SPCH 1300-006, 0011

GENERAL SPEECH- FALL 2011

# Instructor: C. Ellen Young

**Email:** youngce@etsu.edu

**Mailbox:** Department of Communication, Main Office, 519, Warf-Pickel

**Office Hours:** MWF- 11:30-1:30. Campus Center Building, Room 104

**READINGS**

**Required Text:** Beebe, S. A., Beebe, S. J. & Ivy, D. K. (2010). *Communication principles for a lifetime* (4th ed.). Boston: Allyn & Bacon.

##### **COURSE PURPOSE & OVERVIEW**

This course provides a thorough foundation of communication theory, research, and skills as they relate to intrapersonal, interpersonal, group, and public communication contexts, emphasizing both verbal and nonverbal messages. This course will be an intensive study of human communication from both theoretical and performance perspectives.

**LEARNING OUTCOMES**

This course is designed to enable you to:

* Understand and apply communication theories to intrapersonal, interpersonal, group, and public communication contexts;
* Demonstrate verbal and nonverbal communication competencies in listening, message construction, and message presentation;
* Assess different communication events or situations and identify communication behaviors appropriate to each; and
* Make responsible communication choices that are mindful of human diversity.

## COURSE GOALS

* Value communication as a science, as a process, and as a foundation for all learning.
* Put into perspective the role of communication in multiple contexts (e.g. formal vs. informal, informing vs. persuading, interviewing vs. conversation, daily vs. specific).
* Mesh verbal communication with appropriate nonverbal communication in an appropriate balance.
* Appreciate the complexity and diversity of communication techniques and applications.

**GRADING**

1) I will not accept your work unless it is submitted ON TIME.

2) Due to privacy concerns, I do NOT email grades.

I. Communication Reporting (100pts/total)

 Nonverbal observation report

II. Small Group (100pts/total)

 Problem-Solution Analysis (50pts)

 Conceptual analysis (50pts)

III. Informative Public Speaking (100pts/total)

 Speech (75pts)

 Outline (15pts)

Peer-Critique (10pts)

IV. Persuasive Public Speaking (100pts/total)

Speech (75pts)

 Outline (25pts)

V. Knowledge Assessments (100pts/total)

 In-Class Assignments (50 pts)

 Exams/ Quizzes (50pts)

## Grading Scale

A 93-100 A- 90-92

B+ 88-89 B 83-87 B- 80-82

C+ 78-79 C 73-77 C- 70-72

D+ 68-69 D 60-67 F 59 and below

## ATTENDANCE

Your presence is critical to your success in this class. Read this section carefully, as all policies here within are enforced. If you respect this class and your classmates, you should be able to succeed in this class.

**Absence Policy:**

You are allowed to miss the equivalent of one (1) *week* of class.

Once a week classes: 1 excused absence

Twice a week classes: 2 excused absences

Thrice a week classes: 3 excused absences

THESE ABSENCES DO NOT APPLY ON PRESENTATION DAYS. SEE PRESENTATION ATTENDANCE POLICY BELOW.

**Tardy Policy:**

You will be marked “tardy” if you are more than 5 minutes late for any class or class-related proceeding. No penalties will accrue unless you gather more than 3 tardies. 3 tardies will equal 1 absence, 4 tardies will equal 2 absences, and etc. If your maximum amount of absences has been reached, you will then receive a 5 point grade deduction for each additional absence. This deduction affects your FINAL average in the class.

**Presentation Day Absences:**

Foreseeable absences should be arranged with the instructor in advance. “Foreseeable” includes university-approved absences (athletic obligations) or court dates. These absences must come with proper documentation (e.g. schedule of classes to be missed signed by pertinent athletic director), and must be approved by the instructor *before* the missed class.

You will only be allowed to make up a missed presentation if the absence was unforeseeable, unpreventable, urgent in nature, necessitated missing class, and for which documentation proving its occurrence can be provided by a professional relevant to the emergency (e.g., emergency room physician).

Assignments and Absences

**Your work is due on time regardless of circumstances. The instructor’s discretion will be used in determining if the work will be accepted.**

(1) **Assignment Due Dates.** I reserve the right to refuse any late assignments unless there are documented and are extenuating circumstances. Except in very extenuating circumstances—see above policies--there are no make-ups or extensions.

(2) **Prior** **Notification and Grade Reduction.**  If you want me to consider your reason for missing an assignment, you must email/call (preferably email) *prior* to the beginning of that class. If you are unable to reach me, leave a message. Do not assume, however, that a voice or email mail message is sufficient to avoid penalty. You must also have credible and thorough documentation. If a late assignment is accepted, it is subject to penalty, including a reduction for each day that the assignment is late (e.g., A+ to B+).

**Late assignments are accepted at the discretion of the instructor.**

### ADA

In accordance with the American Disabilities Act of 1991, students with special needs may request that the professor and class make reasonable accommodations. Students who have documented special needs (physical, learning, etc) must work with the Office of Disability Services (439-8346. TDD: 423-439-8370). Disability Services, then, will make arrangements with me for reasonable accommodation (e.g., testing at Disability Services).

Students should **not hesitate** to speak with me or any other professor about physical or learning "disabilities." These are not uncommon challenges for today's students. I strive to be discreet with any information students give me.

# CLASSROOM ETHICS AND CLIMATE

1) **Academic Dishonesty:** Keep in mind the academic policy in your student handbook. If I catch

you cheating, plagiarizing, etc. you will receive an “F” on the assignment and/or in the course (at my discretion).

2) **Positive Learning Environment.** I am committed to helping create and maintain a positive learning environment; therefore, I encourage an open, but sensitive and professional, dialogue. I retain the right to temporarily remove any student from the class who is disrupting that positive learning environment (Per Dr. Steven Bader, Dean of Students). This includes offensive posts to discussion boards or any inappropriate information made public via the use of class resources (video, discussion boards, and etc.).

**For more about student rights and codes of conduct, I highly recommend that each student carefully review the Student Handbook, especially since you are bound by the procedures and policies set forth in the manual.**

**GRADED ASSIGNMENTS**

**Wikipedia**

Do NOT use Wikipedia for your papers or your speeches. By visiting the website (http://en.wikipedia.org), you will see that "Wikipedia is an [encyclopedia](http://en.wikipedia.org/wiki/Encyclopedia) written [collaboratively](http://en.wikipedia.org/wiki/Collaborative_writing) by [many of its readers](http://en.wikipedia.org/wiki/Wikipedia%3AWho_writes_Wikipedia)… Inappropriate changes are usually removed quickly…*anyone* can edit…Find something that can be improved, either in content, grammar or formatting, and fix it." This means that there are some real credibility challenges with this source (e.g., lack of consistency, lack of external review).

#### **I. Communication Reporting: Nonverbal Observation Report (100pts)**

|  |  |
| --- | --- |
| ***Note 1*** | **You must cite sources.** **🡪 Use APA*****\*\*\*\*At minimum, you must cite your text book (in-text and references). Do not over-cite. This is supposed to be observational work.*** |
| ***Note 2*** | **Evaluation form for this assignment is attached.**  |
| ***Note 3*** | **Cite your sources!**For Example, APA style would be: In text citing: “According to Rothwell (2004)…” Reference Page: Rothwell, D. (2004). *In the company of others.* Boston,  MA: McGraw Hill.  |
| ***Note 4*** | **Your grades will not only be based on what you write but how you write it**.  |
| ***Note 5*** | **Spelling and grammar count!!** 🡪We have a wonderful writing center here; take advantage of this great resource (4th floor of Warf-Pickel).  |

In a public setting (i.e., don’t trespass, do anything unethical, or break any laws for this assignment!!!), observe **one** (1) form of nonverbal communication (two forms maximum as long as they are strongly related in your observations. E.g., Eye and facial communication; Proxemics and Haptics).

**Forms to choose from include**: Proxemics, haptics, paralanguage, artifactual communication, kinesics (see text for other options).

**Paper Components:** Always have an introduction, thesis, organized body, and conclusion (with discussion. See below).

* **Describe:** **Fully describe** the setting of your observation, as well as specific EXAMPLES from your observations to support your assertions. Do NOT discuss hypothetical uses of nonverbals. Use your real-life observations.
* **Discuss:** Be detailed in your discussion. Your discussion should involve your conclusions about the large social/theoretical significance of your observations.
* **Cite your sources!**
* **Page length:** Usually runs ~3-5 pages.

**\*\*\*\*IMPORTANT NOTE about students who have previously failed this assignment\*\*\*\*** Remember, focus on ONE TYPE of nonverbal communication (e.g., Proxemics), rather than ONE FUNCTION (e.g., regulate). Of course, you may draw on nonverbal communications’ functions to explore your observations about the selected type of nonverbal communication **(**E.g., Show how haptics is used for substitution and regulation). **The students who FAIL this assignment have done so because they did NOT follow directions.**

#### **II. Small Group Unit (100pts)**

**HEADS UP on Small Group Assignment!!!**

|  |  |
| --- | --- |
| ***Note 1*** | **The paper is written by each individual (1 per person).****The worksheet is written as a group (1 per group).****The Group Paper is written as a group (1 per group).** |
| ***Note 2*** | **At minimum, you must cite your text book (in-text and references)** |

The purpose of this unit is to allow you to investigate the workings of small groups through both study of principles and practice. Observe the workings of your group.

**IIA. Group Analysis [50pts]**

* Each student group will be assigned a problem. Each group will work independently to come up with a solution (or solutions) to the problem.
* Each group will present their solutions.
* Evaluation criteria: organization/clarity, participation of all members (see below)
* **This component is basically the decision you make. It is to be well-detailed.**

**IIB. Conceptual Analysis [50pts]**

* Drawing on **3** concepts (e.g., cohesion, norms), critique the performance of your group. What did your group do well? Improvements?
* You MUST incorporate 3 concepts (define and describe) and address both the positive and negative aspects of your group.
* Typed, double‑spaced, 3pp
* See above assignments regarding component for ALL written assignments
* Cite your sources
* **This component is what you observed in your group. You do NOT discuss your solutions in this paper. You strictly evaluate your group’s interactions. You may observe conflict resolution, power, leadership, nonverbal communications, norms, rules, and etc. You will not, under any circumstances, write about the solution you came to. That is what the Group analysis is for.**

**III. Informative Speech with Outline & Critique (100pts)**

|  |  |
| --- | --- |
| ***Note 1*** | **Evaluation form for this assignment is attached.**  |
| ***Note 2*** | **Do not use Wikipedia as a source** |
| ***Note 3*** | **Use one (1) visual for speech** |
| ***Note 4*** | **Only use one Internet source for each speech**🡪Speeches that use more than one Internet source are subject to penalty. |
| ***Note 5*** | **No make-up speeches (excepting those meeting requirements in attendance policy- see above).**  |
| ***Note 8*** | **You will evaluate a minimum of two (2) classmates using the PAF *during their speeches*, not after. These evaluations will then be discussed in class.**  |

##### **IIIA. Informative Speech [75pts]**

This is a 3‑5 minute informative speech.

* See the Performance Assessment Form on D2L
* The outline is due on the same day that your give your speech.
* A **bibliography** is to be included along with your outline.
* You must have at least 3 sources (Speeches without credible sources may receive an automatic failing grade)
* **Only ONE source may be from the Internet.**

**IIIB. Full Sentence Outline [15pts]**

The full sentence outline template is available on D2L. To receive full credit, students must include and identify all the elements:

* Introduction—3pts
* Thesis/Preview—1pt
* Conclusion/Summary—3pts
* Full sentences—2pts
* Connectives/transitions—2pts
* Sources cited—2pts
* References—2pts

**IIIC. Peer Critique [10pts]**

Use the PAF at the end of this document (available on D2L) to critique. Further instructions will come in class.

**IV. Persuasive Speech with Outline (100pts)**

##### **IVA. Persuasive Speech [75pts]**

This is a 4-6 minute informative speech.

* See the Performance Assessment Form on D2L
* The full sentence outline is due on the same day that your give your speech.
* A **bibliography** is to be included along with your outline.
* You must have at least 5 sources.
* **Only ONE source may be from the Internet.**

**IVB. Full Sentence Outline [25pts]**

The full sentence outline template is available on D2L. To receive full credit, students must include and identify all the elements:

* Introduction—5pts
* Thesis/Preview—2pts
* Conclusion/Summary—5pts
* Full sentences—2pts
* Connectives/transitions—3pts
* Sources cited—5pts
* References—3pts

#### **V. Knowledge Assessments (100pts)**

At various points in the semester (see below) students’ knowledge of the material covered in the text, classroom discussions, and on D2L will be assessed.

* There will be 2 exams
* There will be in-class assignment meant to foster understanding and evaluate ability

### Tentative Course Schedule

### This schedule is subject to change. I reserve the right to adapt the schedule based on the needs of the class. It is your responsibility to stay up-to-date on assignment due dates and lecture material.

|  |  |  |
| --- | --- | --- |
|  |  | **Fall 2011- SPCH 1300 Daily Schedule** |
| 8/30 |  | Begin Class- Welcome!Introduction of InstructorPreview of SyllabusDiscussion of Course Contract |
| 9/1 |  | Chapter 1-Foundations of Human CommunicationChapter 2- Self-Awareness |
| 9/6 |  | **LABOR DAY- Take a day off!**  |
| 9/8 |  |  Chapter 3 Group Presentations  |
| 9/13 |  | Chapter 5- Listening and Responding Chapter 14- Speaking to InformBe thinking about Informative Presentation Topics |
| 9/15 |  |  Chapter 11- Developing your PresentationChapter 12- Organizing and Outlining your PresentationHomework: Fill out sample outline template on D2l. Bring to 9/27 class. |
| 9/20 |  | Impromptus- Speech Practice and Review**Informative Presentation Topic Due**We will be presenting soon. If you have a rough draft outline you want me to review, you must email it to me or visit during office hours. |
| 9/22 |  |  **RESEARCH DAY**! Class time will be spent at the library reviewing research. |
| 9/27 |  | Chapter 13- Delivering your Presentation**Due- Rough Draft of outline** |
| 9/29 |  | **INFORMATIVE PRESENTATIONS WITH OUTLINES AND** **PEER REVIEW** |
| 10/4 |  | **INFORMATIVE PRESENTATIONS WITH OUTLINES AND** **PEER REVIEW** |
| 10/6 |  |   Chapter 6- Adapting to Others Chapter 7- Understanding Interpersonal Communication |
| 10/11 |  | **MIDTERM EXAM-Covers all chapters *and assignments* to date.** |
| 10/13 |  | FALL BREAK |
| 10/18 |  | Group Presentations of Chapter 8 |
| 10/20 |  | Chapter 4- Nonverbal CommunicationIntroduction of Nonverbal Observation Report  |
| 10/25 |  | **Presentation Nonverbals Workshop** |
| 10/27 |  | **Nonverbal Observation Due**. Be prepared to discuss your findings. |
| 11/1 |  | Chapter 9- Understanding Group and Team PerformanceChapter 10- Enhancing Group and Team PerformanceIntroduction of Group Problem Scenario |
| 11/3 |  | **Research Day**! Class time will be spent IN CLASS, but used for development of project and location of research. |
| 11/8 |  | **Research Day**! Class time will be spent IN CLASS, but used for development of project and location of research. |
| 11/10 |  | **GROUP PRESENTATIONS WITH PEER REVIEW** |
| 11/15 |  | **GROUP PRESENTATIONS WITH PEER REVIEW** |
| 11/17 |  | Chapter 15- Speaking to Persuade **Be thinking of Persuasive Topics** |
| 11/22 |  | **Argument Workshop-** Bring a potential persuasive topic to class. We will discuss it and practice developing and arguing main ideas. |
| 11/24 |  | **THANKSGIVING HOLIDAY! No CLASS** |
| 11/29 |  | **Due- Monroe’s Motivated Sequence Project**. This will be partially completed in class. The final copy will be due on D2L in a marked discussion forum BEFORE this class period.**Due- Rough draft of outlines (USING THE SEQUENCE)** |
| 12/1 |  | **PERSUASIVE PRESENTATIONS WITH OUTLINES AND****PEER REVIEW** |
| 12/6 |  | **PERSUASIVE PRESENTATIONS WITH OUTLINES AND****PEER REVIEW** |
| 12/8 |  | **PERSUASIVE PRESENTATIONS WITH OUTLINES AND** **PEER REVIEW** |
|  |  |  |
| **Final Exam Week** |  | FINAL EXAM TIME TO BE ANNOUNCED |  |

#### **Communication Report Evaluation Form**

*Instructor’s Note:* This form is designed to show what you have done well ***and*** what you have **not** done well. This provides detailed feedback for areas to improve as well as commending what you have done correctly.

**\_\_\_\_\_Organization of Paper (Total Points from Category)**

**Thesis:**

* Thesis is clear overall
* Clarify the thesis (***thesis***)

**Preview**

* Preview is clear overall
* Consider using a preview (***preview***)

**Transitions**

* Transitions between paragraphs and sentences are strong
* Strengthen transition (***trans***)

**Structure**

* Good use of paragraphing to promote readability
* Breakdown document into paragraphs to promote readability (***bd***)

**Format**

* Work on a coherent structure *(****coh***)
* Work on format (margins, font, spacing; ***format***)

**Introduction**

* Effective Introduction (attention-getting and orienting to subject matter; ***EI)***
* Introduction needs strengthening (gain attention, orient in a clear and relevant manner; ***SI***)

**Conclusion/Review**

* Effective Conclusion (summarized, discussed, resonated/lasting “mood”; ***EC***)
* Conclusion needs strengthening (summarize, strengthen discussion, lasting “mood”; ***SC)***

**\_\_\_\_\_Grammar of Paper (Total Points from Category)**

**Errors**

* Overall, the document is free from grammatical errors and typos
* Work on proofing (***proof***)
* Check for spelling (***sp***)
* Watch unclear pronoun antecedents (e.g., “they,” “it”; ***pn at***)
* Watch pronoun agreement (***pn agr***), subject/verb agreement (***v agr***)
* Watch ineffective switching of verb tense (***t***)
* Watch ineffective passive voice (***pass***). Use active voice when possible.
* Follow rules of “formal” writing (e.g., no contractions, omit or place necessary slang in quotes; ***sl***)
* Watch punctuation (***“No ,” “No ;”*** Comma splice “***cs***”)
* Work on parallel structure (***=***)
* Fragments/Incomplete Sentences (***frag***)
* Non-use of second person (e.g., “you”)

**\_\_\_\_\_ Conceptual Analysis (Total Points from Category)**

**Requirements**

* Overall, the paper met the basic requirements
* See syllabus for requirements (***syllabus***)

**Topic**

* Topic was appropriately narrowed
* Work on narrowing goal of paper (***narrow***)
* Paper explores concepts/theory within the context of the observation/experience
* Integrate conceptual and applied (***int***)
* Develop definition of concepts (***dev/def***)
* Develop description (***dev/des***)
* Develop analysis/discussion. What is the theoretical/social significance of your observations/experience? (***dev/dis***)

**\_\_\_\_\_Readability (Total Points from Category)**

**Flow**

* Overall, the document flows smoothly and has a good sense of rhythm
* Work on clarity of thought/Try reading aloud during revisions (***clarify***)

**Sentence Structure**

* Work on sentence structure/Try reading aloud during revisions (***awk***)
* Work on smoothing the flow/Try reading aloud during revisions (***flow***)

**Wordiness**

* Work on conciseness/Use one word in the place of two (***concise***)
* Work on accurate word choice (e.g., be more concrete than “**thing**.” Omit “**very**.” ***wc***)
* Work on writing from a reader’s perspective (e.g., show your reader what you mean; ***“show”***).
* Omit unnecessary/ineffective repetition (***rep***)

#### **Worksheet for Small Group Project**

#### **Names of group members:**

#### **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

#### **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

#### 1. What problem(s) do you need to solve in this scenario?

#### 2. What complexities may arise in this scenario? Why is a solution hard to offer?

#### 3. What are your group’s recommendations to solve this problem?

#### 4. What is the rationale for your recommendations?

#### 5. How did you come to this decision?

**COURSE CONTRACT**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_(Type Your Name Here)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, hereby state that I have read and give consent to the terms in this General Speech 1300- 919, Spring 2011, Syllabus. I understand that the Syllabus may adapt at the instructor’s discretion based on the needs of the class. The submission of this contract on or before the date of 1/23/2011 affirms my attendance in this course.

­­­ned and Datedsion of this contract on or before the date of 1/23/2011 affirms my attendance in this course.tand that the SylDate: \_\_\_\_\_\_\_\_\_(Type Date Here)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_