

# CT101: Communication Skills

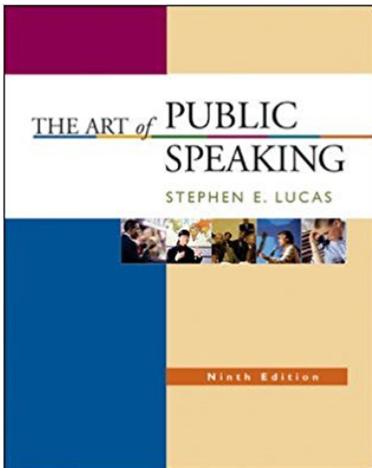
**Instructor:** Maria Butauski

**E-mail:** [mcbvh8@mail.missouri.edu](mailto:mcbvh8@mail.missouri.edu)

**Meeting Time:** MWF 8:12 - 8:52pm, Columbia Campus

**Availability:** I am available by appointment and via email.

**Course description:** Students study the theory of speech communication to develop skills in public speaking situations. Topics include the speech communication process, ethics, listening, intercultural considerations, speech topic selection, audience analysis, research, use of evidence in a speech, speech organization, language usage, speech delivery, presentation aids, and the types of public speaking. Students present introductory, impromptu, informative, and persuasive speeches as well as group presentations to improve their public speaking skills. Required of all students and must be taken during the first three semesters of enrollment at CMU.



**Textbook:**

Lucas, Stephen. *The Art of Public Speaking, 9th edition.*

**Central Methodist University Creed:**

The Central Methodist University community believes in:

- Seeking knowledge, truth, and wisdom;
- Valuing freedom, honesty, civility, and diversity;
- Living lives of service and leadership; and
- Taking responsibility for ourselves and the communities in which we live.

**CMU Mission:** Central Methodist University prepares students to make a difference in the world by emphasizing academic and professional excellence, ethical leadership, and social responsibility.

**Course objectives:** In this course students will have the opportunity to improve their competence as a public speaker and an effective listener.

- A.\* Learn to research, outline, write, and present ethical speeches.
- B. Research, evaluate and cite supporting materials used in speeches.
- C. Develop specific skills related to presenting an effective speech such as: audience analysis, conducting research, organizing material, using language and delivery style elegantly, properly using presentational aides, and more.
- D. Work with other students to prepare and present a group presentation.

**Professional Courtesy:** Professional courtesy includes respecting others' opinions, not interrupting during class, being respectful to those who are speaking, and working together in a spirit of cooperation. I expect you to demonstrate these behaviors at all times in this classroom and also when communicating online. No sleeping,

doodling, working on other course work, or generally disturbing other students in the classroom. Students engaging in disturbing behavior will be given a verbal warning and may be asked to leave.

## **University Policies**

### **ADA Policy**

Please refer to the “students with disabilities policy” in the University Catalog. It is your responsibility to register with the Center for Learning and Teaching; thereafter, you are invited to speak with me about accommodations.

### **Students Requiring Special Accommodations**

Central Methodist University does not discriminate on the basis of race, color, sexual preference, religion, sex, national origin, age, or federally defined disability/state defined handicap ("disability"). This includes but is not limited to recruitment and admission of students, educational programs, services, activities, financial aid, and scholarship programs. The University complies with all federal and state non-discrimination requirements. The Center for Learning & Teaching at Central Methodist University is committed to ensuring nondiscrimination and equal access to all programs, service, and activities for qualified students with a disability. It is the responsibility of any student who wishes to claim a disability and seek an accommodation to file official documentation confirming the disability and a completed Disability Services Student Information Form with the Center of Learning and Teaching prior to seeking any accommodation based on the disability.

### **Grievance Policy**

Central Methodist University has established a grievance policy and process designed to provide students and others with a process to resolve potential issues. This policy and process is established to provide persons with an avenue to file a written concern and to establish a process to track and implement changes as a result of said concern. For more detailed information, consult the CLAS catalog at: <http://www.centralmethodist.edu/academics/catalog/clas-catalog/policies/index.php>.

If an issue cannot be solved through consultation with the faculty or division chair, students can report an incident/issue within 30 days of the event via the online web form

[https://cm.maxient.com/reportingform.php?CentralMethodistUniv&layout\\_id=3](https://cm.maxient.com/reportingform.php?CentralMethodistUniv&layout_id=3)

## **Course Policies**

### **Readings**

You are expected to have read the text material as well as any other assigned readings outside of class, before the class lecture over that material begins (also because you will have warmups!). Student involvement and discussion over the material make the class more interesting and helps students to comprehend and retain concepts more easily.

### **Participation**

Because COMM1200 is a skills-based, developmental course, participation is essential. Participation is a function of attendance, demonstration of having read the material, asking questions that extend the thinking of the class and instructor, contributing relevant examples, and demonstrating respect for the contributions of classmates. I understand that not all students are as comfortable participating vocally but contributions to discussion will be expected.

### **Communication with the Instructor**

Please actively check your **MyCMU/e-mail**; this is how the University communicates with you and how I will communicate with you. Please check it regularly. I am here to help all my students to be successful so please let me know how you are doing and how I can help you. I am always happy to give feedback throughout the semester and look over drafts of your outlines.

**\*\*When you email me, please include a greeting and a brief description of why you are contacting me. Please allow at least 24 hours for me to respond to you. I am very active on email from 9 to 5 on weekdays, but I will not be as active on email on the weekends. Thus, response time may take longer on the weekends. \*Lastly, *your procrastination is not my emergency*. Do not expect immediate responses regarding any assignments if you wait to email me the day before the assignment is due, especially if you email me after 5 pm.**

**Communicating About Grades:** I exercise the 24/7 rule. This means that you should wait at least 24 hours to cool down before contacting me to discuss a grade, but you must contact me within 7 days after receiving a grade to discuss and/or appeal a grade.

### **Extra Credit**

I will inform students of any opportunities for extra credit throughout the semester. Opportunities will be open to the entire class. Extra credit will not be offered on an individual basis under any circumstances.

### **Turning in Written Assignments**

All written work including papers, outlines and so forth must be computer-generated. Non-computer generated work will not be accepted. Use Times New Roman 12 point font and 1 inch margins. Failure to do so will result in lost points.

All written work **should be submitted to me via email by the due date**. The subject of your email should include your last name and the name of the assignment (Example: Butauski Informative Speech Outline).

**\*\*Failure to include your last name and name of the assignment in the subject line in the email will result in a deduction of 2 points from your final grade on the assignment.**

### **Late Work**

Because written work is due via email, **late written work is not accepted under any circumstances**. For speeches, you are expected to be prepared to speak on your speech day. **\*If you do not give your speech on your assigned day, it will result in a 20% grade deduction for each class day your speech is late.**

### **Electronics**

Because this class involves preparing speeches, I strongly advise you to bring a laptop or other device that you can use to work on your assignments on Tuesdays and Thursdays (the days we don't meet for class) and for all in class workshop days, which I will notify you of in advance. If a laptop or tablet is not accessible for you, please let me know. Phones will NOT be out during my class. **\*\*If I do see your phone out, you will be marked absent for the day.**

### **Attendance**

Good attendance is a strong predictor of academic success. Therefore, it is to your benefit, academically, to attend every class. If you do miss class, it is your responsibility to find out what was covered from another student. If you are unsure please check the syllabus. I will be taking attendance every class period for points. You are allowed 3 unexcused absences. Ten points will be deducted from your attendance grade for each unexcused absence beyond your allotted 3 unexcused absences.

**University-sanctioned travel:** If you are a member of a university-sanctioned organization (e.g., athletic teams or performing groups) that travels out of town and will miss class for this reason, you must provide me (in writing) the dates that you will miss **at least one week prior to the absence**. These absences will be verified and will not count against your attendance record as long as I am informed in writing one week prior to the absence and the absence can be verified.

**Appearance in class:** This is a communication class, and a student's appearance in class sends non-verbal messages to others. Please be dressed appropriately. Therefore, no dark glasses or PJ's will be allowed in class.

### **Academic and Personal Honesty**

Plagiarism in any form, including other author's or students work, is not tolerated in this class or at this university. Proper citations must be given for any written work that was derived from other sources. Plagiarism in any form will result in a minimum of: 1) a zero for an assignment, 2) an F in the course and/or 3) notification sent to the appropriate university officials. APA style formatting will be used in this course. Also: see the University's Academic Honesty Policy that is fully described within the course catalog.

**Speeches:** You will be delivering a number of speeches throughout the semester and all details will be provided as we near the time for each speech. The following are additional expectations and policies for this section:

- You will deliver your speech on your assigned speech day, which you will be given ahead of time. You will not be allowed to present your speech without first turning in your outline.
- Speech topics will ALWAYS be approved by me at the beginning of the speech unit. Any changes to your topic throughout the research process must also be approved.
- Although you are technically allowed a few absences from the class, an absence on a speech day (**even if you aren't presenting**) will result in a 10 point deduction from your own speech grade. We are a support system for each other because public speaking can be a scary proposition. Please show up to class and support your classmates because they will do the same for you. Also, if you are late on a speech day, NEVER come into the classroom during a speech. Wait outside until you hear applause and the conclusion of the speech. Tardiness on speech days will result in the loss of points on your own speech grade.
- Because phones aren't allowed in class this shouldn't be a problem, but if you should be on your phone during a speech it will result with a 10 point deduction from your speech grade and you will be counted as absent for the day. I will be here listening to everyone's speeches intently and I expect the same from you as a good audience member.
- Dress appropriately. Do not present a speech while wearing sweatpants, shirts with distracting images or text, hats of any kind, or revealing clothing. You will not be expected to dress for the prom, but look professional and send a positive nonverbal message with your attire.

**\*\*If you have a conflict with a speech day, you must inform me BEFORE the first speech is delivered. I will do my best to work with you but you must take responsibility. You may switch days with a classmate IF I am told in person and in writing via email from BOTH students. Any changes will be done in writing and missed speeches after a switch will result in the same deductions as listed above.**

### **Grading**

It is my philosophy that for grades to be meaningful a C should be average and high grades must be reserved for exceptional work. Cs (not Bs or As) will be given for work that is acceptable and of average college level quality. The grade of C, therefore, does not indicate any shortcoming and may be the most common grade given. This means that you have met the basic requirements, but there is more that could be done to improve upon. Grading will be done as follows:

**A:** Represents achievement that is outstanding relative to the level necessary to meet course requirements. This work is superior in every respect and represents the highest level of achievement. Its quality is so good that it would be unreasonable to ask a college student to improve upon it.

**B:** Represents achievement that is significantly above the level necessary to meet course requirements. Not only were all the basic expectations met, it exceeded minimum expected quality

levels. This work probably showed one or more of the following characteristics: excellent understanding of the class material, excellent application of theory to practice, unusual thoroughness in thought and preparation.

**C:** Represents achievement that meets the course requirements in every respect. This score **does not indicate any shortcoming**. All the work was done adequately and completely, and the work showed basic understanding and mastery of the course material.

**D:** Represents achievement that is worthy of credit even though it does not fully meet course requirements. While there was merit to what was done, there were also deficiencies that meant the work did not fully meet the minimal expectations.

**F:** Represents performance that fails to meet the course requirements and is unworthy of credit. This work shows serious deficiencies regarding the expectations for the assignment.

## Course Assignments

Informative Speech	100 pts.
Persuasive Speech	200 pts.
Group Speech	100 pts.
Participation Assignments	200 pts.

**Total Points** **/500**

\*Late assignments are not accepted under any circumstances.

Assignments	Points	Grading Scale: (%)	
Informative Speech & Final Outline	100	100 to 90	= A
Persuasive Speech & Final Outline	200	89 to 80	= B
Group Speech	100	79 to 70	= C
		69 to 60	= D
		59 to 0	= F
<b>Participation Assignments</b>			
Self-introduction speech	15		
Impromptu speech I	10		
Impromptu speech II	10		
Impromptu speech III	10		
Rough Draft Informative Speech Outline & Peer Workshopping	15		
Rough Draft Persuasive Speech Outline & Peer Workshopping	15		
Attendance	50		
Informative Reflection	15		
Persuasive Reflection	15		
Group Reflection	15		
Ted Talk Reflection x2 (15 pts each)	30		
<b>Total</b>	<b>500</b>		

## Assignment Descriptions

### Self Introduction Speech (2-3 minutes)

For this speech, you will introduce yourself to the class using **three items**. Your introduction should include a brief description of you (e.g. name, major, hometown). Next, use your creativity to bring in three items that represent you and tell a brief story for each! **\*However, one of your stories needs to be a lie.** After your speech, we as a class will guess which story was false and then you can tell us the real story behind your item.

### Impromptu speeches

For these speeches you are graded on whether you physically participate in the activity and how much effort/enthusiasm you put into the activity. More information will be provided on the days these happen. These activities help you learn how to rapidly organize information and present that information to an audience in a short amount of time. They also help you prepare for your formal speech assignments because you get time to be in front of the class.

### Outlines Rough Drafts & Workshopping for Informative and Persuasive Speech) (PA)

The outline should include your name, your topic, and a full-sentence thesis statement. Each of your outlines should be a full-sentence outline in Roman numeral format. Each outline should contain a reference list of sources used in the speech. On the due dates of your rough drafts, you are to email me your draft before class time **and bring a printed copy of it to class**. You earn 5 points for turning in a complete outline and 10 points for printing your outline and workshopping it with a peer (by trading outlines and providing detailed feedback). MORE SPECIFIC DETAILS TO COME.

### Final Outlines (for Informative and Persuasive Speech – points go toward final speech grade)

The outline should include your name, your topic, and a full-sentence thesis statement. Each of your outlines should be a full-sentence outline in Roman numeral format. Each outline should contain a reference list of sources used in the speech. MORE SPECIFIC DETAILS TO COME.

### Informative speech (5 to 7 minutes)

For this speech, you will describe and analyze a person, place, or idea that is relevant to the class or society. Presentation aids are not required but are allowed and a **minimum of three different sources** must be used. **All topics must be approved by me prior to your speech day**. A full sentence outline with a reference page is required the day you present with a reference page.

### Persuasive speech (7 to 9 minutes)

For this speech, you will research a topic of importance to you and present a speech to influence the audience's opinion, or to move the audience to action, or both. The speech should be well researched and your supporting materials fully evaluated. Presentation aids are required. You should have a minimum of five sources for this speech. A full sentence outline with a reference page is required the day you present with a reference page.

### Group Presentation (Time limit TBD depending on how many students enroll)

For this speech, you will work in teams to research, prepare, and present a group speech on a particular topic or issue. Presentation aids are required. You should have a minimum of eight sources for this speech. Outline with bibliography is required only for final draft. MORE DETAILS TO COME.

### Speech Reflections (3 [after each speech]) & Ted Talk Reflections

Speech reflection and ted talk reflection due dates are listed in the course calendar and are to be completed and emailed to me by the due dates listed. MORE DETAILS TO COME.

Attendance: Ten points will be deducted from your attendance grade for each unexcused absence beyond your allotted 3 unexcused absences. (See policies)

**Course Schedule:** Divided by two week periods

\*Subject to change – announcements will be made in class, on myCMU, and via email if changes are made.

\*On Tuesdays and Thursdays when we do not meet, you should be reading for class and/or working on preparing your speeches!

**Aug. 20:** Course introduction/Chapter 1 Speaking in Public/Assign Introduction Speeches/Start brainstorming topics for informative speech

**Aug 27: Do Introduction Speeches/** Read Chapters 2 & 5 Ethics and Audience Analysis

**Sept. 3:** Read Chapter 4 & 14 Selecting a Topic & Speaking to Inform/Assign Informative Speech/Brainstorm Topics (**Monday Sept 3, no class**)

**Sept. 10:** Read Chapters 8, 9, & 10 Organization (204-267) – **Sept. 14 – Ted Talk Reflection**

**Due Dates: Sept 10 – Informative Topic Approvals Due**

**Sept. 17:** Read Chapters 6 & 7 Gathering Materials and Supporting Your Ideas/Research

**Sept. 24: Impromptu I/**Read Chapter 12 Delivery/**Sept 27<sup>th</sup> - Informative Rough Outline Peer Workshop**

**Due Dates: Sept 17 ted talk reflection due via email by class time; Sept. 27 Rough Draft Informative Outline (due by email and print to bring to class for peer workshopping)**

**Oct. 1: Informative Speeches (all week)/**Touch base on what makes a good persuasive topic

**Oct. 8:** Read Chapter 15 & 16 Speaking to Persuade and Methods/Assign Persuasive Speech

**Due Dates: Final Outlines due on your speaking day via email; October 8 – informative speech reflections due; October 12 – Persuasive Topic Approvals Due**

**Oct. 15:** Oct 15 no class, Read Chapter 13 Using Visual Aids/**Impromptu II**

**Oct. 22:** In class work time/Peer workshop/Assign Group Speech

**Due Dates: Oct. 24 Rough Draft Persuasive Outline (due by email and print to bring to class)**

**Oct. 29: Persuasive Speeches**

**Nov. 5: Finish speeches/**Read Ch. 18 Speaking in Small Groups/Lifeboat Activity & Picking Group Topics

**Due Dates: Final Outlines due on your speaking day via email; Nov 9<sup>th</sup> persuasive speech reflections due**

**Nov. 12:** Read Chapter 3 Listening & Ch. 17 Special Occasion Speaking/ In-class group workday

**Nov. 19: THANKSGIVING BREAK**

**Nov. 26:** Group Speech Workshop Time/**Impromptu III/Ted Talk Reflection**

**Dec. 3: Group Speeches**

**Due Dates: final group outlines due on the day your group speaks; group reflection due Dec. 10**

## APA Source Citation Tips

In this course, we will use the style of the American Psychological Association (APA), the standard for most social scientific academic writing, including communication research. Please refer to Purdue Owl for help beyond this worksheet

([https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)).

**\*\* When delivering a speech, \*\*** you need not provide entire source citations, but you should provide enough source information to establish the credibility of your evidence. For instance, “According to statistics published in the November 2014 Journal of Communication...”, or, “Dr. Steve Klien, a nationally recognized political rhetoric scholar, wrote last month that...” Complete citations should be turned in with your speech outline as a References list.

- **Within the text of the outline or paper, we will use parenthetical citations** that look like this when citing an Author (2000) or like the next one when referring to an idea found in a given reading (Firstauthor and Secondauthor, 2000). *We will not use footnotes or endnotes!*
- **If you directly quote or paraphrase a specific statement from the reading**—for instance, "APA style is the style we will use in this class" (Klien, 2001, p. 27) — *indicate the page number* where the statement or idea comes from. **If you're citing from a web page** – which *does not have page numbers!* – you will cite by paragraph number (Klien, 2013, para. 5), or by heading and paragraph under it (Klien, 2013, “Nifty Section” para. 2). *Never* cite a web page by the page number of a printout. Never.
- **If you reference an article citing another work, only cite the source you actually read!** For instance, if Klien’s (2002) article cites Smith (1975) on page 12, you would cite like this (Smith, cited in Klien, 2002, p. 12).
- **If you are citing an idea from class lecture/discussion/handout, use a “personal communication” citation** in the text like this (Klien, personal communication, 2002, December 4). *This will require no Reference page citation!*
- Your **References list** at the end of your paper will begin with the word "References" at the top—centered, no bold, underline or italics, same size font as the other text—and will list your sources alphabetically by surname.

Proper APA citation style will look like this (*pay attention to proper use of capital letters and italics!*):

### Book by a Single Author:

Hahn, D.F. (1998). *Political communication: Rhetoric, government, and citizens*. State College, PA: Strata.

### Article/Chapter in an Edited Book:

Chapterauthorlastname, F. M. (2006). Chapter title goes here. In K.M. Galvin and P.J. Cooper (Eds.), *Making connections: Readings in relational communication* (4th ed.) (pp. x-xx). Los Angeles: Roxbury Publishing.

### Article in an Academic Journal:

Ivie, R. L. (1980). Images of savagery in American justifications for war. *Communication Monographs*, 47, 279-294.

### Article in a Magazine, no author [use the article title in place of author name]:

Are you a hot hubby honey? (2002, December). *Groovy Marriage Weekly*, 123(23), 28-32.

### Website Article (use the same format for online media, such as YouTube videos):

King, M.L. (1999). I have a dream, 28 August 1963 [Speech transcript]. *DOUGLASS Archives of American Public Address*. Retrieved November 25, 2002 from [http://douglassarchives.org/king\\_b12.htm](http://douglassarchives.org/king_b12.htm)

**Newspaper/Magazine Article from an Online Database:**

Hunter, S. (2002, January 18). Shock troops. *The Washington Post*, p. C01 [Electronic version]. Retrieved on November 18, 2002 from Lexis-Nexis Academic Universe <<http://web.lexis-nexis.com/universe>>

**DVD:**

Katz, J. [Writer], and Jhally, S. [Director] (1999). *Tough guise* [DVD]. Northampton, MA: Media Education Foundation.