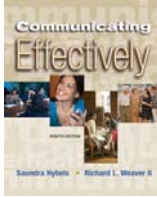


FUNDAMENTALS OF ORAL COMMUNICATION (SPC 101)
Fall 2007
Section 100 TR 9:00 – 10:25 a.m.

Text



Communicating Effectively, Hybels & Weaver, 8th edition (w/ CD-ROM)

Instructor
Office
Telephone #'s
E-mail
Website
Office Hours

Mari Miller Burns, Associate Professor
Room 40
712-362-7955 (Office) 712-362-3110 (Home) before 9:00 p.m.
mburns@iowalakes.edu
<http://www.iowalakes.edu/Directories/Faculty/burns/index.htm>
MWF 10:00 – 11:00 a.m. and 1:00 – 2:00 p.m.; TR 1:00 – 2:00 p.m.

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 participating in class discussions and giving public 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. And as mature adults, you are held to ethical conduct that does not plagiarize another person's work. Anyone caught plagiarizing in-part or in-whole will fail that assignment, and his/her name will be placed on a list by the Chief Academic Office (CAO) and made accessible to all faculty. Furthermore, and most importantly, he/she will lose all credibility and thereby my respect.

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. If you are absent on the day of a pop quiz, you will not be allowed to make it up unless you have made arrangements at least 24 hours in advance. Being absent on a speech day counts as two unexcused absences and failure for the speech if you're a designated speaker. **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 VHS-C 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	45%
Case Studies	35%
Exams/Quizzes	10%
Participation	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-

SCHEDULE

The following schedule is a tentative plan for covering the coursework. Students are responsible for checking if/when there are changes.

Bold face denotes an assignment/activity that is due in class that day. *Italic face* refers to the *S:Drive* location where the assignment/activity can be found.

<u>Date Due</u>	<u>Topic/Activity</u>	<u>Reading Assignment</u>
T 28 Aug	Introductory Activity	Course Syllabus read prior to next class
Th 30 Aug	Communication Models Types of Communication Discuss Impromptu Speaking Speaker Credibility	Ch 1: The Communication Process p. 347 pp. 412-414
T 04 Sept	Self Concept Perception and Point of View Discuss Personality Test Results	Ch 2: Self, Perception, and Communication <i>S: Ch 2 Assignment</i>
Th 06 Sept	Being a Cultural Being Print and Complete Assignment	Ch 3: Intercultural Communication <i>S: Ch 3: Assignment</i>
F 07 Sept	Case Study #1 Due by 11:59 pm	<i>S: Case Study #1</i>
T 11 Sept	Listening Process Listening Types Listening Problems	<i>Unit 4/Ch 4: Listening</i>
Th 13 Sept	Listening Types/Styles Listening Problems Impromptu Speeches Begin	

T 18 Sept	Verbal Languages The Meanings and Power of Words Complete Assignment Metamessages, Euphemisms	Ch 5: Verbal Communication <i>S: Ch 5: Assignment</i>
Th 20 Sept	Icebreaker Speech Assigned Social Functions Types of Nonverbal Communication Display nonverbal expressions	Ch 6: Nonverbal Communication <i>S: Ch 6: Assignment</i>
T 25 Sept	Types of nonverbal communication Draw for Icebreaker Speaking Order Take-home exam distributed	
Th 27 Sept	Icebreaker Speeches	
M 01 Oct	Case Study #2 Due by 11:59 pm	<i>S: Case Study#2</i>
T 02 Oct	Icebreaker Speeches	
Th 04 Oct	Johari Window Print and complete assignment Interpersonal Motives Self-Disclosure	Ch 7: Interpersonal Relationships <i>S: Ch 7: Assignment</i>
T 09 Oct	Relationship Stages Communicating Problems Communicating Solutions Icebreaker Speech Self Evaluations Due	Ch 8: Evaluating and Improving Relationship <i>S: Icebreaker Speech Evaluation</i>
Th 11 Oct	Small Group Characteristics/Types Problem-Solving Leadership Styles Group Discussion Conflict Management	Ch 10: Small Groups Characteristics Ch 11: Group Leadership, Participation, and Conflict Management
F 12 Oct	Case Study #3 Due by 11:59 pm	<i>S: Case Study #3</i>
T 16 Oct	Small-Group Problem-Solving Exercises	
Th 18 Oct	Small-Group Problem-Solving Exercises	
T 23 Oct	Goals & Strategies Informative Speech Assigned Topic Selection/Focus/Purpose Audience Analysis	Ch 15: The Informative Speech Ch 12: Getting Started & Finding Speech Material
W 24 Oct Th 25 Oct	Case Study #4 Due by 11:59 pm Research Supporting Material Organizational Patterns	<i>S: Case Study#4</i> Ch 13: Organizing & Outlining the Speech
T 30 Oct	Introductions Conclusions	

Visual Aids

Th 01 Nov	Nonverbal Considerations Informative Speaking Order Announced Persuasive Speech Assigned	Ch 14: Delivering the Speech
T 06 Nov	Catch-Up and/or Prep Day	
Th 08 Nov	Catch-Up and/or Prep Day	
T 13 Nov	No Class: Conference on Information Technology	
W 14 Nov	Case Study #5 Due	<i>S: Case Study#5</i>
Th 15 Nov	Informative Speeches	
T 20 Nov	Informative Speeches	
Th 22 Nov	No Class: Thanksgiving Break	
T 27 Nov	Monroe's Motivated Sequence Attention Need	Ch 16: The Persuasive Speech
Th 29 Nov	Monroe's Motivated Sequence (MMS) Need Satisfaction Informative Speech Self Evaluations Due	<i>S: Informative Self Evaluation</i>
T 04 Dec	Complete Attitude Surveys MMS: Satisfaction Visualization Action Watch Martin Luther King, Jr.'s <i>I Have a Dream</i> Speech Draw for Persuasive Speaking Order	
Th 06 Dec	Catch-Up/Prep Day	
F 07 Dec	Case Study #6 Due	<i>S: Case Study#6</i>
T 11 Dec	Persuasive Speeches	
Th 13 Dec	Persuasive Speeches	
T 18 Dec (Final 9:00 – 11:00 a.m.)	Persuasive Speeches	

(All persuasive speech self-evaluations and survey analyses must be emailed no later than 11:59 pm, Tuesday, December 18th.)



Assignments

- I. **Impromptu Speech:** Beginning September 13th, approximately two 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 evaluative feedback. (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 spending time with my children, 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 power point collage of yourself using pictures, clip art, 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. 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. 348). 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. 348). Extemporaneous speaking (ref. textbook p. 349) is the preferred delivery method. Let the speech flow naturally—this is your life, after all!! (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, which 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. (50 points – Speeches/Evaluations)

Sample Survey: 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 you 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@	*4.3 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 **one-page 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. Along with this analysis, **you must include a copy of your survey statements with your before and after results posted on it.** This survey analysis can either be submitted as a hard copy or emailed to me. (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 then 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 accessed through the S:Drive and must be emailed to me at mburns@iowalakes.edu by midnight on the deadline indicated on the schedule. No evaluations will be accepted after that time.** My evaluation and your grade for each speech will be attached to your original email.

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)

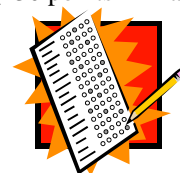


- VI. **Case Studies:** Case studies can also be found on the S; Drive. These case studies will be completed with a partner and one copy emailed to me at mburns@iowalakes.edu by midnight on the due dates listed on the schedule. **When emailing your case studies, be sure to include both partners' names within the entry and indicate the case study number and your section (i.e. MWF 9) in the Subject line.** Each case study response 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. The grade will be sent to the person who deposited the case study. (Case Study Entries = 25 points each – Case Studies)

Accessing S:Drive Materials:

1. Go to *My Computer* and click on the *Shared on 'Ev-acdmc' (S:)* icon
2. Open folder *02—Faculty*
3. Open folder *Burns, MM*
4. Open the desired folder for *Assignments, Case studies, Evaluation Forms, or Syllabus*

- VII. **Exams/Quizzes:** There will be two exams during the semester. The first exam is a take-home essay covering the first six chapters of the text. The second exam will cover chapters 10 and 11 and will be a direct result of the small-group problem-solving presentations. This exam will be completed with your selected groups using any handouts and notes. Seven quizzes will be given after our discussion of each chapter and will consist of 10 multiple choice questions. You may use notes, handouts, and the text to take these quizzes, but you will be allowed only five minutes to complete each quiz. (130 points – Exams/Quizzes)



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.



Americans with Disabilities Act – Policy of Nondiscrimination

It is Iowa Lakes Community College policy to not discriminate against qualified individuals with disabilities and to provide reasonable accommodation(s), as required by law, to otherwise qualified applicants for admission or to students with disabilities in all education programs, activities, services and practices, including application procedures, admissions, course selection, the awarding of degrees, discipline and dismissal. Educational opportunities will not be denied to an otherwise qualified application or student because of the need to make reasonable accommodation(s) or modification(s) for the physical and mental impairment(s) of any such individual.

Students needing reasonable accommodation(s) and/or modification(s) should contact Linda Helmers by phone at (712) 852-5216 or (712) 362-8364 or via email at lhellers@iowalakes.edu. To assure that accommodation(s) and/or modification(s) will be ready when classes start, students must make the request as soon as possible, before a semester begins.

It is the policy of Iowa Lakes Community College not to discriminate on the basis of sex, race, national origin, creed, age, marital status or disability in its education programs, activities, or employment policies, as required by Titles VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Educational Amendments, Section 504 of the Federal Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) of 1990.

Inquiries regarding compliance with Title IX, Title VI, Title VII, or Section 504 may be directed to Kathy Muller, Human Resources, Iowa Lakes Community College, 19 S. Seventh Street, Estherville, IA 51334, telephone (712)362-0433; to the Director of the Iowa Civil Rights Commission, Des Moines; or to the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri.

STUDENT ACADEMIC HONESTY POLICY

Iowa Lakes Community College believes that personal integrity and academic honesty are fundamental to scholarship. Iowa Lakes strives to create an environment where the dignity of each person is recognized and an atmosphere of mutual trust exists between instructors and students. The faculty have confidence in the integrity of the students and encourage students to exercise good judgment in fulfilling this responsibility.

Actions contrary to academic integrity will not be tolerated. Activities that have the effect or intention of interfering with learning or fair evaluation of a student's work or performance are considered a breach of academic integrity. Examples of such unacceptable activities include, but are not limited to:

- **Cheating** (intentionally using or attempting to use unauthorized material, assistance or study aids in any academic work). For example, using a cheat sheet for a test, looking at another student's paper during an exam, stealing or buying all or parts of an exam or paper, altering and resubmitting work for a better grade without prior approval to do so, etc.
- **Plagiarism** (representing another's ideas, words, expressions or data in writing or presentation without giving proper credit, failing to cite a reference or failing to use proper documentation, using works of another gained over the Internet and submitted as one's own work).
- **Falsification and/or misrepresentation of data** (submitting contrived or made-up information in any academic exercise). For example, making up data, citing non-existent sources, etc.
- **Facilitating Academic Dishonesty** (knowingly helping or attempting to help another violate any provision of the academic honesty policy). For example, working together on a take-home exam or other assignment when the option has not been made available, giving a paper/assignment to another student for his/her use, etc.
- **Multiple Submission** (submitting, without prior approval from the instructor involved, any work submitted to fulfill academic requirements in another class). For example, submitting the same paper for two different classes, etc.
- **Unfair Advantage** (trying to gain unauthorized advantage over fellow students). For example, gaining or facilitating unauthorized access to exam materials (past or present); interfering with another student's efforts in an academic exercise; lying about the need for an extension on a paper or assignment; destroying, hiding, removing or keeping library materials, etc.

Disciplinary Action

Any violation of this policy will be treated as a serious matter. The instructor has primary responsibility over classroom behavior and maintaining academic integrity. Depending on the nature and severity of the offense, Iowa Lakes Community College reserves the right to exercise disciplinary action as outlined in the Disciplinary Action Section of the *Student Handbook*.

(Adapted from Buena Vista University's Academic Honesty Policy)

Approved by the Academic Policies & Standards Committee Version 4 on March 26, 2002.