

As the course description suggests: “Oral communication continues to play a central role in our increasingly complex society and the “global village.” Therefore, competent oral communication remains vital to our personal, professional and public lives. This course is designed to provide you with an exciting opportunity to understand, appreciate, and apply fundamental principles of oral communication by increasing your communication knowledge and skills in small group, public speaking and interpersonal communication contexts. This course is taught using lecture, class discussion, group experiences and individual written and oral presentations and evaluations. Primarily, this course relies on experiential learning.” This course is fundamental to the Foundational Studies Communication requirement. The following outlines how the course meets both the FS and Communication learning objectives, and the syllabus is annotated with direct reference to specific objectives.

Apply basic theoretical concepts to the study of human communication: In this course students study basic concepts, theories, and skills in human communication in order to be more effective communicators in all areas of their lives.

Apply concepts of small group communication in the development and execution of a small group presentation and the small group process: An entire unit of the course is dedicated to understanding the process of group development and decision making. Students engage the process in a group and develop a plan and presentation to solve a community problem.

Employ concepts of public speaking in the preparation and delivery of informative and persuasive speeches: A significant portion of the course is dedicated to helping students understand the elements of effective oral communication in a public setting, and to the practice of public speaking. Students’ research, develop, and deliver two individual speeches (one informational, one persuasive).

Find, use, and cite evidence to support assertions or arguments both orally and in writing: Every assignment in the course requires students to understand and develop skills in researching information and effectively using that information to support claims, assertions, and arguments. The skills in critical thinking, critical listening, and critically analyzing information and arguments created by others is one of the foundations of the course.

Apply concepts of relational, interpersonal communication to the development of a fictional or actual human relationship: Theoretical and critical analysis is fundamental to the students’ understanding of the role of human communication in relational development and maintenance. Students’ use theories and skills to critically examine and analyze human relationships.

Other objectives: The study of human communication, throughout this course, is linked to the role of communication in developing intimate, interpersonal, small group, organizational and workplace relationships, and to understanding and analyzing the role of media in the ways in which these relationships occur. Students discuss how communication impacts **citizenship** and **stewardship** of communities, how we **critically examine** ours and others communication and **problem solving**, and how communication differs among **diverse individuals and groups**.

Issues of gender, ethnicity, and various other “**ways of knowing**” are significant to the discussion of effective communication. Finally, **ethical issues surrounding the communication process** are discussed throughout the entire course, with the goal to assist students in understanding that ethical and effective communication impacts themselves and that **responsibility for communication** resides in everyone.

AN INTRODUCTION TO COMMUNICATION COMMUNICATION 101 SYLLABUS

Course Description: Oral communication continues to play a central role in our increasingly complex society and the “global village.” Therefore, competent oral communication remains vital to our personal, professional and public lives. This course is designed to provide you with an exciting opportunity to understand, appreciate, and apply fundamental principles of oral communication by increasing your communication knowledge and skills in small group, public speaking and interpersonal communication contexts. This course is taught using lecture, class discussion, group experiences and individual written and oral presentations and evaluations. Primarily, this course relies on experiential learning.

Foundational Studies and Communication Course Goals: This course meets the Foundational Studies requirement for a course in communication.

Foundational Studies program learning objectives:

Students will:

1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);
4. Demonstrate an appreciation of human expression through literature and fine and performing arts;
5. Demonstrate the skills for effective citizenship and stewardship;
6. Demonstrate an understanding of diverse cultures within and across societies;
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
8. Demonstrate an understanding of the ethical implications of decisions and actions;
9. Apply principles of physical and emotional health to wellness;
10. Express themselves effectively, professionally, and persuasively both orally and in writing.

Communication learning objectives:

Students will:

1. Apply basic theoretical concepts to the study of human communication;
2. Apply concepts of small group communication in the development and execution of a small group presentation and the small group process;
3. Employ concepts of public speaking in the preparation and delivery of informative and persuasive speeches;
4. Find, use, and cite evidence to support assertions or arguments both orally and in writing; and
5. Apply concepts of relational, interpersonal communication to the development of a fictional or actual human relationship.

Skill applied learning requirements:

Students will:

1. Explicitly demonstrate how the curriculum will develop critical thinking skills

2. Explicitly demonstrate how the curriculum will develop information literacy skills
3. Include a graded writing component, which whenever possible is developmental

Required Texts:

Worley, D. W., Worley, D. A., & Soldner, L. (2007). *Communication counts: Getting it right in college and in life*. Boston: Allyn & Bacon.¹

Worley, D.W. (2008). *Foundations of effective oral communication: A student manual for Communication 101*. Pearson Custom Publishing.

Course Requirements:

1. Regularly attend class and participate in class activities and discussions. Your participation and involvement are essential. Please remember that this is **OUR** class and together we make it an effective and worthwhile learning experience.
2. *Study* the assigned readings and come to class ready to use and apply the knowledge you gain from the readings. Quizzes, exercises, and participation assignments will be used to evaluate your readiness to engage in this class.
3. Take exams or quizzes, complete a short oral assignment, prepare and present two speeches, participate in small group planning and presentations, and complete one paper.

Course Policies:

Academic Dishonesty: Please refer to The Student Code of Conduct and the University's policy on academic integrity.

Attendance: Your presence in COMM 101 truly matters. We need your unique perspective in the classroom. Since your participation is vital in COMM 101, in order to encourage your attendance you should be aware that **all absences are considered unexcused and the instructor reserves the right to deduct 10% from your grade for excessive absence**. Excessive absence is defined as missing more than three times during the semester in classes that meet Monday, Wednesday and Friday or more than two times during the semester in classes that meet Tuesday and Thursday. In addition if you miss a total of nine classes on Monday, Wednesday and Friday or six classes on Tuesday and Thursday, you will receive an automatic **"F"** for COMM 101. If you reach this threshold before the add/drop deadline, we encourage you to drop the course and register in COMM 101 in a future semester. However, under extraordinary circumstances, you may request a review for an incomplete. If granted, you will be required to retake the entire course.

If you know you will be absent on a day an assignment is due, contact your instructor **at least the day before** the assignment is due. **Missed assignments may be rescheduled only in documented emergencies!** Bring documentation to your instructor without being requested to do so. Because some absences occur due to very sensitive situations, please do not put your instructor in the awkward position of asking you for documentation; assume it is required. Rescheduling missed assignments is at the discretion of the instructor. If you miss the day you are scheduled to give a speech, take an exam or hand in an assignment and you do not have a

documented emergency, up to 20 percent may be deducted from your grade. Instructors may, at their discretion, impose additional reductions for missed work, if the work is accepted late.

Please contact your instructor, not Dr. Worley, with information about absences. It is your responsibility to learn your instructor's name and contact information. Please write this information on page four in this manual.

Tardiness: Please come to your COMM 101 class on time. Arriving late interrupts the flow of the class and creates unnecessary distraction. Consistent tardiness presents problems for your instructor and your peers. Tardiness is defined as arriving after roll has been taken or after the lecture has begun. **Being tardy three times will count as being absent from one full class period.** If you arrive late to class during speech rounds and a student is in the process of giving a speech, please wait outside the door until the speech is over and then enter the room between speeches.

Class Calendar: A day by day class calendar is found later in this manual. This calendar may be adapted by the instructor to meet the needs of the class.

Class Participation: A communication class necessitates that, at the least, people engage one another in conversation and discussion. Therefore, your voice is valuable in COMM 101. In order to encourage your participation, a significant portion of your grade will be based on your participation. Included in this grade are homework assignments, in-class activities, and other assignments as scheduled by your instructor.

Communication Apprehension: Many people experience fear when thinking about or communicating with others. In particular, almost everyone gets nervous about public speaking; it's quite natural given the uncertainty and unfamiliarity associated with public speaking. Nervousness can actually prove beneficial if used appropriately. However, if you find that you are especially apprehensive about the prospect of presenting public speeches in this class, please speak with your instructor.

Cell Phones: Please turn off all cell phones during class, unless you have made prior arrangements with your instructor due to a special, one-time circumstance that requires you to receive a call.

Community-mindedness: Learning happens most effectively and enjoyably when all of the students and the instructor work together in a positive, productive, and hostile-free atmosphere. Therefore, please remember to be considerate and sensitive toward one another's cultures, experiences and viewpoints. Courtesy remains an important social and communicative skill. Therefore, you are expected to be alert and participate positively during class meetings. Verbal or nonverbal behaviors that disrupt the class, distract the teacher and/or students from teaching and learning, or negatively impact classroom climate are inappropriate behaviors. These behaviors include, but are not limited to, overt rudeness, use of inappropriate language (e.g., profanity), heckling other students during speeches, disparaging personal remarks about other students or the teacher, talking or texting on cell phones, sleeping, chatting, reading, or working on non-course related materials. (Please consult the University Standards Publication for

additional information.) Students, who according to the decision of the teacher, act inappropriately, will be asked to comply with the guidelines for classroom behavior. The teacher will make this request in an appropriate manner. If a student becomes defiant and/or continues to disregard classroom guidelines, he/she will be asked to leave the class for the day, will receive an unexcused absence, and will be required to make an appointment with the instructor before returning to class to discuss the situation. If further action becomes necessary, the instructor will refer students to the Course Director, the Chair of the Department of Communication, and the appropriate Associate Dean of the College of Arts and Sciences for additional consultation.

Academic Freedom: Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. The preceding comes from the American Association of University Professors statement on academic freedom. Though the entire statement[1] speaks to many issues, it is this portion on the conduct of the course that is most relevant. For the purpose of Foundational Studies courses this means that faculty have the right to conduct their class in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty.

Difficulties: If you are experiencing difficulties in COMM 101 or have questions or concerns about the course, please speak with your instructor **first**; she/he can assist you. Should you need to discuss a problem with someone other than your instructor, make an appointment with Dr. David Worley by calling 237-3657.

Disabilities: If you are a student with a disability, please speak with your instructor privately about ways that he/she can assist you or speak with the Office of Student Academic Services (Gillum Hall, 2nd floor) about the university policy on accommodation of students with disabilities.

Final Exam: Plan to meet during the final exam period.

Grade Appeals: If you feel you deserve a higher grade on an assignment, please wait 24 hours and then make an appointment with your instructor. You should come to the appointment with a rational, clear argument that explains why you believe you deserve a higher grade. The instructor may also ask you to submit your appeal in writing.

Instructor Absence: If your instructor does not come to class at the beginning of the class period, wait ten minutes and then call the Department of Communication Office at 237-3245 for additional information. If for some reason your class is cancelled for the day, a note will be placed on the door of the classroom in which you regularly meet. Instructors will attempt to inform you ahead of time if a class will be cancelled via email; they will use your university email account.

Laptops: Laptops will be used in COMM 101 at the discretion of your instructor.

Weather Statement: Your instructor will contact you if the weather necessitates cancellation.

Writing in COMM 101: Although this is a class that focuses on oral communication, you will write frequently. Your written work should reflect proper use of the English language (grammar, punctuation, etc.) and demonstrate the ability to write an organized, well-developed essay. If you have concerns about your writing, the Writing Centers located in Root Hall and the Cunningham Memorial Library is available to you for assistance. Appropriate use of the American Psychological Association (APA) Style Manual is expected in this class. Plagiarism, either intentional or not, will not be tolerated.

The Student Code of Conduct and all policies referred to in this syllabus may be found at <http://www.indstate.edu/sjp/code.htm>

Grades and Assignments:

<u>Assignments</u>	<u>Points</u>
Unit I Quizzes	120 pts.
Short Oral Presentation	25 pts.
Speech to Inform	100 pts.
Speech to Persuade	100 pts. ⁱⁱ
Informative Speech Outline	50 pts.
Persuasive Speech Outline	50 pts.
Two Self-Evaluations @ 20 pts.	40 pts.
Small Group Contract	20 pts.
Small Group Presentation (Group Grade)	100 pts.
Small Group Outline	50 pts.
Small Group Progress Report	20 pts.
Small Group Peer Evaluations	25 pts. ⁱⁱⁱ
Completion of Peer Evaluations	25 pts.
Interpersonal Reflection Paper	100 pts. ^{iv}
Interpersonal Examination	50 pts.
Participation	125 pts.
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Total	1000 pts.

Grading Scale: This is the grading scale used both for individual assignments, and final grades.

<u>%</u>	<u>Letter</u>	<u>%</u>	<u>Letter</u>
100-98	A+	79-77	C+
97-94	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-

Less than 60 % constitutes failure of an assignment or failure of the course.

**COMM 101 COURSE CALENDAR
MONDAY, WEDNESDAY, FRIDAY**

<u>DAY</u>	<u>DATE</u>	<u>CHAPTER</u>	<u>TOPIC & CHAPTER</u>	<u>ASSIGNMENT</u>	
1	8/26		Intro to Course, Classmates, and Instructor	Quizzes/Participation Activities	
2	8/28	1	Appreciating and Understanding Human Communication	↓	
3	8/31	2	Communicating Ethically & Competently		
4	9/2	3	Perception, Self, Others & Communication		
5	9/4	4	Effective Listening		
9/7 - Labor Day – No Class					
6	9/9		Short Speech		
7	9/11		Short Speech		
8	9/14	5	Verbal Communication/Language		
9	9/16	6	Nonverbal Comm.		
10	9/18		Flex Day		
11	9/21	9	Public Speaking: Process, Purposes, Topics & Audiences		
12	9/23	9	Public Speaking: Process, Purposes, Topics & Audiences		
13	9/25	10	Organization, Development & Support	Topic Selection Day - (Informative Presentation)	
14	9/28	11	Delivery and Visual Aids	Participation Activities	
15	9/30		Flex Day		
16	10/2		Informative Speeches		
17	10/5		Informative Speeches		
18	10/7		Informative Speeches		

10/9 - Fall Break, No Classes

19	10/12		Informative Speeches	
20	10/14		Informative Speeches	
21	10/16		Flex Day/Group Orientation	Small Group Selection
22	10/19	12	Groups in Discussion Small Group Planning	Topic Selection Day - (Group Presentation)
23	10/21	12	Groups in Discussion Small Group Planning	Participation Activities
24	10/23		Flex Day	
25	10/26		Group Presentations	
26	10/28		Group Presentations	Topic Selection Day - (Persuasive Presentation)
27	10/30		Flex Day	Participation Activities
28	11/2		Flex Day	Participation Activities
29	11/4	9,10	Persuasive Speaking/Review	
30	11/6	9,10	Persuasive Speaking/Review	
31	11/9		Flex Day	
32	11/11		Persuasive Speeches	
33	11/13		Persuasive Speeches	
34	11/16		Persuasive Speeches	
35	11/18		Persuasive Speeches	
36	11/20		Persuasive Speeches	
37	11/23		Flex Day/Public Speaking Wrap Up	
11/25-27 – Thanksgiving Break				
38	11/30	7	Understanding IPC	IPC Paper Assigned/
39	12/2	7	Understanding IPC	Participation Activities
40	12/4	8	Applying IPC	Participation Activities
41	12/7	8	Applying IPC/Begin IPC Film	
42	12/9		IPC Film	
43	12/11		IPC Film	

Final Exam Period

Interpersonal Exam

IPC Paper Due

TUESDAY – THURSDAY SECTIONS

<u>DAY</u>	<u>DATE</u>	<u>CHAPTER</u>	<u>TOPIC & CHAPTER</u>	<u>ASSIGNMENT</u>
1	8/27		Intro to Course, Classmates, and Instructor	Quizzes/Participation Activities
2	9/1	1	Appreciating and Understanding Human Communication	
3	9/3	2	Communicating Ethically & Competently	
4	9/8	3	Perception, Self, Others & Communication	
5	9/10	4	Effective Listening	
6	9/15		Short Speeches	
7	9/17	5	Verbal Communication/Language	
8	9/22	6	Nonverbal Communication	
9	9/24	9	Public Speaking: Process, Purposes, Topics and Audiences	
10	9/29	10	Organization, Development and Support	
11	10/1	11	Delivery and Visual Aids	Participation Activities
12	10/6		Flex Day	
13	10/8		Informative Speeches	
14	10/13		Informative Speeches	
15	10/15		Informative Speeches	
16	10/20	12	Groups in Discussion Small Group Planning	Small Group Selection
17	10/22	12	Groups in Discussion Small Group Planning	Topic Selection Day- (Group Presentations)

			In Class Group Work	
18	10/27		Group Presentations	
19	10/29		Group Presentations	Topic Selection Day - (Persuasive Presentations)
20	11/3		Flex Day	Participation Activities
21	11/5	9,10	Persuasive Speaking/Review	
22	11/10		Flex Day	
23	11/12		Persuasive Speeches	
24	11/17		Persuasive Speeches	
25	11/19		Persuasive Speeches	
26	11/24		Persuasive Speeches	
11/25-27 - Thanksgiving Break				
27	12/1	7	Understanding IPC	IPC Paper Assigned/ Participation Activities
28	12/3	8	Applying IPC	Participation Activities
29	12/8		IPC Film	
30	12/10		IPC Film	
Final Exam Period			Interpersonal Exam	IPC Paper Due

Appendix A THE PERSUASIVE SPEECH ASSIGNMENT

The **purpose** of this speech is to impact the belief or behavior of your audience. In other words, your goal is to convince or actuate your audience.

The **topic** of your speech should be substantive and, like your informative speech, focus on a significant and contemporary issue with meaning and influence for the lives of your audience and persuade your audience to believe as you do, or to respond in a particular way. Like your informative speech, you must relate your topic to the book *The Last Lecture*. You may find it helpful to use a similar topic to that of your informative speech; however, rather than explaining, teaching, or sharing information, take a position regarding the issue and urge us to agree or act in accord with your position. So, for example, in the informative speech if you discussed the treatment options for pancreatic cancer, you may wish to argue that traditional western medicine should be accompanied by other alternative forms of medicine in the treatment of pancreatic cancer (Please note: You may not use this topic for your speech). Remember that a part of your task is to analyze your classmates and link your topic with them in a way that will incite their interest, attention and subsequent agreement or action.

The **time limit** for this speech is 5-7 minutes. Speeches that do not fall within these limits will receive grade deductions. You will need to practice and time yourself in order to stay within these limits. This will also help you know what to add or delete from your outline. ***If you speak more than two minutes over time, you will be asked to stop and points will be assigned accordingly (see rubric).***

Six sources are required for this speech. These should be cited in your speech verbally and included in both the outline and references at the end of the outline you hand in on the day you speak. One source should be the book *The Last Lecture*. Sources may include credible sources (e.g. books, magazines, newspapers, and electronic sources), personal interviews and personal experience. For this speech, **four** of the six sources must be **credible sources** other than interviews or personal experience. While a variety of sources such as examples, testimony, stats, illustrations, etc. should always be used, for this speech you must use at least **three** different types of supporting material. Once more, consult your text and notes for a complete discussion of types of supporting material.

The **introduction** to the speech should gain attention and orient the audience by stating the topic of your speech, offering a listening reason (adaptation to the audience), establishing credibility, and providing an enumerated preview. These are explained in this manual and in your text.

The **body** of the speech should contain two or three main points of equal weight that are organized clearly in one of the recognized patterns found in the manual or your text. Each main point should be well supported with sub points and related examples, illustrations, facts, quotations or other sources of evidence.

The **conclusion** of the speech should restate or summarize the main points and provide closure for the speech. Use the approaches provided in your text and this manual to provide closure, (e.g. quotations, tie-back to the introduction, short story, etc.).

Transitions between major sections of the speech (i.e., introduction, body and conclusion) and the main points should be provided in the outline during the delivery of the speech. Use transitions to lead your listeners along and to keep them with you.

Speeches will be graded according to the criteria outlined in this assignment and as explained in class. Consult the grading rubrics for the persuasive presentation in this manual for additional details. **You must bring the speech and outline feedback sheets to class on the day you are to speak and hand it in with your outline or you will not be permitted to speak.**

The **outline** for the speech should be taken to three levels and follow the form and format of the sample outline. You **must** have an outline to hand in before you give your speech; your outline is your ticket to speak. The outline will be graded separately from the speech and is worth 50 points. By following the sample outline form and format, you can increase the likelihood of a satisfactory score on the outline.

Speeches are not to be memorized or read, but presented in an extemporaneous manner. You may use note cards on which you have printed or typed a key word outline for the speech, but please do not use your preparation outline, a manuscript of the speech, or notes on paper. Consult the suggestions for using note cards.

Seek to employ eye contact, facial animation, proper posture, gestures, appropriate volume and vocal variety. Review the delivery basics found in your text for additional help and practice, practice, practice! You may use the lectern if you wish, but avoid clinging to or leaning on it. If you are concerned that you may rely on the lectern excessively, stand to the side of it.

Review the critiques you received from your instructor and your peers from your informative speech to improve this presentation. Reflect on your previous speeches to improve upon any weaknesses you may have experienced and adjust yourself accordingly for this speech.

Speakers who do not speak on the day they are scheduled will receive up to a 20-point reduction unless some documented emergency prevents them from speaking. Speakers will be rescheduled *at the discretion of the instructor.*

After the speech, write a self-evaluation. This should be a one to two page essay in which you report your opinion of your own performance. Do not review the content of your speech, rather focus on specific areas (e.g. eye contact, use of gestures, organization, and citation of sources) and evaluate your own performance. **This short essay is due one class period after you speak and is worth twenty points.** It should be typed, double-spaced and have one inch margins on all four sides. As with any essay, employ sound organization, development and appropriate mechanics.

PERSUASIVE SPEECH PREP SHEET

Name: _____ **Speech Date:** _____

Topic: _____

General Purpose: _____

Specific Purpose: _____

Type of Proposition (circle one): Fact Value Policy

Thesis Statement: (overall central idea): _____

Main Points:

1. _____

2. _____

3. _____

SOURCES: You must have a minimum of 6 (six) sources. You need a minimum of 4 (four) credible sources that are not personal experience or an interview. You must use a minimum of 3 types of supporting material (statistics, definitions, expert testimony, illustrations, examples, quotations). Consult your text for more supporting materials.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

You may use more than 6 sources; six is the minimum. If you use more than 6 list them on the back of this sheet.

Appendix B SMALL GROUP TEAM ASSIGNMENT

The **purpose** of the small group assignment is to allow each student to develop understanding of small group communication principles, provide the experience of working with a team, as well as strengthening presentation skills. This section of the course should serve as a bridge linking your informative speaking experience to your future persuasive speech.

Specifically, for the Small Group Assignment, you will work in groups to deliver a presentation on one of the below topic options:

Option One: Identify one local business. Develop a presentation through which you inform the audience about the matters such as the history of the business, its contributions to the Terre Haute community, its economic impact on the area, charitable or non-profit support it may endorse, and/or any other information about the organization that is necessary to provide the your class members with a greater understanding of the Terre Haute community.

Option Two: Select one country (other than the United States) and develop an informative presentation on such matters as the culture, history, economic status, political ideals, and/or any other related information of that particular nation.

Option Three: Develop a substantive topic in which all group members are interested and develop an informative presentation for that will interest and educate your classmates. Please remember that your topic must be substantive, respectable and appropriate. *Final approval must be given by the instructor prior to developing any open-preference topic.*

There are several additional parts to this assignment.

1. The first task for each group is to create a group contract. This contract should discuss the goals/rules/norms that each group member agrees to follow. The contract should also discuss what the consequences are for any group member that does not fulfill the contract. **20 points are allotted for the thorough completion of this contract.** (See Group Contract Guidelines on p. 70.)
2. Each member of your group should take an active part in the presentation and employ effective delivery skills. In short, your presentation should be well organized, coordinated, and engaging. The critique sheet found in this manual will be used to grade the presentation. You may wish to use it as a checklist to make sure you have included all aspects required for the presentation. **The grade for this presentation will be a group grade out of 100 points.**
3. Your group will deliver a presentation that includes the following content:
 - A. The **introduction** to the speech should gain attention and orient the audience by stating the topic of your speech, offering a listening reason (adaptation to the audience), establishing credibility, and providing an enumerated preview. These are explained in the manual and in your text.

B. The **body** of the speech should contain three or four main points of equal weight that are organized clearly in one of the recognized patterns found in the manual or your text. Each main point should be well supported with sub points and related examples, illustrations, facts, quotations or other sources of evidence.

C. The **conclusion** of the speech should restate or summarize the main points and provide closure for the speech. Use the approaches provided in your text and this manual to provide closure, (e.g. quotations, tie-back to the introduction, short story, etc.).

D. One **visual aid** is required for this speech. This may include posters, pictures, overheads, objects, maps, videos, Power Point slides, etc. Your text has some good examples of and advice for using visual aids; review it. Be sure to use visuals that are large enough to be clearly seen by all members of your audience. Additionally, if the visuals are written or drawn, they should be attractive to the eye. All visuals should add informative value to the speech. If you will need equipment, be sure to speak with your instructor in plenty of time so that equipment can be ready for your speech.

E. **Transitions** between major sections of the speech (i.e., introduction, body and conclusion) and the main points should be provided in the outline during the delivery of the speech. Use transitions to lead your listeners along and to keep them with you.

F. The **outline** for the speech should be taken to three levels and follow the form and format of the sample outline provided in this manual. Your group **must** have an outline to hand in before the speech begins; the outline is the group's ticket to speak. **The outline will be graded separately from the speech and will be a collective grade worth 50 possible points.** By following the sample outline form and format, you can increase the likelihood of a satisfactory score on the outline.

1. The group presentation should be between 10 – 12 minutes. Should the presentation fall short or exceed the time parameters, points will be deducted. It is important to schedule time for the group to practice delivering the speech to help the group know if information needs to be added or removed from the outline. *** If your group speaks more than three minutes over time, the group will be asked to stop and points will be deducted accordingly (see rubric). ***
2. At least **five credible and verbally cited sources** are required for this presentation. As such, three of the five sources must be written or electronic (e.g., books, newspapers, journals, magazines, credible websites, etc.). Once more, consult your text and notes for a complete discussion of types of supporting material.
3. Your group will prepare and submit a group progress report of the meeting sessions leading up the presentation. (See guidelines on p. 71.) **This will be a group grade worth 20 points.** Please note that this is ONE paper from the group, not individual papers.

4. After the completion of the group presentation, each group member needs to complete an anonymous peer evaluation for each group member. The guidelines of the evaluations are as follows:
 - a. The evaluations should thoroughly describe each group member's performance in each of the five categories.
 - b. The descriptions need to be as specific as possible.
 - c. The evaluations may be written on the evaluation sheet – legibly!
 - d. Assign the group member up to 5 points for each category for a possible total of 25 points. Since each group member will receive evaluations from all other group members, an average of all evaluations will be used to determine the peer evaluation grade, which is a maximum of 25 points.
 - e. Also complete the summary sheet so your instructor can be sure you receive points for your work.
 - f. You will also receive up to 25 points for a thorough completion of a peer evaluation for each group member.

5. This assignment also allows each group member control over how the presentation grade affects other members within the group since points may be deducted based on the group members' peer evaluation scores. Individual students could receive up to a 20% deduction on the **group presentation grade**. Please review the guidelines for point allocation below:

25 – 20 peer evaluation points = 0% Deduction from presentation grade

19 – 15 peer evaluation points = 10% Deduction from presentation grade

14 – 0 peer evaluation points = 20% Deduction from presentation grade

It is very important to be as specific as possible when developing the group contract and awarding points on the peer evaluations. The group evaluations are anonymous and only the instructor reviews the peer evaluation sheets completed by each group member.

Appendix C INTERPERSONAL COMMUNICATION ANALYSIS PAPER

The interpersonal communication analysis paper is meant to encourage you to synthesize and apply the relational communication concepts we have discussed in COMM 101. In order to help you think about these concepts and apply them, your instructor will make arrangements with you to view a feature film or popular television show that dramatically depicts these concepts. Your instructor will provide you with information about what film(s)/television program(s) to view along with when and where to view them. While we usually view film or television for entertainment, as we think more critically about what we view, we can identify important ideas that impact our daily lives. No doubt this is one of the reasons films, videos and television continue to be a popular form of entertainment across a variety of cultures.

In order to meet the expectations of this assignment, please become familiar with these requirements for the paper:

1. The paper should **NOT** tell the story of the film/program. The paper **should** analyze the story and identify **three key relational communication concepts** that are explained and then illustrated from events portrayed in the movie/program. Papers that fail to identify and apply three key concepts will receive no more than a “C.”
2. The paper should be at least three to five pages in length. The paper should demonstrate organizational, developmental and mechanical writing skills suitable for a university-level essay. Be sure to edit the paper in order to correct any grammatical or typing errors.
3. The paper should be typed and have one-inch margins on all four sides, be double-spaced and use a 10-12 point font on a word processor and either elite or pica type on a typewriter.
4. Incorporate quotations or refer to others’ ideas in the paper. Use appropriate bibliographic citations using either MLA or APA format. No title page is necessary, but be sure your name is on the paper.
5. The critique sheet found in this manual will be used to grade the papers. Use these standards to direct your writing.
6. The papers are due at the beginning of class on the date designated in the course calendar. That date is _____.

Late papers will not be accepted unless prior arrangements are made with the instructor.

ⁱ The text utilized in this course, through its four major units, provides the theoretical and practical information so that students may accomplish virtually all of the FS and Communication objectives. Special attention is given to ethics and diversity issues in both content and text boxes. Practical application also occurs in the “Campus Links,” “Cultural Links,” “Community Links,” “Communication Links,” and “Career Links” throughout.

ⁱⁱ Each of the individual speeches meet the FS objective of **locating, reading, and evaluating information to solve problems**, as well as that of **critically evaluating the ideas of others** (See Appendix A). Because students are required to conduct research for the speeches, and because students must assess the credibility of each source before utilizing it as support for claims made in the speech, the students learn to critically evaluate evidence in many forms, including ideas, opinions, and research data. In addition, the objectives of **applying knowledge of communication across fundamental ways of knowing**, and **expressing themselves effectively and persuasively orally** are met

here. The speech assignments, including the example in Appendix A, both allow and encourage students to transfer learning from this course to others in various areas of General Education. Students are encouraged to identify topics that relate to their study in the sciences, social sciences, literature, arts, and others. Communication objectives of **applying theoretical concepts, employing concepts of public speaking, and finding, using, and citing evidence to support assertions** is met as well. Again, since students must conduct research and assess the strength, credibility, and usefulness of source material to support their speeches, this objective is met. The course is founded upon theory in communication and students apply theory to the practice of communication in each assignment, and in their interactions with each other in classes through activities, reflective writing, and classroom discussion.

ⁱⁱⁱ The small group assignments collectively also meet the above objectives (see Appendix B). Conducting research, utilizing theoretical concepts in the text, and negotiating the small group communication process to design and present the group project exemplify the objectives described above. In addition, they help students **demonstrate skills for effective citizenship, demonstrate understanding of diverse cultures, and apply concepts of small group communication in the development and delivery of a small group presentation**. Students must develop a working group contract with expectations and consequences clearly articulated, deliver a group presentation focused on community, culture, or another approved topic, and then effectively deliver the presentation as a group. The course text, in particular, has a chapter dedicated to “Communicating Ethically and Competently.” In this chapter, and in many of the textboxes throughout the text, students examine the differences in communication across culture and gender, and utilize the principles of ethical and effective communication in all relationships, but especially interpersonal relationships.

^{iv} The interpersonal paper and examination, in addition to meeting FS objectives for **critical thinking, critical evaluation and analysis, and appreciation of human expression, diversity, and the ethical implications of decisions**, also meets the Communication objective of **applying concepts of relational, interpersonal communication to the development of a fictional or actual human relationship** (see Appendix C). In the analysis assignment, students must apply theoretical principles for effective communication in their discussion. The the students analyze fictitious films and apply concepts of relational communication as explicated in their textbooks to the films. Students must critically examine the communication among participants, look at the underlying beliefs and values of each communicator, and assess the implications of the communication they see or experience.

While a critical component of this course is about creating oral presentations for an audience, in its entirety, this course provides students with a range of communication skills across a diversity of relationships and communication contexts. Students explore communication theory and principles that apply to all relationships, and then focus more in-depth in oral public communication, small group communication, and interpersonal communication. In this way, students are encouraged to recognize that communication is fundamental to effective citizenship, to responsible relationship-building, and that communication has a moral dimension. We encourage students to understand that communication is epistemic, as well as pragmatic.