

FUNDAMENTALS OF SPEECH COMMUNICATION (SP 103A)

Spring 2004

Section 87764 —TR 9:00 – 10: 25 a.m.

Text Communicating Effectively, Hybels & Weaver, 7th edition (w/ CD-ROM)
Instructor Mari Miller Burns, Assistant Professor
Office Room 40
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Office Hours MWF 10:00 – 11:00 a.m. and 1:00 – 2:00 p.m.; TR 11:00 - Noon

COURSE DESCRIPTION: The fundamentals course involves the development of the basic skills involved in a variety of communication situations, including oral presentations. Emphasis is placed on organization, audience analysis, vocal and physical delivery, listening, nonverbal communication, critical thinking, and methods of dealing with communication apprehension through class discussions and activities.

GOALS: It is my goal to help you become better communicators through knowledge and practice. Even though we naturally communicate in some form or another, we are not naturally proficient communicators. For this reason, we will explore the how's and why's of communication in order to become better communicators. I appreciate the diversity in attitudes toward giving speeches, and it is my goal to help you attain both proficiency and comfort in a variety of communication situations.

EXPECTATIONS: You will all be exploring yourselves as communicators, how you interrelate with other communicators, and how you communicate to larger groups. In some cases this may require more self-disclosure than you prefer, but because you are adults, you will be expected to conduct yourselves in a mature fashion that makes everyone feel comfortable.

You are expected to attend all class sessions. During the semester you will be allowed three absences after which your class participation grade will be affected. Supplemental materials will be provided during some class sessions making attendance essential. **All assignments and speeches are due on time. No work will be accepted after the established deadline.** If there are conflicts, you will need to address these well in advance of the due date. You will be expected to offer written evaluations of your peers' speeches as well as your own. In order to complete the self-evaluations you will need a NEW videotape for the days of your speeches.

GRADING: Grades are figured on a point system in the following categories carrying the corresponding weights:

Speeches/Evaluations (215 pts)	45%
Case Journal (120 pts)	35%
Exams (2) (approx 100 pts total)	10%
Participation (200 pts)	10%

My grading scale is as follows:

95-100%A	87-89% B+	77-79% C+	67-69% D+
90-94 A-	83-86 B	73-76 C	63-66 D
	80-82 B-	70-72 C-	60-62 D-

Tentative Schedule

<u>Date</u>	<u>Topic/Activity</u>	<u>Reading Assignment</u>
Th Jan 15	Getting Acquainted <i>Bloopers</i> Assignment Course Overview	
T Jan 20	<i>Bloopers' Anonymous</i> Communication Models Speaker Credibility	Ch 1: The Communication Process pp. 637-640
Th Jan 22	The Roles We Play Self Concept Perception and Point of View	Ch 2: Self, Perception, and Communication
F Jan 23	Case Study #1 Due	
T Jan 27	Being a Cultural Being	Ch 3: Intercultural Communication
Th Jan 29	Listening Process Listening Styles/Types Listening Problems	Ch 4: Listening
T Feb 3	Verbal Languages The Meanings and Power of Words Metamessages, Euphemisms Discuss Impromptu Speaking	Ch 5: Verbal Communication p. 536
Th Feb 5	Discuss Icebreaker Speech Assignment Social Functions Kinesics Impromptu Speeches Begin	Ch 6: Nonverbal Communication
F Feb 6	Case Study #2 Due	
T Feb 10	Eye and Face Behavior Paralanguage Haptics (Touch) Physical Appearance	
Th Feb 12	Proxemics Chronemics (Time) Environmental Factors Nonverbal Activity Review for Exam	
T Feb 17	Exam I: Chs 1-6	
Th Feb 19	Interpersonal Motives Self-Disclosure	Ch 7: Interpersonal Relationships
F Feb 20	Case Study #3 Due	
T Feb 24	Icebreaker Speeches	

Th Feb 26	No Class: ICCOC Conference	
T Mar 2	Icebreaker Speeches Relationship Stages	Ch 8: Evaluating and Improving Relationship
Th Mar 4	Communicating Problems/Solutions Small Group Characteristics/Types Problem-Solving	Ch 10: Small Groups Characteristics
March 8-12	No Classes: Spring Break	
T March 16	Leadership Styles Group Discussion Conflict Management	Ch 11: Group Leadership, Participation, and Conflict Management
Th March 18	Problem-Solving Presentations	
F March 19	Case Study #4 Due	
T March 23	Goals & Strategies Discuss Informative Speech Assignment Topic Selection/Focus/Purpose Audience Analysis	Ch 16: The Informative Speech Ch 12: Getting Started
Th March 25	Research Supporting Material Organizational Patterns	Ch 13: Finding Speech Material Ch 14: Organizing & Outlining the Speech
T March 30	Introductions Conclusions Visual Aids	
Th April 1	Nonverbal Considerations Informative Speaking Order Announced Discuss Persuasive Speech Assignment	Ch 14: Delivering the Speech
F April 2	Case Study #5 Due	
T April 6	Informative Speeches	
Th April 8	No Class	
T April 13	Informative Speeches	
Th April 15	Monroe's Motivated Sequence Attention Need	Ch 16: The Persuasive Speech
T April 20	Need Satisfaction	

Th April 22	Complete Attitude Surveys Satisfaction Visualization Action
T April 27	Draw for Persuasive Speaking Order Watch Martin Luther King, Jr.'s <i>I Have a Dream</i> Speech
Th April 29	Persuasive Speeches
F April 30	Case Study #6 Due
T May 4	Persuasive Speeches
Th May 6	Persuasive Speeches
T May 11(Final) 9 – 11 a.m.	Finish Persuasive Speeches

(All persuasive speech self-evaluations and survey analyses must be submitted no later than midnight, Wednesday, May 12th.)

Assignments

- I. **Impromptu Speech**: Beginning February 5th, approximately two to four of you per week will be randomly selected to deliver an impromptu speech. Speakers will be given a topic determined by me and will be allowed a minimum of five minutes preparation before delivering a one- to two-minute speech. Videotapes will **not** be needed for this speech and group discussion will provide the speaker with peer evaluations. (25 points – Speeches/Evaluations)
- II. **Icebreaker Speech**: In a three-to four-minute speech, you are to introduce yourself to the rest of the class. What are the important things about yourself you want others to know and remember? Try to avoid a mundane recital of facts in a chronological form (i.e. I was born in Grundy Center, Iowa. My hobbies include playing tennis, reading, writing, playing the piano, and being outdoors.). This information is helpful, but not very interesting by itself. Focus on things that are unique to you and then elaborate on them. To assist you in presenting this speech choose one of these two options.
- Option A: Prepare a poster board or power point collage of yourself using pictures and/or artifacts (i.e. concert tickets, track ribbons, etc.). Use this collage as a catalyst for talking about who you were, are, and/or hope to be.
- Option B: Instead of a collage, bring five objects that will show us about you. These might include, for example, a CD, a volleyball, a ring, a bumper sticker, and a pizza box. You will use these objects the same as you would use your collage by referring to them and using them within your speech.

As you talk about yourself and use the collage or objects be sure to give the ***why*** and the ***how*** and not just the ***what***. For example, the fact that you want to be an accountant is fine, but why you want to be one and how you came to that choice will be more interesting and will tell us more about you. Or, if you are a vegetarian, tell us why and how you came to this decision. Always include stories about yourself or provide examples to ***show*** and not just ***tell*** us, for example, how overprotective your parents really were. These details are important and will make your speech much more interesting.

You eventually will end up with some sort of organization or outline, which will probably be partly chronological and partly topical. You will be graded on the thoroughness of the information you provide and how well it is organized and delivered. Vocal and physical delivery will be important since we will have discussed verbal and nonverbal communication prior to these presentations. It will also be important to use transitional sentences to help connect your objects, pictures, etc. At this point, however, your introduction and conclusion, or lack thereof, will not negatively impact your grade.

Be sure to practice aloud and in front of a mirror. Mumbling through or mentally practicing will not do the job. Consider the advantages and disadvantages of memorizing your speech (ref. textbook p. 538). At this point in your public speaking career, I recommend you do not try to memorize word for word what you will say. Reading from a manuscript is also not preferred since it will have detrimental effects on your eye contact and vocal quality (ref. textbook p. 537). Let the speech flow naturally—this is your life, after all!! Since most people speak faster when they deliver a speech than when they rehearse, you may want to prepare one more idea or story to include in case you speak fast. (30 points – Speeches/Evaluations)

- III. **Informative Speech**: This five- to seven-minute speech is going to provide your audience with information that they did not previously have. Think of yourself as a teacher who is knowledgeable on this particular topic as a result of research and personal experience.

When considering a topic for this speech, first think of something that interests you and then consider what might interest your audience. Hopefully you can find a topic that meets these considerations. Concentrate on organization, using one of the organizational patterns discussed in class. Be sure your introduction grabs your audience's attention, establishes the reason(s) we need to know this information, and shows your credibility on this topic. Finally, be sure your conclusion wraps things up using any or several of the techniques we have discussed.

Prior to delivering your speech you will need to submit a bibliography citing five references from at least two different types of sources. You will also turn in a central idea sentence, and a copy of the outline from which you intend to speak.

For this speech and all future presentations, be very conscientious about your verbal and physical delivery. Speakers who merely read their speeches from a manuscript without eye contact and vocal variety can be assured a grade no better than a B-, assuming everything else is perfect. (40 points – Speeches/Evaluations)

- IV. **Persuasive Speech**: The purpose of this seven- to ten-minute speech is to persuade your audience to change a presently held attitude or a current form of behavior. For an attitude change speech your topic will be one in which many of your audience hold a belief contrary to the one you are trying to persuade. For example, a majority of the audience may believe there should be stricter laws on gun control, but your goal is to persuade them that gun control laws are unconstitutional. For a behavior change speech choose a topic that you believe the audience will generally agree with you on, but on which they are not acting. For example, everyone probably agrees that recycling is a good idea, but few people are actually doing as much as they could to also reduce and reuse. Your speech would try to turn their apathetic behavior into action.

In order to do this you will need to know how your audience feels about your topic. Several days prior to your speech you will give the class a questionnaire or survey which should be about the beliefs and attitudes toward the subject as well as the willingness to act on those beliefs. The format for the questionnaire is demonstrated on the next page; **be sure to follow it exactly**. Your survey should have between six and ten **statements**, not questions, that do not disclose the direction of your persuasion, just the topic. Try to phrase statements from all sides of the topic to ensure the reliability of the responses. You will be distributing this survey twice, once before your speech and once immediately following your presentation allowing you to measure any change in your audience's attitudes and/or behaviors. Results of the surveys will not influence your grade for the persuasive speech.

Prior to delivering your speech you will need to submit a bibliography citing a minimum of seven references from at least two different types of sources. You will also turn in a central idea sentence, and a copy of the outline (following Monroe's Motivated Sequence) from which you intend to speak.

In the following sample survey on school prayer, the first statement is too specific. Almost everyone would have to say they were neutral on the statement. Any change would be from information rather than persuasion. Statement number two is too general to really relate to the speech and probably should not be included. Statements three through six are good examples of items to include. They are neither too specific nor too general, and it is difficult to tell whether the speaker is going to favor or oppose prayer in public schools. Statement number seven uses a negative that can make the responses confusing for the readers. Avoid using negatives in the statements.

	SA	A	N	D	SD
1. The McNeal Bill on school prayer should be passed.	1	2	3	4	5
2. Daily prayer is an important activity for a Christian.	1	2	3	4	5
3. Vocal prayer in school can be detrimental to a child's religious perspective.	1	2	3	4	5
4. Legislature can prevent abuses of vocal prayers in public schools.	1	2	3	4	5
5. Allowing time for silent prayer in public schools violates the constitutional separation of church and state.	1	2	3	4	5
6. Allowing time for silent prayer will increase the religious activity of children without forcing a particular belief on them.	1	2	3	4	5
7. There won't be problems with silent prayer times in public schools for members of non-mainstream religions.	1	2	3	4	5

Along with completing a self-evaluation for your persuasive speech, you will need to submit an analysis of your survey results from before and after your speech. On a blank copy of your survey you should show the results for each statement from the first time you gave the survey and then the results from the second time you gave it.

Sample Survey Results

***=Before**

@=After

	SA	A	N	D	SD
3. Vocal prayer in school can be detrimental to a child's Religious perspective.	1	2	3	3.8@	4 *4.3 5
4. Legislature can prevent abuses of vocal prayers in public schools.	1 1.5@	2 *2.1	3	4	5

Finally, you will discuss the results for each statement in a survey analysis. If there was a change explain how you account for this change. For example, you might want to discuss the arguments you addressed in your speech that brought about the change for a particular statement. If there was not any change after your speech, discuss why you believe there was not any change. Maybe, for example, you forgot to address this issue in your speech or perhaps your evidence for that particular argument lacked credibility. Remember, however, even if you show a change by 2/10's this is still a change and it needs to be analyzed. (Persuasive Speech = 50 points, Survey Analysis = 25 points – Speeches/Evaluations)

- V. **Evaluations:** For each round of speeches you will evaluate at least one of your classmate's speeches. A form will be provided on which you should write your comments directly to the speaker (i.e. "**You** had great eye contact with your entire audience.") Upon completion of the evaluation, give it directly to the speaker, who will give it to me for grading. After you present your speech, you will need to watch your videotape in order to complete the self-evaluation. You will complete the self-evaluation in much the same way, however, this time phrasing your comments in first person (i.e. "**I** need to..."). Self-evaluation forms can be obtained through either the S Drive or my web page, <http://www.iowalakes.edu/Directories/Faculty/burns/index.htm> and must then be emailed to me referencing your section day and evaluation form on the subject line (*i.e. MW 2, Icebreaker Evaluation*)

To access through the college's share drive:

1. Open up **My Computer** and go into the *S Drive*
2. Open the file folder *2 -- Classes – Instructors*
3. Open the file folder *Burns,MM*
4. Open the file folder *Evaluation Forms*
5. Open the appropriate evaluation form file
6. Click on the **e-mail** icon
7. Type comments
8. Send it to me at mburns@iowalakes.edu

All self-evaluations are due two class sessions after the last speech of that particular round.

No evaluations will be accepted after that time. Once I receive your self-evaluation, I will e-mail you my evaluation containing your grade. For both types of evaluations, make sure you provide specific examples of what you liked or what you feel needed improvement.

These are not meant to be a summary of what the speaker said, but rather an assessment of the speaker's strengths and weaknesses. (Peer Evaluations = 5 points each, Self Evaluations = 10 points each – Speeches/Evaluations)

- VI. **Case Journal:** Case studies can be found on the *S Drive* using the same procedure as for the evaluations or you may access them through my web page. These case journals will be completed with a partner and one copy will be emailed to me by midnight of the due dates listed on the schedule. **When emailing entries, reference your class section and case study number on the subject line in the following manner, TR9, Case Study #1, for example. Be sure to include both partners' names within the entry.** Each entry should be the equivalent of one single-spaced page and should reference ideas, concepts, and terminology from the text and class discussions. If at any time you have difficulty working with your chosen partner, please let me know immediately and we will employ conflict management strategies. If you experience computer problems, call me immediately. I will respond to these case journals using ALL CAPITAL LETTERS and will include your grade at the end of each entry. (Case Journal Entries = 20 points each – Case Journal)
- VII. **Exams:** There will be two exams during the semester, each worth five per cent of your grade. The first will be a combination of multiple choice, short answer, and essay. Multiple choice and short answer questions tend to relate more to the text, whereas the essay questions will pertain more to class discussions/lectures. You will be allowed to use class and textual notes and handouts for this first test. The second exam will be a direct result of the small-group problem-solving presentations and will be completed with your selected groups again using any handouts and notes. **Please employ academic integrity and do not take advantage of these test-taking situations.**

VII. **Participation:** You will be allowed three absences during the semester for which you will be exempted from the daily participation grade. This grade will be figured into your overall grade at the end of the semester. (200 points – Participation) Daily participation grades will be determined using the following guidelines.

- 5 Always volunteers information and ideas during class discussions. Maintains constant focus on discussions by not distracting or being distracted by others. Rarely late for class.
- 4 Occasionally volunteers information and ideas during class discussions. Maintains frequent focus on discussions by not causing or allowing distractions. Occasionally late for class.
- 3 Shares information and ideas during class discussion, if asked. Remains generally focused on discussion by not causing or allowing distractions. Frequently late for class.
- 2 Never shares information and ideas during class discussions. Easily distracted during discussions.
- 1 Physically present but sleeping.