

COMM 2381: UNIFORM COURSE SYLLABUS

These items in boldface are the required elements that must appear on all COMM 2381 syllabi. You may format your syllabus and course calendar as you wish, within the guidelines for universal accessibility, but do not remove any of these items. *Your syllabus, calendar, gradebook, textbook widget, and welcome message **must be posted on eCourseware***. You may distribute paper copies of the syllabus if you wish.

Course section number, meeting days and times

Instructor's Name:

Instructor's email and/or other contact information:

Instructor's Office Hours: *Note private office/meeting space in TC 237E*

Course Text: Osborn, Osborn, Osborn and Turner *Public Speaking: Finding Your Voice 10th edition*. Pearson 2015.

- The text can be purchased through the eCourseware widget as an e-book. Please provide students instruction on how to access and purchase the text in your syllabus, and demonstrate if needed.
- This text is also available in hard copy new or used and may be purchased or rented through the school bookstore and many other outlets.
- If you are planning to have students record or deliver speeches asynchronously, be sure to advise them that they must purchase the My Communication Lab utility to have access to Media Share for recording and sharing speeches.

Other supplies needed (for example):

- Note cards for speech delivery.
- SDHC memory card (2GB or less) for recording speeches with department camera.
Recording speeches is not mandatory, but highly recommended. Students may want to use their phones to do this, but the memory card is needed for using our equipment.
- Headset with external microphone for asynchronous speech delivery and/or virtual meetings. This is a must for sound quality and eliminating feedback.

Course Overview: In this course, you will explore the art of public speaking by using a broad range of techniques to craft compelling, ethical oral presentations that address contemporary issues. Through the practice of creating and delivering effective presentations, you will gain confidence in your ability to address an audience with clarity and persuasive impact. You will practice ethical and active listening as you play the role of participatory audience member. You will also examine the critical role that public discourse plays in creating and maintaining stable civic relationships.

Student Learning Outcomes:

Upon completion of this course students will be able to:

- Articulate a primary purpose for a presentation as a single, compelling statement and develop major points in a logically organized, convincing manner in support of that idea.
- Plan, revise, and edit oral presentations using clear and effective language.
- Use visual support effectively as a means of clarification and emphasis.
- Clearly explain information gathered from multiple, credible sources.
- Recognize the difference between opinion, fact, and inference and their use

- in argument.
- Develop and utilize appropriate rhetorical technique (i.e. narration, example, process, comparison/contrast, classification, cause/effect, definition, argumentation) to support your purpose.
- Demonstrate ethical speech development by avoiding plagiarism in all forms.
- Recognize the critical role of listening in successful communication and apply critical and ethical listening skills as participatory audience members.
- Analyze and evaluate oral presentations by listening critically for elements that reflect the speaker's awareness of situation and audience, as well as diverse points of view.

Attendance Policy: Success in this course depends on the participation and the mutual support of students. Your participation as an audience member is as important as your participation as a speaker. You are allowed 3 absences without penalty. (Two absences in a T/TH course, one in a one a week course) After that, your participation grade will be reduced by 10% (5 points) for each absence beyond the allowed total. It is possible to completely lose your participation points, which will affect your grade by one letter. Three tardies = one absence.

Assignments and Grading

Assignment	Percentage	Points
Introductory Speech	5%	50
Informative Speech	10%	100
Persuasive Speech	20%	200
Ceremonial/Tribute Speech	10%	100
Outlines (Info/Pers/Tribute)	15%	50 x 3 = 150
Self Evaluation (Intro/Info/Pers)	7.5%	25 x 3 = 75
Peer Evaluation (Intro/Inf/Pers)	7.5%	25 x 3 = 75
Midterm/Final Exam	10%	2 x 50 = 100
Homework/Exercises	10%	100
Attendance/Participation	5%	50
Total	100%	1000

All grades will be recorded in the eCourseware grade book. Evaluations and grades will be returned to students within one week of completion of an assignment.

Grade Scale: 90-100 = A 80-89 = B 70-79 = C 60-69 = D 59-below = F

While it is possible to assign plus and minus grades at the end of the semester, this practice is not encouraged.

IMPORTANT NOTE: Topics for the Topic Defense (if using) and the Informative and Persuasive Speech should be the same or closely related. Choosing new topics for each presentation is not acceptable.

Assignment Options: Grade Using Uniform Rubrics

Introduction: “Selfie” <ul style="list-style-type: none"> • 3-5 minutes • Use one visual element <p>Students introduce themselves using a narrative or categorical speech design. The speech should express something of significance about their lives, using the inventory of questions in Chapter 3 and establish ethos with the class. A single visual element must be used in this presentation. The basics of this speech and some good examples are found in Chapter 3 of your textbook.</p>	Introduction: Topic Defense <ul style="list-style-type: none"> • 3-5 minutes • Use one visual element <p>Students introduce their topic choice for the semester and convince their instructor and classmates that it is a good choice by discussing topic significance and impact as well as answering questions about the timeliness and potential educational benefit to the audience.</p>
Informative Speech Traditional Delivery <ul style="list-style-type: none"> • 5-7 minutes • Formal outline required • No fewer than 5 sources in bibliography • No fewer than 5 slides in Power point <p>Students will explain the several aspects of their topic; the facts about the issue, dimensions or causes of controversy. May include some proposed solutions to the problem. Delivered face-to-face in the classroom. Topic may be self-generated or assigned.</p>	Informative Speech Asynchronous <ul style="list-style-type: none"> • 5-7 minutes • Formal outline required • No fewer than 5 sources in bibliography • No fewer than 5 slides in Power point <p>Students will explain several aspects of the topic; the facts about the issue, dimensions or causes of controversy. May include some proposed solutions to the problem. Delivered asynchronously as a narrated powerpoint using Media Share in Pearson My Communication Lab. Topic may be self-generated or assigned.</p>
Persuasive Speech-Individual <ul style="list-style-type: none"> • 7-9 minutes • Formal outline required • No fewer than 5 sources in bibliography • Must use at least three visuals to create/supplement arguments <p>Students will argue that issue is one that is worthy of attention and/or that one course of action is the best way to address the controversy. Action steps that support or contribute to existing real world solutions should be emphasized.</p>	Persuasive Speech-Panel <ul style="list-style-type: none"> • 7-9 minutes • Formal outline required • No fewer than 5 sources in bibliography • Must use at least three visuals to create/supplement arguments <p>Students will create persuasive speeches that work together to address a single topic or several topics that are thematically connected. Each student must speak individually. Action steps that support or contribute to existing real world solutions should be emphasized.</p>
Ceremonial/Tribute Traditional <ul style="list-style-type: none"> • 3-4 minutes • Use visual elements appropriately 	Ceremonial/Tribute Pecha Kucha <ul style="list-style-type: none"> • 6 minutes, 20 seconds • Powerpoint format: 20 slides/20 seconds each slide

Students will call the audience's attention to a person who has made a significant contribution to the world, and by doing so emphasize common values and virtues. This presentation should use visuals in some way.	Students will call the audience's attention to a person who has made a significant contribution to the world, and by doing so emphasize common values and virtues. Pecha Kucha format is a programmed Powerpoint that shows 20 slides for 20 seconds each. Challenging, but fun. May be used as an extra credit option.
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Midterm and Final Exam: These exams will be comprehensive, and will consist of a combination of objective questions and a written evaluation of a speech. May be conducted synchronously or asynchronously.

Academic Dishonesty:

[The Office of Student Conduct](#) defines the following on the linked website:

Plagiarism - "The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution."

Cheating - "Using or attempting to use unauthorized materials, information, or aids in any academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit or hours."

Fabrication - "Unauthorized falsification or invention of any information or citation in an academic exercise."

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class in addition to other possible disciplinary sanctions, which may be imposed through the regular institutional disciplinary procedures.

An instructor who believes a student has committed an act of academic misconduct shall notify the student in writing of the basis for the belief and allow the student five (5) business days to respond to the allegation. The student shall respond to the allegation by scheduling a meeting with the instructor to discuss the matter. After meeting with the student to review the alleged misconduct, the instructor has two options: (a) they may make a decision regarding appropriate action, or (b) they may refer the matter to the Academic Integrity Committee. (*University of Memphis Code of Student Rights and Responsibilities, page 17-18*)

The following penalties will be assessed for instances of plagiarism and academic dishonesty:

- o Minor/Incremental/unintentional plagiarism:
 - o First offense--one letter grade penalty.
 - o Second offense--fail assignment.
 - o Third offense--fail course.
- o Major plagiarism (defined as plagiarizing an entire speech or major portions of a speech):
 - o First offense--fail assignment.
 - o Second offense--fail course

All instances of plagiarism other than a first minor offense will be reported to the Department Course Coordinator. All instances of major plagiarism will be referred to the University Academic Integrity Committee.

Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all." (*Office of Legal Counsel, October 17, 2005*)

Students with Disabilities: Any student who anticipates physical or academic barriers based on the impact of a disability (including invisible disabilities such as chronic diseases, learning disabilities, and head injuries) is encouraged to speak with their instructor privately within the first two weeks of class. The college and your instructor will make reasonable accommodations for persons with documented disabilities. Any claim of disability must be documented by Disability Resources for Students (DRS) in order to receive accommodation. Students with disabilities should also contact Disability Resources for Students (DRS) at 110 Wilder Tower, 901-678-2880 for further assistance with course access or accommodation.

Center for Writing and Communication: This Center offers assistance in speech development, outlining and practice for all students enrolled in COMM 2381. It is located on the ground floor of the main campus library. An appointment to meet with a tutor can be made at http://www.memphis.edu/cwc/about/how_to.php

The Michael Osborn Speech Competition

Each semester, the Department of Communication hosts a speech competition named in honor of Professor Emeritus and former department chair Dr. Michael Osborn. The purpose of this competition is to highlight outstanding talent from the COMM 2381 program, with monetary prizes awarded to the top three speakers. Students wishing to enter the competition must submit a formal outline of their speech for the preliminary round; from these outlines, three finalists will be chosen. *All types of speeches are eligible.* Additional details regarding the competition will be provided later in the semester. Please see your instructor if you are interested in participating.

Conflict Mediation/Resolution: Issues between a student and instructor involving conduct, grade disputes or other issues that cannot be resolved should be referred to Lori Stallings, Course Coordinator for COMM 2381, for mediation. If the dispute remains unresolved, it will then be referred to Dr. Craig Stewart, interim Department Chair.

Other Class Policies: Rules about conduct, use of electronics, make up speeches, etc. These should be clear, equitable, and easily understood. A make up policy must be spelled out in detail. Penalties for lack of participation and/or inattentiveness during student speeches should also be clearly spelled out in this section of the syllabus.

Detailed Course Calendar: The calendar should reflect reading assignments, due dates for major assignments and exam dates. Be sure to attach this to the course syllabus or post in the same area of e-Courseware.