COURSE NUMBER: COMM 101

COURSE TITLE: FUNDAMENTALS OF SPEECH

SEMESTER CREDIT HOURS: 3

DEPARTMENT: Communication

DIVISION: General Education

INSTRUCTOR: Thomas A. Duran
Email: tomd@labette.edu
Phone: 620-232-5820 ext. 108 & 620-820-1171

PREREQUISITE: None

REVISION DATE: May 2014

TEXT AND SUPPLEMENTARY MATERIALS USED IN THE COURSE (if any):
ISBN 0078139848

COURSE DESCRIPTION:
A basic study in communication theory and its practical application at all levels: intrapersonal (understanding the self), interpersonal (one-to-one relationships and small group interaction), and public speaking. Students examine factors that influence the development of self-concept and interpersonal relationships, participate in problem solving panel discussions, deliver informative and persuasive speeches, and improve their critical listening and thinking skills.

COURSE OUTCOMES AND COMPETENCIES:
Students who successfully complete this course will be able to:

1. Apply terms and theories of oral and nonverbal communication in evaluation of speeches, in class activities, and group discussions.
   a. Incorporate the six functions of communication when evaluating the effectiveness of a speech and interpersonal communication.
   b. Incorporate the theories of self-perception and perception of others in their analysis of the effectiveness of a speech.
   c. Identify and critique the effectiveness of nonverbal communication of various speakers.
   d. Analyze and critique informative speeches based on the methods and principles of informative speeches.
   e. Recognize and critique the motivational techniques and emotional appeals used in persuasive speeches.

2. Demonstrate effective public communication skills in their speeches.
   3. Complete a minimum of four speeches that include a written assignment, peer review and increasingly rigorous research.
   4. Compose and transmit a message suitable to the topic, purpose, and audience.
      a. Demonstrate nonverbal theories of communication by using body movements, paralanguage, and self-presentation during their speeches.
      b. Identify and critique the nonverbal communication of audience members.
5. Demonstrate effective listening with literal and critical comprehension
   a. Identify the main ideas in structured and unstructured discourse.
   b. Distinguish between those ideas that support the main ideas and those that do not.
   c. Demonstrate awareness that one’s knowledge, experience and emotions affect listening.
   d. Identify the organization of the speaker’s ideas and information.
   e. Distinguish between assertions that are verifiable and those that are not.
   f. Analyze the information and inferences in order to draw conclusions.

The learning outcomes and competencies detailed in this syllabus meet, or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as sanctioned by the Kansas Board of Regents.

**COURSE OUTLINE:**

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<th>Week 1</th>
<th>Introduction to course - Syllabus overview - <strong>Introductory Speech</strong> - Assign Reaction Paper on Intro Speech - Lecture: Chapter 1 - Reading Assignment Ch 2</th>
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<td>Week 2</td>
<td><strong>Speech Reaction Due</strong> - Lecture: Chapter 1 (if necessary) - <strong>Quiz Ch 1</strong> - <strong>Writing Assignment (Analyzing Communication Elements in Conversation)</strong> – Lecture Ch 2</td>
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<td>Week 3</td>
<td><strong>Written # 1 Due</strong> - Continue lecture Chapter 2 - <strong>Quiz Chapters 2</strong></td>
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<td>Week 4</td>
<td>Lecture Chapter 10 -Writing Speech Goals - Developing Main Points Exercise – Reading Assignment Chapter 12</td>
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<td>Week 5</td>
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<td>Week 6</td>
<td>Continue lecture chapter 12 - <strong>Quiz Ch 12</strong> - Writing Speech Intro/Closing Exercise - Reading Assignment Chapter 13</td>
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<td>Week 7</td>
<td>Lecture Chapter 13 – <strong>Assign Self-Logo Presentation</strong>– assign reading chapter 14</td>
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<td>Continue lecture chapter 13 - <strong>Quiz Ch 13</strong> - lecture chapter 14</td>
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<td>Week 9</td>
<td><strong>Quiz Chapter 14 -Self-logo Presentation Due</strong>– Reading Assignment Chapter 4</td>
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<td>Week 10</td>
<td>Lecture Chapter 4 - Assign Ch 4 Affects Display - <strong>Assign Speech to Explain Process</strong></td>
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<td>Week 11</td>
<td><strong>Speech Due (Explain Process)</strong> – <strong>Quiz Ch 4</strong> - Reading Assignment Chapter 5</td>
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<td><strong>Thanksgiving Break</strong></td>
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<td>Week 15</td>
<td>Lecture chapter 15 – Speech <strong>Reaction Due –Speech Analysis Video Activity</strong> - <strong>Assign Persuasive Speech</strong></td>
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<td>Week 16</td>
<td><strong>Chapter 15 Quiz - Persuasive Speeches</strong> – Final Exam Review</td>
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<td>Week 17</td>
<td><strong>Final Exam</strong></td>
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METHODS OF INSTRUCTION:
This course is taught using a variety of instructional methods that include but are not limited to lecture, computer presentations, overhead projector, handouts, and possibly guest speakers.

90 - 100% = A - Student does an outstanding speech or paper. Excellent content, well organized, excellent wording, for speeches -- good eye contact and an energetic delivery -- and/or superior accomplishment on the criteria established for that speech or paper.

80 - 89% = B - Speech or paper approaching the qualities of an “A” speech. A good speech, not necessarily any major weaknesses, but not achieving a standard of excellence in any or enough areas to merit an “A”. A good job in meeting most established criteria for that speech or paper.

70 - 79% = C - An acceptable speech or paper. Reasonably clear purpose, adequate support, apparent organization, but may not be entirely clear to the entire audience, some problems in wording or delivery or both; and/or some deficiencies in meeting many of the major criteria established for the speech or paper.

60 - 69% = D - An unclear purpose and serious deficiencies in some and perhaps all areas of content, organization; and/or poor delivery.

59% & below = F - The person does not give the speech at all or simply demonstrates that there has been no preparation for the speech both in content or delivery. The paper shows that the student has not accomplished the goal of the paper, or that the paper was not handed in at all.

METHODS OF EVALUATION:
Possible Points:

SPEECHES:

1 - two min -- Introductory Speech 10 pt.
1 – 4 min -- Self-Logo Presentation 25 pt.
1 – 5 - 10 min -- Speech to Explain a Process 30 pt.
1 - 5 – 10 min -- Informative Speech 40 pt.
1 - 6 -10 min -- Final Speech (Persuasive) 50 pt.

Total Points Possible 155

In order to pass the course, ALL speeches must be completed and the Speech Analysis must be completed

2 Written Assignments: 20 pt. Each
2 Speech Reaction Assignments: 10 pt. Each
9 “Chapter Discussion” Assignments: 19 pt. Each
1 Speech Analysis: 50 pt.
1 Final Exam: 40 pt.
9 Quizzes: 10 pt. Each

Total Points Possible 565

SPEECHES: Speeches are to be delivered extemporaneously; that is, they are to be prepared beforehand but wording, although practiced, is determined during the actual speech. Outlines must be prepared before a speech may be given and handed in on the first day of speeches. They count as part of your speech grade and should be done neatly and thoroughly. Speeches must be delivered when scheduled. Speeches missed by the student, regardless of cause, must be given when time permits in order for the student to receive a passing grade for the course. Amount of reduced credit for a make-up speech, if any, will depend upon the nature of the absence and is entirely at the discretion of this instructor.
Written Work: Written work will normally consist of graded tests, listening reports, quizzes, written exercises, and outlines of speeches given. All assignments should be done on time and neatly. **Neatly means typed with 12 pitch and Times New Roman font.**

Tests: Tests will cover information from the textbook, from class lectures, and class discussions. If cheating occurs, you will receive zero points for the test with no chance to redeem those points.

**GRADE:** Your final grade is determined by the total point accumulation of all your grades from all completed papers, tests, and speeches. Since this is a speech class ALL speeches are to be completed.

**ATTENDANCE REQUIREMENTS:**

Students are expected to attend all classes. If a student has to miss a class especially on the day he/she is scheduled to give a speech, take a test, or hand in an assignment; **he/she must notify me before the missed class.** In case of emergencies, notify by telephone or leave a message for me with the college operator, or send a note with a fellow student. **Failure to do so means the student will receive a zero for that assignment or test and will loose the option of makeup work.** If a legitimate conflict did arise and the student did notify me, **he/she has one week** to finish the assignment or take the test. If a student misses a class, he/she is still responsible for the material covered and for assignments made during that time. The student should ask for notes from myself or a fellow student for the class missed. Since this is a communication class, I expect students to practice good communication skills and thus disruptive talking during class will not be tolerated. **If you exceed 6 unexcused absences (for Monday, Wednesday, Friday Speech Sections) or 4 unexcused absences (for Tuesday/Thursday Speech Sections), you may be dropped from this course.**

All students will receive a grade for the course after the last day to withdraw for the semester regardless of the number of absences.

**Additional Classroom Policies are available at:**
[www.labette.edu/students/classroom_policies.pdf](http://www.labette.edu/students/classroom_policies.pdf)

**STUDENTS WITH DISABILITIES:**

Students who need special assistance should contact ADA Coordinator by calling the Business office at (620) 421-6700, ext.1230, or visit the Business Office on the main campus.

All communication concerning this course or college business will be sent to your LCC student e-mail address. It is your responsibility to check this account on a regular basis.