

**COMM 1315**  
**Basic Speech Communication**

**Credit:** 3

**Contact Hours:** 45

**Class Days:** Monday to Friday, June 29<sup>th</sup> , 2020 to July 31<sup>st</sup> , 2020

**Instructor:** TBA

**Email:** TBA

**Office Hours:**By appointment

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**Course Description**

The basic public speaking course is designed to develop oral communication skills of students through the delivering of speeches, participating in group activities, completing assigned readings, and by writing brief critiques. This introductory course provides a basis for understanding the discipline of communication. A key part of this course is an emphasis on service learning, applying principles of communication to real world volunteer experiences

**Course Objectives**

The chart provided below indicates the course objective, the foundational component required of Core objectives by the Texas Higher Education Coordinating Board, and how the course objective will be assessed.

Objective	THECB Skill	Assessment
Recognize and understand the interactive model of communication	Critical Thinking	Essay question on exam
Develop and improve listening skills	Communication (oral)	Assessed through 4 public speeches and Confidence Gap assignments
Analyze audience characteristics and adapt a topic appropriately for a particular audience.	Critical Thinking	Assessed through 4 public speeches

Understand how culture, ethnicity, and gender influence communication	Team Work	Assessed through Intercultural Scavenger Hunt (group) and group presentation
Improve both verbal and nonverbal delivery skills.	Communication (Oral and Visual)	Assessed through all 4 public speeches, but particularly through informative speech requiring Powerpoint presentation
Develop research and library skills necessary for acquiring supporting materials for speeches	Personal Responsibility	Assessed through 4 public speeches
Locate and analyze supporting material from Internet sources as to their usefulness and credibility.	Critical Thinking	Assessed through speech outlines and reference lists for 4 public speeches
Organize speech materials in outline form	Communication (written)	Assessed through written outlines submitted for 4 public speeches
Understand the process of oral footnoting and how to avoid plagiarizing material.	Communication (oral) and Personal Responsibility	Assessed through 4 public speeches
Gain skill in evaluating a public speech or performance by writing a 2-page critique analyzing speaker delivery	Communication (Written)/Critical Thinking	Assessed through 2 page essay
Participate in a service learning activity which allows the application of communication theory	Personal Responsibility/Critical thinking	Assessed through written reflection paper for Service Learning project

Gain skill in using Powerpoint presentations as part of a public presentation.	Communication (visual)	Assessed through the Powerpoint presentation prepared by students for the informative speech
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**State Mandated Core Competencies Provided By Comm 1315:**

- Critical thinking skills to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
- Communication skills to include effective written, oral and visual communication
- Teamwork skills to include different points of views and to work effectively with others to support a shared purpose or goal
- Personal Responsibility to include the ability to connect choices, actions, and consequences to ethical decision-making.

**Department of Communication Learning Outcomes (Program Goals)**

The following eight learning competencies are developed through the Communication Studies curriculum. COMM 1315 is designed to introduce and develop Goal 2.

- Competence with leadership skills by modeling leadership through individual communication and group learning experiences.
- Ability to deliver effective presentations by producing well researched, and organized material both orally and visually
- Understanding of effective relational management strategies by illustrating such behaviors as active listening, empathy, assertiveness, self-disclosure, conversation management, and conflict resolution in interpersonal relationships.
- Ability to write effectively by producing research papers that are grammatically and mechanically correct and involve the application of critical thinking.
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- Ability to identify cultural influences by selecting appropriate communication strategies and practices for the communication context

- Understanding of communication theory by evaluating theories in a variety of contexts, recognizing the ethical responsibilities inherent in each context
- Understanding of professional and civic responsibilities by synthesizing the communication principles learned in the classroom in effective service learning projects and/or communication internships

**Course Materials (Text, calculator, etc.)**

The following two texts are required:

Hanson, T. L., Mallard, J. & Schlegel, P. (2018). *More than public speaking: An introduction to communication* (4th ed.). Boston, MA. Pearson Learning Solutions.(ISBN 978-1-323-81321-8)

**Grading Scale**

Letter Grade	Grade Percentage
<b>A</b>	<b>90% - 100%</b>
<b>B</b>	<b>80% - 89%</b>
<b>C</b>	<b>70% - 79%</b>
<b>D</b>	<b>60% - 69%</b>
<b>F</b>	<b>59% - 0%</b>

**Course Grading Policies**

Your final grade of this course will be a weighted average on the scale listed above. The Weighted Average will be calculated as follows:

Assignment	% of the whole Grade
Brown Bag Speech	15%
Informative Speech	12%
Persuasive Speech	15%
Birthday News Cast	15%
Mid Term Exam	10%
Final Exam	15%

Class Participation (includes quizzes/movie speeches)	10%
Class Attendance	6%

## Guidelines to Follow For Major Speeches

### ***Brown Bag Speech***

Your instructor will provide you with a small brown bag. You are to select three items, place them in the bag, and be prepared to explain how the three items describe who you are. For example, you might include a name tag from your place of employment, an item that indicates an interest of yours (e.g. a tennis ball if you play tennis), or an item that symbolizes your career interest (e.g. an apple for an education major). Prior to delivering the speech, you should provide a typed outline, following the format of the sample outline provided. No sources, other than yourself, are required for this 3 to 5 minute speech.

### ***Birthday Newscast***

Using Historical Newspapers (New York Times) and American Fact Finder, as well as other academic databases, students will work in groups to complete a birthday newscast.

- First, as a group, choose a target date in history (must be prior to 2000).
- Next, divide the newscast into five different sections: politics, weather, movies, sports, and community spotlight.
- Group members will consult library databases for information about politics, weather conditions, movies, sports events that occurred on the selected birth date and write a one minute summary of the event.
- Group members who focus on the community spotlight will use American Fact Finder to find out information about one of the towns/cities that is “home” to a group member. In using American Fact Finder, find information about the population, median age, business and industry, education, housing, income, and poverty level of the town/city. Write a one minute summary about the town. You will be using the most recent statistics for this segment rather than the date of a group member’s birthday.
- Practice your newscast so that you are familiar with your manuscript. You are expected to deliver your portion of the broadcast as if you are a news anchor for a local television station. Some memorization is required in order for you to maintain consistent eye contact.
- Submit your news cast transcript including the transitions for moving from one speaker to the next. You will need an introduction for the newscast and a conclusion. (See the sample transcript provided in your workbook).
- Include the references you have consulted, using correct APA format See page 27-33 of More Than Public Speaking Workbook (Counts 50 points)

***Informative Speech:*** For this speech, you will be researching an organization of your choice. You will prepare a PowerPoint presentation to accompany your speech. In your speech, you will discuss the background and history of the organization, the mission, the purpose, important milestones, and any additional elements you consider noteworthy. Your speech requires sources, an outline, and should be 5-8 minutes in length.

### ***Persuasive Speech***

In the first week, your class will be divided into groups based on the organizations for which you are volunteering. As a group assignment, each group member is expected to do his/her part in researching, developing, and presenting the presentation. Because this speech is persuasive in focus, you will use Monroe's Motivated Sequence in organizing the presentation which includes 5 steps: attention, need, satisfaction, visualization, and action. Each group member will present one of these sections. Your speech must make a clear call to action, have a minimum of 5 sources, and build upon the experiences you had while volunteering. Students are expected to dress professionally on the day of the presentation. While a powerpoint slide presentation is optional, the persuasive power of images is something you should consider using. Each group member will also be evaluating other group members for a Peer Evaluation Score.

### ***Guidelines for Speeches From the Movies***

So that you gain a sense of the power of public speaking, you will be viewing selected clips from speeches from the movies located on the American Rhetoric webpage <http://www.americanrhetoric.com/> Click on this website and then click on "Movie Speeches" Next, go to the movie title indicated on the daily class schedule. View the clip or listen to the audio provided.

Movie Title and Question are listed on daily class schedule. Student responses must include a brief paragraph with references to the textbook and class discussion.

### **Additional Course Policies**

#### ***Attendance Policy***

Because this is a performance course, regular attendance is essential. More than 3 absences in a MW will result in loss of points from the class participation portion of your grade. **Please be advised that I do not accept late work.**

#### ***Chapter Reading***

You are responsible for reading the unit BEFORE each class begins. This makes class discussions more interesting and increases the opportunity for activities that demonstrate unit theories. Students are encouraged, but not required to complete a handwritten "passport" with pertinent information from each unit ***to be turned in before the discussion begins***. Passport information may cover the front and back of an index card no larger than ½ piece of paper. All passports with names will be filed then returned to the student to be used during each exam.

### ***Speaking Schedule***

Speeches are to be delivered on the assigned day. Speakers who are absent on the assigned speaking day will receive a zero unless prior arrangements are made with the instructor. Medical excuses require documentation.

### ***Make Up Policy***

If make-up speeches are allowed, they will not be given during class time but must be scheduled during your instructor's office hours. All late speeches and make-up speeches will receive a point penalty determined by the instructor.

### ***Academic Integrity***

All work must be completed individually unless otherwise stated. Commission of any of the following acts shall constitute scholastic dishonesty: acquiring or providing information for any assigned work or examination from any unauthorized source; informing any person or persons of the contents of any examination prior to the time the exam is given in any subsequent sections of the course or as a makeup; plagiarism; submission of a paper or project that is substantially the same for two courses unless expressly authorized by the instructor to do so. For more information, see the Code of Student Life.

### ***Acceptable Student Behavior***

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (Code of Student Life). Unacceptable or disruptive behavior will not be tolerated. Students engaging in unacceptable behavior may be instructed to leave the classroom. Inappropriate behavior may result in disciplinary action or referral to the University's Behavioral Intervention Team. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

### ***Attendance Policy***

For the purposes of learning assessment and strategic planning, all students enrolled in Core Curriculum or developmental courses at West Texas A&M University must attend each class/lab meeting. Any students with more than three unexcused absences will automatically fail the course.

### ***Copyright***

All original content in this document, all web-based course materials (be they text, audio, and/or video), and/or classroom presentations are subject to copyright provisions. No distribution without the express written consent of the author. Students are prohibited from selling (or being paid for taking) notes during this course to or by any person or commercial firm without the express written permission of the professor.

### Tentative Course Schedule

This is a tentative course schedule, the instructor reserve the right to make changes on it to make it better for the student`s development. Notice will be given should any changes take place.

Date	Required Readings	Assignment Due Dates
June 29	<b>The Communication Process</b> Read - Chapter 1 Foundations of Human Communication	
June 30	<b>The Communication Process</b> Read - Chapter 1 Foundations of Human Communication	
July 1	<b>Ethics and Speaking Confidently</b> Read - Chapter 5, Speaking Freely and Ethically	
July 2	<b>Analyzing Your Audience</b> Read - Chapter 7, Analyzing Your Audience	
July 3	<b>Class Presentation of Brown Bag Speeches</b>	<i>Brown Bag Speeches</i> <i>Due July 5, by class time</i>
July 6	<b>Nonverbal Messages and Speech Delivery</b> Read - Chapter 4, Nonverbal Messages	
July 7	<b>Speech Organization</b> Read - Chapter 8, Organizing and Outlining your Presentation	
July 8	<b>Informative Speaking</b> Read - Chapter 12 Speaking to Inform	



July 9	<b>Researching for Your Speech</b> Read - Chapter 9, Gathering and Using Supporting Material	
July 10	<b>Supporting Your Speech</b> Read - Chapter 9, Gathering and Using Supporting Material	
July 13	<b>Informative Speeches Due</b>	<b>Informative Speeches Due July 15 by class time</b>
July 14	<b>Interpersonal Communication</b> Read- Chapter 6, Understanding Interpersonal Communication	
July 15	<b>Persuasion</b> Read - Chapter 13, Speaking to Persuade	
July 16	<b>Mid Term Review</b>	
July 17	<b>MID TERM EXAM</b>	<b>Due July 19, 2019</b>
July 20	<b>Conflict</b> Read - Chapter 14, Interpersonal and Small Group Conflict	
July 21	<b>Group Speeches/Group Work</b> Read - Chapter 11, Small Group Communication	
July 22	<b>Small Group Communication</b> Read - Chapter 11, Small Group Communication	
July 23	<b>Class Presentations of Persuasive Group Speeches</b>	<b>Persuasive Speeches Due July 25 by class time</b>
July 24	<b>Business and Professional Presentations</b>	
July 27	<b>Creating and Developing Professional Presentations</b> Read - Chapter 10, Delivering Your Presentation	

July 28	Class Presentations of Birthday Newscast Group Projects	Birthday Newscast Group Projects Due July 31 by class time
July 29	<b>Final Exam Review</b>	
July 30	Final Exam Day	<b>Due August 1</b>
July 31	Course Review/Reflection	