

COMM-101 Fundamentals of Oral Communication

3 Credits

Director of COMM 101: Kelly Wilz, Ph.D.

Course Description

Oral communication or public speaking is of central concern for human communication. This course explores the practice of public speaking as a central component of American citizenship and participation in the public sphere. Using the principles of rhetoric as a guiding lens, this course allows students to gain practical experience in speech composition, delivery and critique.

Course Objectives

1. Students will demonstrate an ability to conduct research, synthesizing this information and presenting it to targeted audiences.
2. Students will develop critical thinking skills to make ethical and informed choices on how to effectively communicate with others.
3. Students will create public discourse that creates a sense of political awareness of current affairs.
4. Students will demonstrate an ability to deliver effective extemporaneous speeches.
5. Students will foster listening skills that allow them to evaluate communication acts from their peers.

Division of Communication Learning Objectives for Communication Majors

This course will help you achieve the Division's objectives for all majors.

1. Communicate effectively using appropriate technologies for diverse audiences. (e.g., Speeches)
2. Plan, evaluate and conduct basic communication research. (e.g., speeches).
3. Use communication theories to understand and solve communication problems.
5. Apply principles of ethical decision making in communication contexts. (e.g., Each class session)

Required Texts, Tools, and Materials:

Gunn, Joshua. *Speech Craft*, 2017.

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Course Policies and Expectations

Attendance: (See Office of the Registrar)

<https://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx>

If you decide to drop a class, please do so using AccessPoint or visit the Office of the Registrar. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance (see [Attendance Roster Reporting](#)). If you are not in attendance, you may be dropped from the class. Failure to attend a course is not a guarantee that you will be administratively dropped. It is your responsibility to drop any course(s) that you are not attending or you will be held financially responsible for them.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu.
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you

will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.

- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Absences due to Military Service

You will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Attendance is required and will be taken every day. It is your responsibility to contact me well in advance regarding any circumstances that may affect your ability to complete an assignment on the day it is due.

You are expected to listen attentively while your fellow classmates and I are speaking, and to actively participate in class discussions. You are *not* expected to know all the answers. Questions, tangents, and incomplete thoughts are welcome. **Please note, however, that disrupting the class, surfing the internet, texting, interrupting others while they are talking, or being disrespectful to your classmates or myself will count against your participation grade. Absences will also affect your participation grade in that if you are absent, you are not actively participating in class.**

Participation/Classroom Citizenship

Each class meeting is an opportunity to participate in lecture-discussions and exploring ways these principles apply in our own lives. By being present and on time, reading the assigned material, making study notes, and participating in discussions, you will increase your opportunities to learn and understand the course material. I expect participation in **every session** and see participation as the “practical” part of the course. Just as you are graded on your laboratory skills in a chemistry class, you will be graded on your **ability to speak to other members of the class** clearly and constructively this seminar. You will be expected to be an effective communicator in general discussion, in prepared presentations, and interpersonally with your classmates. Active participation is critical to learning; passive learning is quickly forgotten and does not help you understand the practical applications of interpersonal communication theory. The first step in participating is reading your textbook. By doing the assigned reading, you can use class time to increase your understanding of course concepts. If you have not read the material prior to class discussion, then you will be more likely to be confused. Class discussion should be **your second, not your first, exposure to this material.**

Excuses for Missed Work

Permission to make up missed work will be granted only in the most unusual of circumstances, and only for excused absences. These requirements are necessarily strict and enforced in order to provide fairness to all class participants.

To be eligible for permission to make up an assignment due to a verified absence, you must provide:

- Written evidence of the absolute need for you to be absent (emails are not acceptable)
- This evidence must be from an appropriate, verifiable source.
- Evidence must be presented to your instructor no later than one week after the missed assignment. Except in the

cases of extreme emergency, however, students who need to be absent should contact me at least one week **prior** to the date they will be absent. The primary requirement of the evidence for the absence is that it must demonstrate that a circumstance beyond your control required you to miss class on that day. Not being able to find a parking space is not a circumstance beyond your control, nor is oversleeping. On the other hand, if you have a note from a doctor verifying that you had an illness or emergency that prevented you from attending class, that would count as a circumstance beyond your control, as would being called up for military service or jury duty, as long as you provide the appropriate documentation.

Emergency Procedures

In the event of an emergency, this course complies with UWSP's outline for various situations. A full list of these emergency plans is available here: <http://www.uwsp.edu/rmgt/Pages/em/procedures/default.aspx>

Formatting

I expect all written assignments (including **ALL preparation outlines**) to be typed, double-spaced, printed on paper, with one-inch margins all around, stapled, and in 12-point Times New Roman font. You should use MLA citation formatting for all assignments in this class.

- Typeface and Line Spacing: Use a standard typeface (such as Times), font size (12 or 10-point font) and double-space your entire paper.
- Margins: One inch on all sides.
- Quotations: Any material that you use verbatim from other sources must be placed between quotation marks and properly cited in MLA style with in-text or parenthetical citations. Please also use proper documentation style when paraphrasing sources. See <http://www.indiana.edu/~citing/MLA.pdf> for a quick guide to MLA style. Use the UWSP library guide for information on citing sources: <https://libraryguides.uwsp.edu/citation>
- References: All writing that cites references should include a list of those references at the end of the paper, prepared according to MLA style.
- Page Numbering: Each page should have a page number.

Incompletes

A grade of incomplete can be assigned only after the student and instructor mutually agree that this is the best course of action under the circumstances.

Time Management:

It is imperative for you to keep up with your work and budget your time carefully in order to succeed in this course. The syllabus indicates when readings and assignments are due. Use the syllabus to plan your weekly schedule. A good rule of thumb for university-level courses is that students who wish to earn an average grade should plan to devote about two (2) hours each week outside of class for each credit hour taken. During some weeks, of course, the workload will be heavier than others. Plan on more than six hours a week of homework time if you want to earn a grade of B or A.

Email: CHECK EMAIL EVERYDAY!!!

I will often send important information to you (due dates, changes in schedule or readings, or request for you to print something off) via email. **I expect that you will check email every day** and that you will be prepared for class.

***When you email me, **please do not send text-like messages**. A good rule of thumb is to draft any email like this:

Dear [1] Professor [2] Last-Name [3],

This is a line that recognizes our common humanity [4].

I'm in your Class Name, Section Number that meets on This Day [5]. This is the question I have or the help I need [6]. I've looked in the syllabus and at my notes from class and online and I asked someone else from the class [7], and I think This Is The Answer [8], but I'm still not sure. This is the action I would like you to take [9].

*Signing off with a Thank You is always a good idea [10],
Favorite Student*

Why is this important? See here:

<https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>

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 CANVAS, 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 below. 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 Professor Wilz**Use your name here**) and salutations. Please include the course number in the subject line.

Grade reassessment policy:

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.

Office Hours:

You are encouraged to discuss your work and progress in this course with me throughout the semester. Please email me with questions when we are not in class. E-mail can be a convenient way to ask some questions, but keep in mind that a response may not be immediately forthcoming, so plan accordingly and always try to answer your question first by going to Canvas and looking at your syllabus. **Most answers to any questions can be found there.**

Inclement weather:

In the event of inclement weather, a weather cancellation page will be activated on the UWSP Web site. It will be updated as needed from 6 a.m.-10 p.m. daily. During “weather episodes” students are advised - via email, computer lab screens and TVs - to check the current student Web site for cancellation updates.

Technology in the Classroom

Laptops or tablets may be used to take notes and for collaborative in-class assignments. Cell phones should be silenced and **not used** in the classroom. If you are expecting a phone call or text message that is absolutely urgent, please let me know ahead of time, and then quietly excuse yourself from the room to take care of the matter. In addition, I expect you to be respectful of your peers and me when I am lecturing and when they are presenting their speeches or participating in class discussion. If while I am speaking or your classmate is speaking, your attention

should be there. Using cell phones during this time for non-emergency use is prohibited and you will be asked to leave the classroom if you engage in this behavior.

Technology Requirements:

Written work must be posted to CANVAS in Microsoft Word formats only. No other formats will be accepted. If I cannot open your document, it will not count as being turned in, and you must reformat and repost. Late penalties will apply. Be sure to keep copies of your work and the feedback for the entire duration of the class. When necessary, I will communicate with the class and/or individual students via the email address listed in Canvas. It is your responsibility to check that email account regularly.

UWSP University Wide Statements

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. Dean of Students: <https://www.uwsp.edu/DOS/sexualassault> Title IX page: <https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx>

Disability and Accommodations

In accordance with [federal law and UW System policies](#), UWSP strives to make all learning experiences as accessible as possible. If you need accommodations for a disability (including mental health, chronic or temporary medical conditions), please visit with the [Disability and Assistive Technology Center](#) to determine reasonable accommodations and notify faculty. After notification, please discuss your accommodations with me so that they may be implemented in a timely fashion. **DATC contact info:** datctr@uwsp.edu; 715/346-3365; 609 Albertson Hall, 900 Reserve Street

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study

here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. For more information on UWS chapter 14 visit: <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

Reporting Incidents of Bias/Hate

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

You may also contact the Office of the Dean of Students directly at dos@uwsp.edu. Diversity and College Access is available for resources and support of all students: <https://www.uwsp.edu/dca/Pages/default.aspx>.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

The **Drug Free Schools and Communities Act** (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Grading:

The following Speaking Challenges are *required* and weighted as follows:

Speaking Challenge #1—Self Introduction w/a Prop	50pts
Speaking Challenge #2— Speech to Inform	100pts
Speaking Challenge #3— Speech to Persuade	150pts
Speaking Challenge #4— Speech to Commemorate	100pts
Peer Evaluations (2 @ 50pts)	100pts
Classroom Citizenship/Participation	50pts
Attendance	50pts
Syllabus Quiz	10pts
Single Story/Fact Checking Assignment	50pts
Fallacy Quiz	33pts

Canvas Online Assignments –choose which ones you want to do, if you are doing online or in class:

Find the Policies Activity: 40pts

Audience Analysis Activity: 40pts

Current Events/Topics: 20pts

Danger of a Single Story Assignment: 50pts
Refutative Design Activity
Fallacy Activity:

***Preparation Outline required for Challenges #2, #3, #4.**

To ensure full credit, speaking challenges **must be delivered on the date scheduled**. Speaking orders will rotate and you will always know in advance the day on which you are scheduled to present your speaking challenge. You must also bring a hard copy of your speech (speaking outline and bibliography) on days for Peer Review.

*Calendar subject to revision

<p>Week 1 9/3</p> <p>9/5</p>	<p>Syllabus review and course requirements. Grade distribution and weighting. Introduce Speaking Challenge #1—Introduction w/Prop: Assign Speaking Order Assign Syllabus Quiz Due: Sept. 5 in Canvas by class time</p> <p>Read Chapter 1 “Building Confidence in the Craft” Read Chapter 2 “Listening and the Ethics of Speech”</p>
<p>Week 2 9/10</p> <p>9/12</p>	<p>Present Speaking Challenge #1—Introduction w/Prop</p> <p>Present Speaking Challenge #1—Introduction w/Prop</p>
<p>Week 3 9/17</p> <p>9/19</p>	<p>Read Chapter 14 “Informative Speaking” Read Chapter 4 “Choosing a Speech Topic and Purpose” Go over speaking outlines which are due for <u>every speech</u>; Introduce Challenge #2 Speech to Inform: Watch sample informative speeches; Assign Speaking Order Watch Bryan Stevenson Sample Speech; Go over types of policy speeches **This is currently in Canvas under “Find the Policies” Assignment – either do in class or assign online</p> <p>Read Chapter 3 “Audience Analysis” Watch President Obama Commencement Address at Notre Dame **This is currently on Canvas under “Audience Analysis Activity” –either do in class or assign online</p>
<p>Week 4 9/24</p> <p>9/26</p>	<p>Read Chapter 11 “Presentation Aids” Watch sample speeches and critique; Read Chapter 8 “Transitions, Introductions, Conclusions” Due: Sample Policy Topics/Headlines from Credible News Sources Due: 3 Possible Topic Choices</p> <p>Read Chapter 5 “Researching Your Speech Topic” Read Chapter 6 “Supporting Material and Contextual Reasoning” Library to find sources (CQ Researcher, Nexis Uni, Films on Demand, EbscoHost) Library Day: Know how to find Sources at UWSP led by Academic Librarian Due: Single Story/Fact Checking Assignment **Meet in Library ALB 316</p>
<p>Week 5 10/1</p> <p>10/3</p>	<p>Research Day: Meet in Library with topic choice. Use full hour to find credible materials for your speech topic with help from instructor and academic librarian **we can either use the lab in CAC, or reserve library labs in advance</p> <p>Peer Evaluations: 50pts Due: Completed Draft of Outline (you will work with a partner to deliver your presentation and get feedback. For full credit, you must bring a completed outline to class. Feel free to bring laptops to workshop your speeches). Due: Submit Picture (take a picture of your Peer Eval and submit it to Canvas so you can keep your peer eval for your own purposes)</p>
<p>Week 6 10/8</p>	<p>Read Chapter 10 “Style and Delivery”</p>

10/10	Begin Speaking Challenge #2 —Speech to Inform Preparation outline due at time of presentation (you will also submit an electronic copy to Canvas prior to speech)
Week 7 10/15	Continue Speaking Challenge #2 —Speech to Inform Preparation outline due at time of presentation
10/17	Continue Speaking Challenge #2 —Speech to Inform Preparation outline due at time of presentation
Week 8 10/22	Wrap-up Speaking Challenge #2 —Speech to Inform Preparation outline due at time of presentation
10/24	Read Chapter 15 “Persuasive Speaking” Introduce Speaking Challenge #3—Speech to Persuade : Assign Speaking Order Go over “Refutative Design”
Week 9 10/29	Read Chapter 16 “Making Arguments” Watch: 30 Days Season 2 Episode 6: Jail (1hr) Discuss persuasive appeals (logos, pathos, ethos); Assign Fallacy Quiz :
10/31	Watch: Adam Ruins Everything Episode “Adam Ruins Drugs” (Online available on Netflix) – may need to show in class Due: Fallacy Quiz Due: Fallacy Activity (Or have them do in class) Due: Refutative Design Activity (Or have them do in class)
Week 10 11/5	Peer Evaluations: 50pts Due: Completed Draft of Outline (you will work with a partner to deliver your presentation and get feedback. For full credit, you must bring a completed outline to class. Feel free to bring laptops to workshop your speeches).
11/7	Research Day: work on your own or in the library to put speaking outline together and find credible sources for speech
Week 11 11/12	Begin Speaking Challenge #3 —Speech to Persuade Preparation Outline due at time of speech presentation
11/14	Continue Speaking Challenge #3 —Speech to Persuade Preparation Outline due at time of speech presentation
Week 12 11/19	Continue Speaking Challenge #3 —Speech to Persuade Preparation Outline due at time of speech presentation
11/21	Continue Speaking Challenge #3 —Speech to Persuade Preparation Outline due at time of speech presentation
Week 13 11/26	Wrap-up Speaking Challenge #3 —Speech to Persuade Preparation Outline due at time of speech presentation
11/27-12/2	NO CLASS THANKSGIVING BREAK
Week 14 12/3	Read Chapter 12 “Understanding Speech Genres” Read Chapter 13 “Celebratory Speaking”

	Introduce Speaking Challenge #4—Speech to Commemorate: Assign Speaking Order
12/5	Research Day: work on your own or in the library to put speaking outline together
Week 15	
12/10	Begin Speaking Challenge #4—Speech to Commemorate Preparation Outline due at time of speech presentation Speaking Challenge #4—
12/12	Last day of Classes/Wrap up Speaking Challenge #4—Speech to Commemorate Preparation Outline due at time of speech presentation

**Please email me a picture of Gary Busey or Beyonce to confirm that you've completely read the syllabus.
Choose your own or not to do this at all

Speaking Challenge #1—Self Introduction w/a Prop 50pts

Description:

In this speech, you will introduce yourself using a prop which you feel best represents you. You will introduce yourself and the prop, and briefly offer 2-3 ways which you feel the prop represents you.

Requirements:

2-3 Minutes maximum. Time yourself! It needs to be long enough to briefly explain the prop and 2-3 ways it represents you, but no longer than 3 minutes. Please prepare. Do not just 'wing it.'

No more than 1 notecard (3" X 5", one side only) (if you even need any at all). You must be making significant eye contact with the audience and using vocal variety and gestures to support your message.

Clear introduction that grabs the audience's attention followed by a clear thesis statement, and a preview of the main points you will be discussing in this speech.

Clear organization. Do NOT just get up there and ramble for 3 minutes. I need to tell you actually worked on this before giving the speech.

Clear conclusion reiterating main points of speech.

Strive for your most polished and professional delivery. Convey passion for your topic, engage the audience through eye contact and physical proximity keep them involved with your natural gestures and purposeful movement, and use your voice to emphasize the significance of your points. To appear as professional as possible, use your notes sparingly throughout the presentation.

*Grading Sheets are available on Canvas. Please look these over BEFORE giving your speech.

COMM-101

Self-Introduction with a Prop Grade Sheet: 50 points total

Name: _____

Time:

Introduction: (15pts)

___ Clear introduction that grabs the audience's attention (5pts)

___ Clear thesis statement (clearly presents topic at hand) (5pts)

___ Clear preview of main points of speech (5pts)

Body: (10pts)

___ Organization (clear design we can follow; use of prop makes sense with speech) (5pts)

___ Appropriateness of topic (topic well suited for COMM-101 class) (5pts)

Conclusion: (5pts)

___ Clear reiteration of main points/reviews main portions of speech; meaningful conclusion (5pts)

Delivery (20pts)

_____ Eye contact: looked in eyes, focused on all listeners, not focused on notes, floor, ceiling, or Visual Aids (5pts)

_____ Facial expression: comfortable, enthusiastic, varied (5pts)

_____ Gestures and Body Movement: natural, empty hands, open arms, no fidgeting; motivated, open, no barriers/swaying/pacing/leaning; didn't just stand in one spot the entire time (5pts)

_____ Voice: natural & conversational inflection, appropriate rate & volume, clear articulation, energetic, varied tone, used pause well, avoided fillers (5pts)

General Principles for Participating in Reflective Discussion
by David J. Voelker

1. Listen carefully and use what you hear to help you reflect—rather than focusing on defending your preexisting assumptions.
2. If you have a natural tendency to “go on” in discussions, challenge yourself to listen rather than speak and try to be very selective about what you say.
3. If you have a natural tendency to be reserved and quiet in discussions, challenge yourself to share your thoughts with the group.
4. Keep in mind that the main goals of a reflective discussion are: 1) individual reflection and clarification (of assumptions, habitual thought processes, values, feelings, etc.), and 2) community building (building trust and capacity to listen)— not consensus building, problem solving, or decision making (though the practice of reflective discussion may enhance these processes at a future time).
5. Avoid the temptation to offer easy solutions to problems. A reflective discussion is not the appropriate place to give advice to anyone about how to solve their problems.
6. Feel free to ask questions of other participants, but make an effort to keep these questions open-ended, rather than “leading.” Strive to ask what Parker J. Palmer calls “honest, open questions.”
7. Attempt to understand the views of other members of the group—while accepting that they may differ from your own views. You should share your own views without arguing for them with the intention of persuading or instructing others.
8. As David Bohm says of authentic dialogue: “We are not playing a game against each other, but with each other. In a dialogue, everybody wins” (p. 7). Everybody wins because everyone walks away with a deeper understanding of themselves and others, and the group is stronger from having shared a common experience of thinking together.

Acknowledgements: Thanks to Kelli Covey, who helped me develop my understanding of reflective discussion.

<http://davidjvoelker.com/reflective-discussion/>
2016-05-26

****Have them turn this in the first day of class**

First Day Survey:

- 1) What other courses are you taking this semester? Which do you think will be most challenging and why?

- 2) How would you rate your level at finding credible research to support evidence, finding a thesis in academic writing, and critical thinking? Have you been asked to do these things in other classes? If so, which ones?

- 3) What academic or personal challenges do you think might interfere with your coursework this semester? (These might range from a learning disability to a demanding job to a chronic health condition—*anything* that you think might get in your way? What do you think will be important in dealing with these challenges? How can I help?

- 4) Do you know how and where to get help for mental health issues here on campus? If so, where might you go?

- 5) If you have questions or concerns about anything academic or related to your success on campus, do you have someone you can go to with these concerns? If so, who is that person?

- 6) Who do you go to for help with advising? How do you plan your course schedule?

- 7) Why are you taking this class? (fulfill requirement? Counts towards major? General interest?)