

Fundamentals of Oral Communication

Spring 2018 (3 Credits)

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Hybrid: Online, MW 1-1:50
CAC 204

Course Description

The purpose of this course is to understand and apply (1) the basic principles of effective public speaking, (2) the principles of audience analysis, (3) research and message preparation, and (4) participation in democratic decision making through effective and ethical public speaking.

Objectives

This course seeks to enhance students' capacity for meaningful participation in democratic decision making through effective and ethical public speaking. This course aims to engage students where they are and shows them how public speaking can connect them to the public sphere. You will develop research skills and audience analysis which are important precursors to effective public speaking. In addition, this course aims to student's overall public speaking through:

- A focus on the "public" in public speaking: Student's will learn how making strategic choices in stating the central idea, organizing the speech, and adapting to audience beliefs and attitudes can lead to speeches that enhance the quality of public deliberation and decision making.
- A focus on invention: This course will expand on the usual range of informative and persuasive purposes to give students more specific guidance in inventing speeches that address typical audience concerns in the public sphere.
- A focus on research: This course is grounded in the theme of building a research plan, which speaks directly to the challenges and obstacles students face in locating and evaluating credible sources. This approach is intended to help students think strategically about research so that they will feel less overwhelmed by the process, more efficient in their work, and more confident in their performances.
- A focus on language: This course will focus on language to offer students multiple ways of understanding the importance of language in public speaking and the public sphere more broadly.
- A focus on the connections between informative and persuasive speaking: This course demonstrates how such an approach can enhance students' credibility as speakers and improve the quality and efficiency of their research.
- A focus on ethics: This course treats ethical action not only in terms of a speaker's personal choices, but also as a public achievement made possible through shared commitments to democratic participation, social justice, and sustainable natural and social systems.

Honors Theme: Public Policy and Civic Engagement

The theme of this honors course is "Public Policy and Civic Engagement." This course will focus on helping students to develop the rhetorical skills necessary for effective citizenship and meaningful civic participation. Students are encouraged to see public speaking not only as a technical skill, but also as a means to empower themselves and improve the world around them.

Required Materials

- Schwarze, S. (2012). *Speaking in the public sphere*. Boston, MA: Pearson
- Two-pocket folder

Course Evaluation

Speech 1	95 points
Speech 2	230 points
Speech 3	230 points
Speech 4	150 points
Outside Speaker Assignment	40 points
Research Log	30 points
Online Quizzes (10 @ 10 pts)	100 points
Online Discussion (5 @ 25 pts)	125 points

Total: 1000 points

Letter grades will be based on the following scale:

A = 94-100%	A- = 90-93.9%	
B+ = 87-89.9%	B = 84-86.9%	B- = 80-83.9%
C+ = 77-79.9%	C = 74-76.9%	C- = 70-73.9%
D+ = 67-69.9%	D = 60-66.9%	
	F = 59.9% or below	

Course Evaluation--Breakdown

<u>Speech 1:</u>		<u>Speech 3:</u>	
Topic Proposal	5	Topic Proposal	5
Speech Performance	50	Speech Performance	100
Speaking Notes	10	Speaking Notes	10
Self-Evaluation	15	Preliminary Outline	50
Peer Evaluations (3)	15	Revised Outline	10
		Bibliography	10
		Copy of source (3)	15
		Self Evaluation	15
		Peer Evaluations (3)	15
<u>Speech 2:</u>		<u>Speech 4:</u>	
Topic Proposal	5	Speech Performance	100
Speech Performance	100	Manuscript	10
Speaking Notes	10	Bibliography	10
Preliminary Outline	50	Self-Evaluation	15
Revised Outline	10	Peer Evaluations (3)	15
Bibliography	10		
Copy of source (3)	15		
Self-Evaluation	15		
Peer Evaluations (3)	15		
<u>Other:</u>		Total points: 1000	
Outside Speaker Assgn.	40		
Research Log	30		
Quizzes (10 @ 10 points)	100		
Discussion Boards (5@25 points)	125		

A note about speeches:

Speech performances will be evaluated according to criteria specified on each speech assignment sheet. Like other arts, the art of public speaking can be taught and learned only to a certain point. The course is designed to help you learn the basic techniques that make for effective speeches, but factors that contribute to excellent speeches—insight, creativity, flawless delivery—cannot be taught. That is why there is no “recipe” for getting an A on a speech, and it is why A speeches are the exception rather than the rule.

At the same time, evaluating speeches is not a sheerly “subjective” process. There are broad objective criteria that instructors use to make basic distinctions during grading. The following descriptions articulate these criteria for this course:

To earn a C on your speech performance, the speech must fulfill the basic criteria of the assignment. It should be free of basic errors in grammar, pronunciation, and usage, and it should exhibit a clear central idea and organizational strategy. An average speech is a C speech.

To earn a B on your speech performance, the speech needs to execute the assignment well. The speech must have the characteristics of a C speech. In addition, the speech should address a challenging or unique topic, it should execute the functions of a successful introduction and conclusion, it should use credible supporting materials, and it should exhibit proficient use of transitions or connectives. The delivery of the speech should not distract attention from its message. An above-average speech is a B speech.

To earn an A on your speech performance, the speech must be outstanding; it literally “stands out” from the majority of speeches in class. Thus, the speech must have the characteristics of a B speech, meeting all of the assignment criteria in an above-average manner, but it also must stand out by meeting the criteria in an especially unique or creative way. It will exhibit effort above and beyond that of the rest of the class, and its delivery will be fluent and polished. An exceptional speech is an A speech.

D and F grades are earned by failing to meet the basic criteria of the assignment. Speeches that lack a clear central idea or organizational strategy, that fail to offer external support for ideas, that are obviously not rehearsed, or that are inappropriate for the assignment or the audience will earn D or F grades.

Course Policies

Speech Times: An important part of this class is learning how to effectively organize and deliver a speech. When you are asked to give a speech, in classes, for work, for a social function, there is most usually a time limit. It is important that you respect your audience and keep your speech within the allotted time frame. To this end, a speech that is more than 15 seconds outside of the allotted time frame will receive a 10% deduction. For example, for a 4-5 minute speech, any speech less than 3:45 or more than 5:15 would receive a 10% deduction.

Attendance and Participation: Our understanding of public speaking and civic engagement can be enhanced by multiple perspectives, and therefore I will be looking to you to contribute to our discussion. Additionally, I encourage you to bring in any materials you find outside of class to our discussions that relate to the course content, including videos, advertisements, products, news clippings or articles, etc.).

I assume you will all come to class and be prepared to discuss the material in a meaningful way. Here are a few examples:

- Being engaged in in-class activities
- Reading quizzes
- Asking questions
- Answering questions
- Making comments that incorporate course materials and sharing relevant experiences
- Being respectful and professional toward your instructor and your classmates

There are also many things you can do to negatively affect participation. Here are a few examples:

- Not participating
- Not listening
- Being engaged in technology or other work not relevant to the course
- Interrupting the instructor or classmates
- Being disrespectful or unprofessional toward the instructor or classmates
- Not regularly attending class

Attendance will be taken during each face-to-face meeting. There is no point deduction for missing a class; however, the work you will complete each week on your own will be directly related to the content covered during the face-to-face lecture so attending class will increase the likelihood of earning full points on your assignments. In addition, **STUDENTS WHO ATTEND ALL FACE-TO-FACE MEETINGS WILL EARN 10 POINTS OF EXTRA CREDIT** at the end of the semester. Students who miss one face-to-face class can still earn 5 extra credit points. Students who miss more than one class period are not eligible for this extra credit opportunity, regardless of the reason for missing class. In other words, you do not need to provide an excuse for missing a class; you can miss one class for any reason and do not need to check in with me about it. However, if you need to miss a second, third, fourth, etc. class, for any reason, you simply will not be eligible for the extra credit. Finally, attending class means you do not arrive late or leave early.

SPECIAL NOTE

If you fail to attend class on your speech day, 30% will be deducted from your grade for that speech. Additionally, it is important that you support your classmates during their speeches. Failure to attend class on speech days, even when you are not speaking, will result in a 10% deduction in your speech grade for that specific speech.

Grading: Grade inflation has led many students to expect that showing up and turning in every assignment guarantees them an “A” in the course. To avoid any later confusion, I’d like to clarify my grading philosophy:

- **A:** Exemplary, nearly flawless work, greatly exceeds expectations.
- **B:** Above average, consistently high achievement, exceeds expectations.
- **C:** Average, satisfactory performance. Meets minimum expectations.
- **D:** Below average, unsatisfactory, fails to meet minimum expectations of course.
- **F:** Insufficient quality for college-level work. Does not meet expectations.

Grade reassessment: If you disagree with a grade you are assigned, you have the right to request a grade reassessment. I will not answer questions about grades before, during, or immediately after class. Any grade inquiry must be made through a written grade reassessment request. Please be aware that a reassessment of your work means it will be regarded. Reassessments may result in a grade change, and reassessment grades may be lower or higher than the original grade. Once reassessed, the new grade will be entered in the grade book, cancelling out the original grade. If you would like to request a grade reassessment, please adhere to the following guidelines:

1. Grade reassessment requests can be submitted beginning 24 hours after grades have been posted.
2. To request a grade reassessment, you must provide a 1-2 page, typed justification for the reassessment, and must indicate how the work met the requirements of the assignment.
3. Grade reassessment requests must be received within one week of grades being posted and should be submitted via email.

Written work: Turning in well-prepared, carefully proofread, and on-time written work says a great deal about yourself and your level of respect for me. Below are the specific guidelines for written documents in this course:

1. Written assignments should be prepared using word processing software (e.g., Word, Pages). Written work should follow *APA* 6th edition style manual guidelines. Work should be carefully proofread for errors.
2. All assignments should include a title centered on the top of the page and your name in the top right corner of the page.
3. Written work should be submitted through the “Dropbox” tab on D2L. I will NOT accept homework via email or in hard copy. Homework submitted via email or hard copy and not to D2L will be subject to late penalties, outlined below.
4. All uploaded assignments must use the following format for filenames: LastNameAssignment (e.g., MaierHomework1). When I download and grade your assignments, this aids in ensuring the correct document is being uploaded for each student. Thank you in advance.
5. All written assignments are due on time on the due date indicated on the syllabus, or as otherwise posted on D2L. Assignments become late when they are turned in after the due time on their due date. A late assignment will receive an initial 10% penalty, and an additional 10% deduction for each weekday that it is late. You are provided ample time to complete each assignment. Please plan accordingly and use your time wisely, as extensions will not be granted. Technology problems, athletic schedules and the like will not excuse you from adhering to the deadlines.

Office hours: I am available to meet with you during my office hours (noted on page 1) and always by appointment. Please feel free to drop in during my office hours or email me for an appointment if you are unable to see me during the allotted time. In addition to meeting in my office, I am fairly accessible via email. Should you have a question about something covered in class, an assignment, or about life in general, send me an email and I will try to respond to you within a reasonable time. Questions regarding specific assignments sent within 24 hours of the assignment deadline will not receive a response. Be aware of this and plan accordingly. Additionally, I have other obligations immediately after our class. Because I need time to transition, I will not answer questions after class. If you have questions after class, plan to stop by my office during office hours.

Email policy: Teaching is very important to me. So is this course; however, this course is not my only responsibility during the semester. I teach other courses during the semester, as well as conduct research and perform service as part of my job responsibilities, in addition to my personal responsibilities. Email consumes a great deal of my time. Considering this, I ask that you consider carefully before emailing me, and please adhere to the following guidelines:

1. Emails should be reserved for setting up appointments with me.
2. Emails should not ask general questions about assignments, deadlines, etc. All policies, assignment guidelines and rubrics are posted to D2L, or on the course syllabus. If you cannot find the answer to your questions in those places first, ask a classmate.
3. Emails should not ask grade questions. Please see the grade reassessment policy above. I will not discuss grades over email.
4. I will respond to emails within 2 business days, during regular business hours. I can typically respond to emails fairly quickly; however, there are times when I am unable to do so. I will do my best to respond as quickly as I am able, but please allow 2 business days for a response before sending a follow-up email.
5. Emails should be professional and respectful. Emails should be written in full sentences with appropriate greetings (my official title is Dr. Maier) and salutations. Please include the course number in the subject line.

Equal treatment: The principle of equal treatment of all students is a fundamental guide in responding to requests for special consideration. No student will be given an opportunity to improve a grade that is not made available to all members of the class. This policy applies to requests for special treatment both before and after the course is completed. Examples of unacceptable opportunities for an individual include “extra credit” work, redoing an assignment, retaking an exam, taking an extra exam, or an extension of time on an assignment or exam. This policy is not intended to exclude reasonable accommodation of verified student disability or circumstances beyond a student’s control.

Class behavior: I have a strong commitment to the development and maintenance of an instructional climate that supports equality of opportunity and respect for differences based on sex, culture, race, ethnicity, disability, and sexual orientation. Your enrollment in this class assumes that you will treat your fellow students with respect. I also expect that you will treat me with respect. Your behavior in our classroom is based on a single assumption—all members of the class are adults. You will therefore be expected to comport yourself as an adult. While a number of controversial topics may be discussed in class, and your active engagement in class discussions is desired, your engagement in class should give the utmost importance to showing respect for those around you. Instances of intolerant, disrespectful, or belligerent behavior will not be tolerated. If you are being deliberately intolerant, disrespectful, or hostile you will be required to leave the room. Patterns of unacceptable behavior may result in a failing grade in the class.

Technology and Cell Phones: As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the use by students of cell phones, pagers, PDAs, or similar communication devices during class is prohibited. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University’s emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor. Additionally, laptops used in class should be used for note-taking purposes only. Violating this policy will result in a grade deduction.

University Policies

Academic Dishonesty: Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. Don’t do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the “Student Academic Standards and Disciplinary Procedures” section of the Community Rights and Responsibilities document, UWSP Chapter 14. This can be accessed by viewing page 11 of the document at:
<http://www.uwsp.edu/dos/Documents/CommunityRights.pdf>.

Disability Accommodation: Students are required to provide documentation of disability to the Disability and Assistive Technology Center prior to receiving accommodations. To request academic accommodations for a disability, contact the Disability and Assistive Technology Center (6th Floor, Library Resource Center), or visit:
<http://www.uwsp.edu/disability/Pages/default.aspx>

Religious Accommodation: Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.

Dropping a class: It is your responsibility to understand the University’s procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 346-4301.

Emergency Response Statement: In the event of a medical emergency call 9-1-1 or use Red Emergency Phone located outside CAC 203. Offer assistance if trained and willing to do so. Guide emergency responders to victim. In the event of a tornado warning, proceed to the lowest level interior room without window exposure at CAC 118. In the event of a fire alarm, evacuate the building in a calm manner. Meet at north entrance to Old Main. Notify instructor or emergency command personnel of any missing individuals.

Active Shooter/Code React – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point.

Tentative Course Schedule

See the “Course Pace Calendar” under “Begin Here” on D2L for specific assignment deadlines and speaking days.

Module	Dates	Topic	Readings
1	Jan. 22- Feb. 11	Developing and Delivering your First Speech	Chapters 1-3 Review supplemental material on D2L
2	Feb. 12 – Mar. 18	Informative Speaking	Chapters 4-12 Review supplemental material on D2L *Note: Library Research Day, Feb. 14, ALB 316
3	Mar. 19- Apr. 22	Persuasive Speaking	Chapters 13-14
4	Apr. 23- May 6	Ceremonial Speaking	Chapter 15
5	May 7-11	Course Wrap-Up	