

COURSE SYLLABUS
Effective Term: February 2007

Credit Hours: 4	Lecture Hours: 48	Total Hours: 48
Classroom: Landmark 102	Class Hours: 6:00 pm – 9:50 pm	
Dean: Ms. Michelle Toney		
Dept. Chair: Mr. Fred Ranney	Phone:	voice mailbox: 305-788-0667
Instructor: Norbert Thomas	email: professort4u@yahoo.com	

COURSE DESCRIPTION:

Effective Public Speaking CM1200

An introduction to the principles and practices of topic selection, research, audience analysis, organization, style, and delivery of oral presentations. A variety of informative, persuasive, and group presentations are required.

Prerequisite: none

COURSE GOALS AND OBJECTIVES:

Each student will prepare and deliver a variety of oral presentations, with emphasis upon exposition and argumentation. The student will develop proficiency in analyzing purpose and audience, conducting productive research, organization content, developing notes and prompts, delivering presentations, and evaluating his/her and others' presentations.

Oral Communications has as its primary objective the development of skills in both delivery and evaluation of oral presentations. The course emphasizes not only the presenter, but the critical listener as well. Students are therefore, required to provide thoughtful and constructive evaluations of their colleagues' presentations and to be responsive to others' evaluations. In short, the course is designed to promote students' confidence, proficiency, and sense of responsibility in presenting and responding to information, ideas, and opinions in both academic and professional contexts. Upon successfully completing the course, the student will have demonstrated an improvement in his/her poise and confidence in delivery of presentations.

1. Demonstrate tact and judgment through analysis of the audience.
2. Demonstrate effective listening skills, respond to and evaluate oral presentations.
3. Evaluate and analyze skills, in writing, of others' presentations. Prepare and deliver his/her own presentations.
4. Identify the factors that enhance and obstruct effective oral communication.
5. Demonstrate skill in discovery and synthesis through the use of library resources and demonstrate appropriate citation and attribution of library resources used.
6. Organize presentations with effective main points and support. Arrange materials coherently for easy comprehension by the audience.
7. Use language appropriate to the purpose of the presentation with proper grammar, verbal accuracy, and precision, volume, pace, pronunciation, articulation and diction.
8. Use visual aids, which show thoughtful selection and preparation.

9. Define characteristics and purposes of, informative, persuasive, and occasional presentations.

GRADING SYSTEM AND EVALUATIONS:

A. The conventional collegiate grading system will be considered to standardize grades:

GRADING SYSTEM EFFECTIVE JULY 11, 2005

The following grading system is utilized in assessing student's work:

- A** (90%-100%) Superior Achievement
- B** (80%-89%) Commendable Achievement
- C** (70%-79%) Satisfactory Achievement
- D** (60%-69%) Passing but less than satisfactory achievement
- F** (59% or below) Unacceptable achievement

A

Superior work, distinguished by comprehensive mastery of learning objectives, timely production and exceptionally high quality of content, presentation, and/or performance as demonstrated by grades on assignments, projects, examinations and other evaluated work. Indicates a high degree of motivation, self-reliance and responsibility,

B

Very good work, demonstrating a clear understanding of the objectives and expectations of the course. Demonstrates generally high quality of content, presentation, and/or performance as demonstrated by grades on assignments, projects, examinations and other evaluated work

C

Adequate work, demonstrating a general competence in satisfying the learning objectives and expectations of the course. Demonstrates understanding of basic course content as demonstrated by grades on assignments, projects, examinations and other evaluated work.

D

Marginally acceptable work, indicating difficulty in achieving the learning objectives and expectations of the course. Understanding of basic course content is impaired as demonstrated by grades on assignments, projects, examinations and other evaluated work.

F

Unacceptable work, indicating serious difficulty in achieving the learning objectives and expectations of the course. Understanding of basic course content is seriously lacking as demonstrated by grades on assignments, projects, examinations and other graded work.

In all evaluation, the grade will be reduced, regardless of the quality of the work if the work submitted is late, incomplete or insufficient.

CONDUCT

I expect respectful and mindful (as opposed to mindless) behavior at all times. Your communication in front of the class and at your desk sends a strong message about your competence, reputation, and attitude.

- Arrive on time prepared for class (assignments, necessary texts)
- Participate in discussion
- Listen to speeches attentively and respectfully (lectures too)
- Instructor has the right to expel disruptive students
- Cell phones/electronic devices OFF and NOT visible

Students are expected to behave as adults. This means showing courtesy to your instructor and classmates, not talking while others are talking, avoiding the use of profane and obscene language, etc. Please turn off cell phones and pagers.

EVALUATION AND POLICIES (ASSESSMENTS AND GRADE POINTS)

The student's grade will be determined in the following manner:

First week Activities	No grade (breaking the ice)
Quiz #1	20% of final grade
Quiz #2	20% of final grade
Final Written Exam	20% of final grade
Informative Speech	20% of final grade
Persuasive Speech	20% of final grade

I do not accept late work. Here are my policies for assignments in this course:

- I will approve all speech topics
- Due dates for speeches are determined by instructor.
- If you miss a speech or any other assignment without excuse, **you will receive a zero.** Rescheduling of speeches is at the instructor's discretion and only with an excused absence.
- The key is to inform me **before** any anticipated absences or delays.

Assignments

Points

Quiz #1 (20 questions, 5 pts each)	100
Quiz #2 (20 questions/5 pts each)	100
Final written (50 questions/2 pts each)	100
Informative Speech (5-6 mins)	100
Outline	
<i>Topic / General Purpose / Specific Purpose / Central Idea / Main & Sub Points</i>	
Introduction	
<i>Attention Grabber / Central Idea / Preview</i>	
Body	
<i>Main Points / Sub-points</i>	
Conclusion	
<i>Summary / Closing Statement</i>	
Esthetics	
<i>Appearance / Voice/Delivery / Movement/Gestures / Eye Contact / Timing</i>	

- Unapproved submission of the same work in more than one course

Violations of academic integrity may also occur in cases of willful obstruction of learning, except that in such cases the College, in determining the appropriate action, must take into account the extent of damage resulting from the obstruction. Obstruction of learning may be physical (as theft or abuse of instructional materials or equipment) or behavioral (as disruption or prevention of learning).

Any appeal of an action taken in response to a violation of academic integrity must be submitted in writing for review by the Administrative Review Committee. The appeal process is described above, under student conduct.

ATTENDANCE POLICY

Considerable time and effort has been spent in designing each of the College's academic programs in order to provide students with a coherent and effective preparation for their careers. Further, faculty devotes much time and energy to preparing and teaching their courses, designing appropriate assignments and examinations, and evaluating their students' progress. Excessive absence in a course can seriously threaten a student's academic progress and can result in the student's administrative withdrawal from that course. More importantly, however, every absence represents a risk to the student's investment, both financial and intellectual, in a course. Moreover, faculty is under no obligation to offer extraordinary assistance to students who are persistently absent.

To remain enrolled in a course, a student must be in attendance by the beginning of the second class meeting of that course. A student will be administratively withdrawn from a course when his or her consecutive absences in that course have exceeded 25% of the contact hours of the course. Certain laboratory courses may have more restrictive attendance requirements.

See the college catalog for the current College Attendance Policy.

To accommodate unusual circumstance, the instructor reserves the right to make reasonable changes in the syllabus while the course is in progress. Any understanding between the student and the instructor, including, but not limited to, changes, exceptions, or modifications to course assignments and procedures, must be in writing and must be signed by both parties. Any questions of interpretation of course requirements or of misunderstandings between a student and an instructor will be at the discretion of the instructor.

Note: Children are not allowed in the classroom at any time.

TEXTBOOKS /MATERIALS

Lucas, Stephen E. *The Art of Public Speaking*. 9th edition. Boston, Mass.: McGraw-Hill. 2004.

COURSE OUTLINE

CM 1200

Daily plan – subject to change by Instructor.

M Feb 05

Hand out Syllabus

Course Introduction

Student Introductions

Impromptu speeches

Overview of Public Speaking

Listening

Assignment: Read chs. 1, 3, 4

T Feb 06

Review of Chaps 1, 3, 4

Informative 'How to' presentations

Selecting Topics

Assignment: Read chs .5, 6, 7

Th Feb 08

Review of Chaps 5, 6, 7.

Gathering Materials

Supporting Ideas

Speech Outlines

Analyzing Audience

Students will select topics and start drafting outline

Assignment: Read chs. 8, 9, 10.

M Feb 12

Review of Chaps 8, 9, 10

Speech plan due at start of class

Beginning and ending the speech

Body of Speech

Students will start to write their informative speeches

Review for quiz #1 on tomorrow. chaps. 1 - 10

Assignment: Read ch. 14, 15, 16.

T Feb 13

Quiz #1 on chaps. 1, 3, 4, 5, 6, 7, 8, 9, 10.

20% of final grade

Speaking to Inform

Continue writing informative speeches

Assignment: Read chs. 2, 11, 12, 13

Th Feb 15

Informative speeches 5-6 minutes

20% of final grade

Assignment:

M Feb 19

Continue Informative speeches 5-6 minutes

Review of Chaps 2, 11, 12, 13

Speaking to Persuade

Methods of Persuasion

Review for quiz tomorrow chs 11 - 16

T Feb 20

Quiz #2 on chs 2, 11, 12, 13, 14, 15, 16.

20% of final grade

Select topic and write persuasive speech plan

Assignment: Read chs. 17-18 & start writing persuasive speech

Th Feb 22

Present draft of speech at start of class

Continue writing persuasive speech

Review for final written test on Monday - chs 1 - 18

Assignment: Finish and practice persuasive speeches

M Feb 26

Final written exam – 50 questions

20% of final grade

Persuasive speeches 5-6 minutes

20% of final grade

Assignment:

T Feb 27

Persuasive speeches (cont'd) 6 minutes

Special occasion speeches

Select topic and write

Th Mar 01

Special occasion speeches – presented

All speeches are delivered extemporaneously. This means they are delivered in a well-organized, planned, rehearsed, conversational way. They are NOT written down word for word and read to the class from a manuscript. If you read your speech to the class, I guarantee you will not earn above a grade C on the speech.

Monday	Tuesday	Wednesday	Thursday	Friday
5 Hand out Syllabus Course Introduction Student Introductions Impromptu speeches Overview of Public Speaking Listening <i>Assignment: Read chs. 1, 3, 4</i>	6 Review of Chaps 1, 3, 4 Informative 'How to' presentations Selecting Topics <i>Assignment: Read chs .5, 6, 7</i>	7	8 Rev of Chaps 5, 6, 7. Gathering Materials Supporting Ideas Speech Outlines Analyzing Audience Students will select topics and start drafting outline <i>Assignment: Read chs. 8, 9, 10.</i>	9
12 Review of Chaps 8, 9, 10 Speech plan due at start of class Intro & conclusion Body of Speech Students will start to write their informative speeches Review for quiz #1 on tomorrow. chs. 1 - 10 <i>Assignment: Read chs. 14, 15, 16</i>	13 Quiz #1 on chaps 1, 3, 4, 5, 6, 7, 8, 9, 10. 20% of final grade Speaking to Inform Continue writing informative speeches <i>Assignment: Read chs. 2, 11, 12, 13</i>	14	15 Informative speech presentation 5-6 mins 20% of final grade <i>Assignment</i>	16
19 Continue Informative speeches 5-6 mins Review of Chaps 2, 11, 12, 13 Speaking to Persuade Methods of persuasion Review for quiz tomorrow chs 11 - 16	20 Quiz #2 on chs 2, 11, 12, 13, 14, 15, 16. 20% of final grade Select topic and write persuasive speech plan <i>Assignment: Read chs. 17-18 & start writing persuasive speech</i>	21	22 Present draft of speech at start of class Continue writing persuasive speech Review for final written test on Monday - chs 1 - 18 <i>Assignment: Finish and practice persuasive speeches</i>	23
26 Final written exam – 50 questions 20% of final grade Persuasive speeches 5-6 minutes 20% of final grade	27 Persuasive speeches (cont'd) 5-6 minutes Special occasion speeches Select topic and write	28	1 Special occasion speeches – presented	

STUDENT ACKNOWLEDGEMENT OF RECEIPT

The instructor of CM1200 Public Speaking has given me a copy of the course syllabus. He has also explained that same syllabus to me in detail.

_____ Print your name

_____ Sign here

_____ Today's date

Phone # (Home)_____ (Work)_____

Address _____

E-mail address _____

This form is to be kept on file by the Department Chair of the department offering this course for one year.