas, structure, organization, data, or information;
- verbatim passage(s) or phrase(s) not in quotation marks and cited;
- submitting another student's paper or program or art or musical composition or design or machine, etc. as your own.
- submitting a paper (etc) written by a spouse, relative, roommate, parent, etc.,
- mosaic plagiarism, i.e. plagiarized passages included in the author's own work,
- submitting a paper (etc) so heavily edited by a tutor or anyone else that it is no longer the original student's work,
- submitting the same paper (etc) in two different classes without the knowledge and approval of instructor,
- using any source without citation, including web/internet sources,
- buying or downloading a paper (etc),
- having someone else do a substantial portion of the work for you - called by some improper collaboration, submitting any work which you were to have created but didn't as your own.

Please read the general catalog or the student handbook for possible consequences.

### Persons with Disabilities

**"Requests for accommodation for disabilities should have been made prior to the start of the semester through the Vice President for Academic Affairs Office (academic, i.e. learning disabilities or the Vice President for Student Affairs (physical, i.e. mobility, vision, hearing)).** However, if you think you have a disability and are in need of special accommodations, the instructor will work with you to provide a reasonable accommodation to ensure that you have a fair opportunity to perform well in this class. Please advise the instructor (**and appropriate VP**) of such disability and the desired accommodation at some point before, during, or immediately after the first scheduled class period."

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## THE DEMONSTRATIVE PRESENTATION

### Description of Presentation

You are to prepare and present a 3-5 minute presentation of demonstration. This is a "how to" presentation; i.e., you are to actually, physically show us accomplishing an objective. Do NOT depend solely upon pictures, diagrams, posters, etc. You must visibly demonstrate at least some of the actual steps of the process. Avoid mundane topics, e.g., how to: make a peanut butter & jelly sandwich, tie shoe laces, comb hair, etc.

Audio/visual aids are required for this presentation. All rules concerning proper handling are to be followed.

The extemporaneous mode of presentation must be used by all speakers.

### Assessment

A standard grading form will be completed by the instructor. Guidelines for grades will follow those listed on the handout, *Grading Presentations*.

Particular attention will be devoted to time management, organization, vocal and physical delivery, adaptation to audience, handling of visual aids, and personal appearance. Presentations which fall under 3 minutes will receive a grade no higher than C. Presentations exceeding 5:30 will receive a grade no higher than B.

Your outline and any notes taken to the lectern by you are to be handed to the instructor immediately following delivery of the presentation.

## THE INFORMATIVE PRESENTATION

### Description of Presentation

Prepare and present a 4-6 minute presentation of informative nature. The goal of an informative speaker is "audience cognition [the process of gaining knowledge, of comprehending, and/or learning]" (Zimmerman, 1979). Your task is to present us with information or knowledge on a topic of your choice\*. In this way you will share a meaning with your audience. You should not present personal views with persuasive intent, nor attempt to alter audience attitude in a particular direction. Your purpose is simply to inform your audience concerning your topic. The presentation is to be delivered extemporaneously.

You should try to choose a topic you are interested in. It should be properly researched to provide content material. You will submit a printed bibliography of at least three sources of information. DO NOT include dictionaries or encyclopedias [printed OR electronic] in this bibliography. Only one internet source may be used to meet the minimum and no interview will count toward the minimum. The bibliography will accompany the outline, and any other notes you took to the podium for your presentation are to be handed to the instructor immediately following the presentation delivery.

### Assessment

Critiques and grading will be as per the demonstrative presentation. Particular attention will be devoted to content and organization, also adequacy of introductions and conclusions. Sources **MUST** be orally or visually cited during the presentation **AS THE MATERIAL IS USED**. In addition to the instructor, a student will be assigned to provide a written critique. **REMEMBER**: you should dress and appear nicely for this presentation: no flip-flops, tank tops, athletic shorts, torn/dirty jeans, etc.

Presentations which fall under 4 minutes will receive a grade no higher than C. Presentations exceeding 6:30 will receive a grade no higher than B.

Failure to provide critique on assigned day, except for excused absence, may result in two [2] points being deducted from final course grade at the end of the semester for each critique missed.

## **THE PERSUASIVE PRESENTATION**

### Description of Presentation

Prepare and present a 5-7 minute persuasive presentation dealing with an important, significant, or worthwhile topic\*. Your goal is to employ all rhetorical skills and persuasive techniques at your disposal to change or reinforce the attitudes, opinions, behaviors, values, etc., of as many listeners as possible. You may employ either a one-sided or two-sided approach. Again, this presentation must be delivered extemporaneously.

Be sure the topic is something you are interested in. Psychologically, this will aid your delivery. You must have four sources of information, exclusive of dictionaries and encyclopedias (printed OR electronic). Only one internet source and one interview may be used to count toward the minimum. A printed bibliography will accompany the outline. Again sources **MUST** be orally cited during the presentation.

The presentation must have an adequate introduction and conclusion. It should have a clear [explicit] organizational pattern centering on the thesis and contain at least two and no more than six main points. There must be adequate supporting material for all major assertions.

As this is the last and most important presentation, all speakers should attire themselves accordingly: (men) dress slacks & shirt or better (tie recommended); (women) dress, skirt & blouse, slacks & blouse, or better. **DRESS PROFESSIONALLY. Blue jeans are NOT professional attire in this case.**

### Assessment

For this presentation there will be two student critics assigned for each speaker, in addition to the instructor, each providing a written critique. In addition to all previously covered points for criticism, particular attention will focus on the proper use of evidence [supporting material] and the use of reasoning to assemble a form of proof.

Presentations which fall under 5 minutes will receive a grade no higher than C. Presentations which exceed 7:30 will receive a grade no higher than B.

Outline and bibliography are to be handed in immediately after presentation delivery, along with any notes used during the presentation.

Failure to provide critique on assigned days, except for excused absence, may result in two [2] points being deducted from final course grade at the end of the semester for each critique.

\* NOTE: For each presentation assignment the topic choice is yours. However, because everyone is required to sit through all presentations, I must ask that you **NOT** attempt to proselytize us in regard to your religion. Also, it is illegal to bring alcohol on campus. Finally, you (yourself) may **NOT** present two speeches on the same topic.

**Speakers who exceed the time limits of any presentation by more than 1 minute may be signaled to stop at anytime thereafter.**

**\*\*This description is NOT a contract and IS subject to change\*\***

**For copies of class materials, go to  
<http://www.opsu.edu/Academics/LiberalArts/Speech>**

GRADING PRESENTATIONS

- I. An "average" presentation [C] should meet all of the following criteria:
  - A. **Conform to type assigned**, i.e., informative, persuasive, etc.
  - B. **Conform reasonably to time limits**.
  - C. **Conform to assigned mode of presentation**, i.e., impromptu, extemporaneous, etc.
  - D. **Fulfill any special requirements** of the assignment, such as use of visual aids, statistics, number of evidentiary sources .
  - E. Exhibit reasonable directness and communication in delivery, with language style appropriate to the audience..
  - F. Be ready for presentation on date assigned.
  - G. Demonstrate adequate knowledge of topic and preparation for delivery.
- II. The "better than average" presentation [B] should meet the preceding tests, plus the following:
  - A. Contain elements of vividness and special interest in its style.
  - B. Be sure of more than average stimulating quality in challenging the audience to think or in depth of response.
  - C. Demonstrate skill in attaining understanding of unusually difficult concepts or processes, or winning agreement from audience initially inclined to disagree with speaker's purpose or position.
  - D. Establish rapport of a high order through style and delivery.
  - E. Utilize correct grammar and pronunciation.
  - F. Be intellectually sound in developing a topic of worth with adequate and dependable evidence.
- III. The "superior" presentation [A] not only meets the previous standards, but also:
  - A. Constitutes a genuinely individual contribution by the speaker to the thinking of the audience.
  - B. Illustrates skillful mastery of internal transitions and emphasis in presentation of the speaker's ideas.
  - C. Demonstrates exceptional mastery of logical processes and derivation of conclusions.
  - D. Demonstrates variability in mood and manner suited to variety in presentation and speaker-audience relations.
- IV. Presentations classified as "below average" [D or F] are deficient in one or more of the factors required for the "C" presentation;this includes undertime presentations. Expect major point reductions for undertime presentations.

Please note that general appearance affects speaker credibility. Speakers should be neatly and cleanly attired for **all** presentations. Torn/tattered clothing, tank tops, etc. are unacceptable unless they are "costuming" for the presentation [check with instructor prior to presentation for costuming]. Speakers should NOT look like they just crawled out of bed or were blown in by a tornado. Removal of hats does not excuse unkempt hair. Pierced jewelry that might interfere with proper articulation (lips and tongue) should be removed.