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Fall 9-2004

### COM 160A.03: Oral Communication

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**THE UNIVERSITY OF MONTANA-MISSOULA  
COLLEGE OF TECHNOLOGY  
APPLIED ARTS AND SCIENCES DEPARTMENT  
FALL 2004, COURSE SYLLABUS**

**Course Number and Title:** Com 160A, Oral Communications (MWF 12:10-1:00)

**Semester Credits:** 3

**Instructor:** Kim Reiser, M.A.

**E-mail:** Kim.Reiser@mso.umt.edu

I am most easily reached by e-mail. However, if e-mail is not easily accessible to you, it is also possible for you to leave messages for me at 243-7839 or the HB faculty office

**Office Location:** East white mobile annex in student parking lot (behind AD)

**Office Hours:** Monday, Wednesday, and Friday 9:00-10:00, or by appointment

### **COURSE OBJECTIVES**

Oral Communication will help you acquire and build the skills needed for effective public presentations.

- ◆ You will learn the process for creating and presenting an effective public speech.
- ◆ You will conduct college level research and use that research to support your ideas.
- ◆ You will learn full-sentence outlining to help you better organize speeches.
- ◆ You will learn how to construct a clear, organized and appropriate oral message.
- ◆ You will have opportunities to practice your speaking/delivery skills in both formal and impromptu situations.
- ◆ You will learn how to give constructive criticism as you critique other students' speeches.
- ◆ You will learn how to use constructive criticism to improve your own speaking skills as others critique your speeches both for content and for delivery.

### **GRADING**

#### **Speeches and Outlines - 450 points**

Each student will present an informative, persuasive, and panel speech. Both the presentation and the formal outline accompanying each of these speeches will be graded.

#### **Quizzes - 50 points**

Two quizzes will be administered testing your knowledge of speech organization, research, and preparation processes covered during the first quarter of the class.

#### **Critiques and Participation - 100 points**

Because the speech process includes feedback, you will be graded on the quantity and quality of your communication as a listener in this class. Most of this grade will be based on your peer critiques during speech days. However, it will also include an assessment of efforts in attendance and daily classroom participation.

#### **Final - 50 points**

25 points of this grade will be based on a final self-evaluation of yourself as a speaker, and the remaining 25 points will be based on a final impromptu speech.

**GRADING SCALE** 90-100% (A) 80-89% (B) 70-79% (C) 60-69% (D) <60% (F)

**Academic Support Center** - Students needing assistance with outlining and organization should sign up for writing tutoring in the Academic Support Center.

**Disability Student Services** – Eligible students with disabilities will receive appropriate accommodations in this course when requested in a **timely** way. Please speak with me after class or in my office. Please be prepared to provide a letter from your DSS Coordinator.

For students planning to request testing accommodations, be sure to bring the DSS testing form to me **in advance of the two-day deadline for scheduling in ASC.**

## ATTENDANCE

Plan to attend class every day. Speakers perform better when they have an attentive and responsive audience. Remember, you will be graded on your attendance and participation in this class. On speech days, you will provide other students with constructive criticism about their presentations, both orally and in writing. The speakers are not the only ones who benefit from this arrangement. By critiquing speeches, you will increase your understanding of what makes an effective speech. You will learn from the strengths and weaknesses of others. You will improve your listening skills and develop your critical thinking abilities; and every time you give an oral critique you will be improving your own public speaking skills.

## COURSE POLICIES

**Plagiarism** - Representing another person's words, ideas, data or materials as your own is plagiarism. **Plagiarism and academic dishonesty will be dealt with according to university policy.** You must write your own outlines and present your own speeches. Your work must be done this semester - in other words, don't present a speech that you did in high school or presented in another class. Don't collaborate with others to create your speeches. For instance, working with a roommate, friend or spouse on a speech that you both will present constitutes plagiarism. Speeches that present significantly similar thematic statements, main points, support material, organization or visual aids will be investigated. Confirmation of plagiarism may result in failing the assignment, failing the course, disciplinary warning, suspension or expulsion from the University.

**Visual Aids** - You may use audiovisual aids to support any of your speeches. However, please be advised that the University prohibits use of alcohol, drugs, weapons and flammable or explosive material in the classroom. We discourage using live animals as visual aids. If there is any doubt about the safety or appropriateness of your audiovisual aid, please check with your instructor for approval before hand.

**Late Speeches** - You will be assigned specific days to present each of your speeches. These times are reserved for you, and your speeches and outlines are due on those days. If you know ahead of time that you will not be able to give your speech on a particular day, inform your instructor and change your assigned date **immediately**. Consider your assignments for other classes too, and reschedule your speech day if you happen to have an exam or a paper due on the same day.

We have very limited time in this class and only a certain number of days are set aside for speeches. **Think of your speaking date the same way you think of a scheduled exam - if you miss it, you may not be allowed to make it up and you most likely will fail the course.** We understand that students sometimes encounter events that make it impossible to complete class assignments. If the following conditions are met, your may be given an opportunity to make up your speech:

1. You must be in good standing in the class. This means fewer than three absences, no late assignments and passing grades on all completed assignments.
2. You must notify your instructor prior to missing the speech that you will be unable to present, and provide an explanation for your absence. Personal illness, family emergencies and unexpected events are acceptable reasons for rescheduling a speech. The instructor may ask for documentation of verification of your excuse.
3. You must hand in your speech outline **by the following class period.**
4. Within a week of missing your speech you must schedule the make up time.

\*The classroom setting is much like a professional setting. Employers and coworkers who schedule time in a workday to attend a presentation tend to be forgiving when there is a cancellation IF:

**the presenter canceling has proven to be dependable prior to the cancellation, notifies attendees prior to the presentation, and has a reasonable excuse for canceling.** However, if the previous conditions are not met, the presenter will not only damage his or her reputation, but could lose the job.

If you meet these conditions you can make up your speech without penalty. If you miss a speech and don't have a reasonable excuse, please contact your instructor as soon as possible, hand in your outline, and come prepared to give your speech every class period. Sometimes an unexpected opening is available, and you may be able to give your speech with **a 10 point reduction of the speech grade.**

**Makeups are not allowed on quizzes and assignments.**

**Drop policy** - "Beginning the thirty-first day of the semester through the last day of instruction before scheduled final exams, **documented justification is required for dropping courses by petition.** Some examples of documented circumstances that may merit approval are: registration errors, accident or illness, family emergency, change in work schedule, no assessment of performance in class until after the deadline, or other circumstances beyond the student's control" (UM Catalogue). Failing is not an acceptable reason to drop the course.

\*COURSE POLICIES ARE APPLIED AT THE DISCRETION OF THE INSTRUCTOR.

### **ADDITIONAL COURSE "DO'S"**

1. DO set personal goals for yourself as a speaker. Every speaker has their own unique style. Start with who you are and where you are -- set appropriate goals for yourself.
2. If you encounter any difficulties with the material in this course, DO please take time to talk to me.
3. DO take time to talk to your fellow class members about speech topic ideas or each other's speeches -- speech is a communication event between speakers and audiences. It is this communication that makes it fun.
4. DO be empowered by the fact that you are taking this course and improving your personal communication skills. There is nothing more empowering than seeing the influence your communication has on those around you.

### **TEXT**

We will use *A Speaker's Guidebook* (2nd ed.) by O'Hair, Stewart, and Rubenstein as our textbook and reference guide. In addition, we will use my Oral Communication packet, which you can pick up at Denny's Copy Stop (Corner of Higgins and South).

### **COURSE CALENDAR**

Reading assignments are to be completed for the day they are listed.

#### **August**

30 Introductions

#### **September**

1 Introduction to Public Speaking & Speaker Ethics, Chapters 1 & 4

3 Managing Speaker Anxiety, Chapter 5

6 **LABOR DAY HOLIDAY-NO SCHOOL**

8 Analyzing Your Audience, Selecting Your Topic, & Speaking to Inform, Chapters 6, 7, & 23, & Packet pg. 7-11

10 Supporting the Speech, Chapter 8

13 Library and Electronic Database Instruction

15 Organizing Your Speech, Chapters 11 & 12, & Packet pg. 12-14, **QUIZ 1**

17 Creating Intros & Conclusions, Chapters 14 & 15

20 Creating Outlines, Chapter 13, & Packet pg. 15-19

22 Delivery & Using Presentation Aids, Chapters 17 & 20

24 Responding to Speeches, **QUIZ 2**

27-October 8 **INFORMATIVE SPEECHES**

#### **October**

11 Speaking to Persuade, Chapter 24

13 Organizing Persuasive Speeches, Chapter 26, & Packet pg. 33-39

15 Using Arguments, Chapter 25

18 Developing Pathos

20 Class Debate

22 Ethos Revisited

25-November 5 **PERSUASIVE SPEECHES**

#### **November**

8 Communicating in Groups, Chapter 28

10	Communicating in Groups
12	Panel Information
15	Group Presentations
17	Panel Preparation Time
19	Panel Preparation Time
22	Panel Preparation Time
24-26	<b>THANKSGIVING HOLIDAY-NO SCHOOL</b>

29-December 10 **PANEL PRESENTATIONS**

FINALS-

**\*WE WILL MEET DURING OUR PRESCRIBED FINAL TIME (Thursday, December 16, 8-10) TO TURN IN SELF-EVALUATIONS AND PRESENT A FINAL IMPROMPTU SPEECH.**

### **SUMMARY OF MAJOR SPEECHES**

#### **INFORMATIVE SPEECH**

A 9-11 minute extemporaneous presentation that informs the audience about an object, place, event or process. You must research this topic and cite a *minimum* of three sources in the speech and outline. You will submit a complete formal outline prior to the speech. You will create and speak from a *delivery outline or speaking notes*, which must be handed in after your speech. You must also turn in an *audience analysis* form and present a *visual aid* for this speech.

#### **PERSUASIVE SPEECH**

A 9-11 minute extemporaneous, persuasive presentation designed to change, shape or reinforce an attitude or belief, or to move the audience to action. You will select a topic that presents some controversial aspect and assess your audience prior to the speech with a *questionnaire*. You will also select an appropriate persuasive organizational format. You must document your speech with a *minimum* of three sources in the speech and outline. You must submit a complete *formal outline* prior to the speech and a *delivery outline or speaking notes after your speech*.

#### **PANEL PRESENTATION**

For this presentation, you and two or three other students will develop individual speeches that share a common topical focus. Each speech can be either informative or persuasive, and should be 9-11 minutes in length. The total panel presentation should not last more than 35 minutes for a three-person panel or 45 minutes for a four-person panel. created with two to three other students. You and your panel members will need to coordinate the three-part presentation for clarity and effectiveness. You must cite a *minimum* of three sources in your speech. You will each submit a *formal outline* for your speech, as well as your *speaking notes*. You may use visual aids, and you may choose to use a questionnaire prior to the speech.