

COM 1100 – Fundamentals of Speech

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Course Description

Fundamentals of Speech is a general education course that focuses on helping the student develop effective patterns of communication, especially public speaking. Based upon the principle that public speaking, like other skills, usually improves with coaching and practice, the course offers opportunities for students to create and deliver original speeches, and receive expert feedback from communication professionals.

Course Objectives

By the end of this course students will be able to:

1. Prepare speeches using the following process:
 - a. Find, evaluate, and assemble credible source materials
 - b. Develop a thesis
 - c. Organize a speech to be delivered within a specified time, with accepted logical patterns, and with demonstrated internal coherence
2. Employ physical and verbal competency in delivery
3. Examine and critique the ideas of others, in both individual and group contexts
4. Recall and explain the value of communication as part of God's redemptive work in the world
5. Defend and value speaking in public as a powerful tool for advocating a biblical explanation for reality
6. Evaluate and address contemporary social issues within the frameworks of truth, justice, equality, and diversity in order to demonstrate cultural competence.

Departmental Objectives

The Cedarville University Department of Communication Arts is a diverse community of communication professionals committed to educating students to change the world as they biblically engage their culture with the heart and mind of Christ. We recognize the importance of balancing professional training with a rigorous academic grounding. We affirm biblical truth as the standard for evaluating and discussing contemporary issues and theories. The following distinctives characterize the education communication arts students receive at Cedarville University:

- excellence in communication skills and critical thinking
- knowledge and enthusiasm for creative expression
- problem-solving techniques in applied contexts
- evaluation of performance-based communication as a reflection of culture
- innovation and leadership development for meaningful careers in media, politics, business, and entertainment

University Objectives

To achieve its purpose, the University seeks to accomplish the following objectives:

1. To undergird the student in the fundamentals of the Christian faith and to stimulate each student to evaluate knowledge in the light of scriptural truth.
2. To encourage growth in Christian character in each student and to help the student accept responsibility for faithful Christian service.
3. To increase each student's awareness of the world of ideas and events which are influencing our contemporary culture and to prepare each student to participate knowledgeably in our society.
4. To enable each student to develop sound critical and analytical reasoning.
5. To provide sufficient opportunities for each student to practice the skills of communication.
6. To offer opportunities for academic specialization and preparation for graduate study and to assist each student in selecting and preparing for a vocation.
7. To foster each student's appreciation of and participation in wholesome avocational and cultural activities.

Texts

DeVito, J. A. (2009). *Human communication. The basic course, 11th edition*. Boston: Pearson Education, Inc.

NOTE: There is also a Custom Edition of *Human Communication* available. It is published specifically for Fundamentals of Speech at Cedarville University and contains only the chapters we use in clas. This edition is distinguished by a tin-can telephone on the cover. The page numbes are different between the two editions. In your instructions they will noted this way: Custom: pp 32-37/11th: pp. 142-147. Both editions are available through the University Bookstore.

Wheeler, M. S., Haffey, D.B., and Green, D. (2008). *Student manual. Fundamentals of speech, second edition*. NY: Pearson Custom Publishing.

The material in this manual was initially written for face-to-face classes. This is the source of instruction for the speeches in the class, but will occasionally contain instructions which will not apply to this online version of the class. Such adjustments will be noted in the here in the syllabus or in the Online Classroom where speeches are assigned.

Grading Scale

A	93-100	C	73-77
A-	90-92	C-	70-72
B+	88-89	D+	68-69
B	83-87	D	63-67
B-	80-82	D-	60-62
C+	78-79	F	59 or below

Assignment Details

All speaking assignments, the cultural Bible study assignment, the listening assignments, and the peer evaluation assignment are explained in detail in the Speech Manual. Other assignments include:

Discussion

An important part of online work is the learning that comes from working with your peers, thus this course is planned so that your discussion assignments are completed in your work group. For this reason, it is essential that you are integrally involved in the discussion postings. Here are some guidelines for you to incorporate into your semester:

- Contribute to the group discussion.
- You must post your own response to each week's discussion prompt by 11pm Wednesdays.
- You must then post a substantive comment on at least two peer submissions by 11pm Saturdays.
- Each week the group will report attendance. If you don't contribute to your group's response you will not be given credit for the week's posting.
- Choose a member of your group who will report to your instructor both the discussion answer and the group attendance.

To participate in group discussions:

1. Log in to this course in WebCT.
2. Select the corresponding week in the course.
3. Select "Group Discussion Discussion Rooms" from the icons available.
4. Look for your group's area and select it to enter and post summaries or comments.

Think about it!

This is an assignment which you complete individually. Your response to the weekly question should:

- be 75-100 words long
- clearly address the question or problem posed to you. If there is more than one question, be certain to answer each.
- thoughtfully address the question, demonstrating your understanding of the week's material.
- be written without spelling or grammatical errors.

To submit your journal responses for Think About It!:

1. Log in to this course in WebCT.
2. Select the corresponding week in the course.
3. Select "Think About It!" from the menu.
4. Enter your journal response in the "Submission" area or attach a file from your computer. Files should be saved in Word (.doc or .docx), Rich Text Format (.rtf), or PDF (.pdf). format in order to be graded by your professor.
5. Click "Submit" to turn in your journal response to be graded.

Quizzes

Each weekly quiz consists of 10 questions and covers both the reading material and the content presented in the weekly video.

To take the quizzes:

1. Log in to this course in WebCT
2. Select the corresponding week in the course.
3. Select "Quiz" from the menu.

Speech Delivery Assignments

Each week you will view a short video (about 10 minutes) that addresses topics from your reading, and explains your assignments. Quizzes ask questions based upon content from the video. In order to view the video for each week:

1. Log in to this course in WebCT.
2. Select the corresponding week in the course.
3. Select "Video" from the menu.

To submit individual weekly assignments:

1. Log in to this course in WebCT.
2. Select the corresponding week in the course.
3. Select the "Speech - Delivery" item from the menu.
4. Enter your assignment in the "Submission" area or attach a file from your computer. Files should be saved in Word (.doc or .docx), Rich Text Format (.rtf), or PDF (.pdf). format in order to be graded by your professor.
5. Click "Submit" to turn in your assignment to be graded.

Be certain that you send your assignments through WebCT; do not email them to the professor.

Speeches

Technology

As you already know, we will use a good deal of technology in order to make this happen. Almost all of the technology you are already familiar with, and probably use often. Remember to read the technology instructions included with the webcam and microphone you should have obtained for the course. You will be giving your short, two minute introduction speech at the beginning of the second unit, so use the first week to practice with all your equipment, to insure you are ready to upload your speech on time.

We will use a web-based program called Speech Studio to submit your speeches. You must record each speech on your own and then upload the finished version into the appropriate area in Speech Studio. Instructions for obtaining access to Speech Studio can be found in the Online Classroom in WebCT.

To submit a speech, you must 1) submit the corresponding assignment in WebCT, where you usually attach an outline and any other required documents. You must ALSO 2) upload the actual recording of your speech in Speech Studio.

The Four Speeches

The first speech is an informal Introductory Speech in which you will introduce yourself to the professor. This will be given in Unit 2. Guidelines for this speech are detailed in the Speech Manual, pp. 19-21. You must upload a recording of yourself delivering this speech into Speech Studio.

The second speech is the Informative Speech. This will be given in Unit 5. Guidelines for this speech are detailed in the Speech Manual, pp. 25-27. Please note that a PowerPoint presentation is not required with this speech for the online class.

The third speech is the Persuasive Speech. This will be given in Unit 8 (see Speech Manual, pp. 43, 45).

The final speech is the Group Presentation. This will be given in Unit 12. Guidelines for this speech are detailed in the Speech Manual, pp. 58-61. Other instructions are posted in the Online Classroom in WebCT.

Plagiarism

The Communication Arts department, like other professionals in academia, take plagiarism very seriously, for ethical and also for practical reasons. The ethical reasons are clear-it is a lie to take another person's work, and submit it as your own. It also makes it impossible for your instructor, who wants to respond to your work in order to facilitate learning and improvement in communication skills, to be able to do so. I can't give you good advice if the work I'm commenting on is not yours! The practical reason has to do with how the academic world works. Professors get paid for teaching, studying, and researching ideas. A professor's professional future depends on the quality of ideas she or he generates, tests, and writes about in the professional literature. For someone to steal an idea is analogous to stealing a carpenter's tools, or a delivery person's truck. If promotion, tenure, and ability to apply to desired universities is conditioned on the quality of one's ideas, then to take those ideas is to cripple a professor's career. These are the reasons that teachers are adamant about plagiarism, or cheating. Our respect for the ideas of one another is an academic value that we live by and insist is implemented in our classes. When a professor becomes aware of plagiarism or cheating, the professor has the freedom to fail the student on the assignment, and it is his or her responsibility to report the incident to the Academic Vice President, who is the person that then tracks the student's behavior in all classes, to determine whether this has become a pattern. Just keep in mind: this is a serious offense that will not be overlooked.

Optimum use of your textbook

Throughout the chapters of your text are short surveys, titled "test yourself"-consider taking these surveys-I think you will find that they will contribute to your self knowledge, giving you interesting insight into how you respond to the principles each chapter discusses.

Expectations for group work:

An important part of online work is the learning that comes from working with your peers. For this reason, it is essential that you are integrally involved in the discussion postings. Make sure you reserve several times each week to check the discussion board in WebCT to share your thoughts and interact with others. Regular, substantive participation in group discussion will factor into your final grade.

Disability Services

If you believe you may need support in managing the impact of a disability, please contact Amy Frey, afrey@cedarville.edu, (Disability Services). Faculty rely on Disability Services to verify the need for academic accommodations and to identify reasonable and appropriate accommodation strategies. Disability Services is part of the Academic Enrichment Center-The Cove located in the BTS building.

More details including a semester calendar and general advice for succeeding in this course are available in the online classroom.