

CT101: Communication Skills

“There are only two types of speakers in the world: the nervous and the liars” – Mark Twain

“All the great speakers were bad at first” – Ralph Waldo Emerson

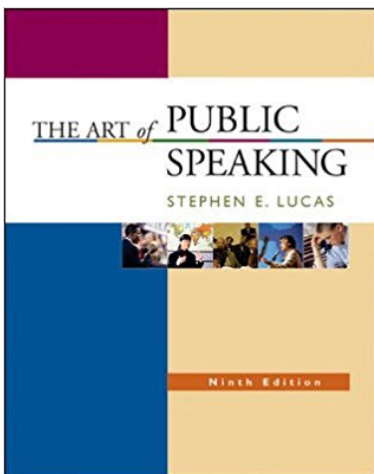
Instructor: Lauren Johnsen

E-mail: ljohnsen@centralmethodist.edu

Meeting Time: MWF 9:06-9:56, Columbia Campus

Availability: I am available via email 9-5, M-F

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.

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.

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>)

MyCMU/e-mail: This is how the University communicates with you. Please check yours regularly.:

Google Classroom: Trying this out for the first time this semester (have patience with me!) but I think this will be a good, central location for me to post announcements, relevant resources, assignment information, and (hopefully!) post grades. Also hoping to be able to have online discussions using that platform.

Google Classroom – CT 101 – Communication Skills

Go to classroom.google.com -> select + button, choose "Join a Class" and enter code: t8och1

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.

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. Student involvement and discussion over the material make the class more interesting and helps students to comprehend and retain concepts more easily.

Participation: Because CT101 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.

Course Assignments (Descriptions Forthcoming, will be on Google Classroom)

Points - 1000			
Speeches			Self Reflections
Introduction Speech	25	Introduction	5
Informative Speech	75	Informative	5
Persuasive Speech	125	Persuasive	5
Group Speech	100	Group	5
Impromptu (4)	5 (20)	Peer Reviews	
Exams		Impromptus (4)	5 (20)
Exam 1	100	Introduction (1)	10
Exam 2	100	Informative (2)	10 (20)
Final Exam	150	Persuasive (2)	10 (20)
Outlines		Group (2)	10 (20)
Informative Speech Draft	10	Course	10
Informative Speech Final	15	Online Discussions	
Persuasive Speech Draft	10	8/31 – Initial Post	5
Persuasive Visual Aid Draft	5	8/31 – Responses (2)	10
Persuasive Speech Final	25	9/14 – Initial Post	5
Persuasive Visual Aid Final	10	9/14 – Responses (2)	10
Group Speech Draft	10	9/14 – Initial Post	5
Group Speech Visual Aid Draft	5	9/14 – Responses (2)	10
Group Speech Final	15	Reading Quizzes	
Group Speech Visual Aid Final	10	5 quizzes count	25

Grading Scale: (%) – I do not round grades

100 to 90	=	A
89 to 80	=	B
79 to 70	=	C
69 to 60	=	D
59 to 0	=	F

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 in regard to the expectations for the assignment.

Attendance

It is my expectation that you are present for every class period, missing class will result in you missing out on material and any available participation points, you cannot make up these points (like reading quizzes); I will not post missed material, it is your responsibility to connect with a classmate to get anything you missed. If you are missing class for an excusable reason, you must contact me (beforehand if you can) and you may be able to make up points missed with extra, outside of the classroom, work.

Other course policies:

School-sanctioned travel: If you are a member of a school-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. If I do not receive notice from you regarding these absences, they will be unexcused and you will not be able to make up any participation points available that day.

Late Work: For every 24 hours an assignment is turned in late, you will lose 10% up to 7 days after the due date; after 7 days, you will receive a 0. In the case of an emergency or an extenuating circumstance, you must contact me.

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. If you have doubts or questions about your citations, contact me before you turn an assignment in!

Electronics: Laptops/tablets permitted in class with the caveat that you are engaging in appropriate behavior and staying on task. I ask that you do not use your cell phone in class unless you need it to access the internet (if your laptop/tablet is not working, not charged, etc.) but I do not tolerate cell phone use during other student speeches.

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 I don't generally deduct points for absence, on speech days it is vital that you are present and on time. You will be assigned to peer review other speakers in this class, if you are absent for an unexcused reason on that day, you will not be able to make up those peer review points. If you are absent on your own speaking day, it will be treated as a late assignment and you will be deducted points. 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. In the event of an extenuating circumstance/emergency, contact me and we will work out a way for you to make up your speech and/or peer review points.

- Since electronics aren't allowed in class this shouldn't be a problem but if you should be on your phone during a speech. 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/pajamas, shirts with distracting images or text, hats of any kind, or revealing clothing. I do also want you to be comfortable (e.g., jeans are fine!) You will not be expected to dress for the prom but look professional and send a positive nonverbal message with your attire. This is good practice, and something we will discuss as nonverbal communication is just as important as verbal communication.

****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.**

Written Work: All written work including papers, outlines and so forth must be computer-generated. Non-computer generated work will not be accepted, with the exception of in-class activities that may be handwritten. Use Times New Roman 12 pt. font, double-space, and 1 inch margins – this is typical of other college classes you will encounter in the future.

Contacting the Instructor: I expect that email communication be of professional quality. When using email to communicate with me, please identify yourself and the class for which you have an inquiry.

I have a business hours/business days rule when it comes to email – I am active on email between 9am and 5pm, M-F; I also generally respond within 1 business day (e.g., you email me Friday at 4, expect a response by Monday at 4). If its been longer and you have not received an email back, go ahead and forward me the original email with a “Hey did you see this?” and I will be sure to respond. I expect the same general turnaround/response time if I email you directly.

Here for You: If you have a disability of any kind, I am more than happy to reasonably accommodate your needs, but you must let me know in advance of assignments or exams. I am here to help all of my students to be successful so please let me know how you are doing and how I can help you.

Social Capital Tokens – I got this from a colleague at Mizzou, I believe in rewarding efforts rather than punishing misstep – in the same way I don't have a specific attendance policy – you each have **2 Social Capital Token** that can be used at any time, no questions asked. If you would like to cash in a token can be used for:

- 24-hour extension on a deadline (note that you cannot combine 2 tokens for this for a 48-hour deadline)
- Replace one incorrect answer on a test (again, can only use one per test)

Email me if you would like to cash in one token

Unused tokens at the end of the semester will get you 2.5 extra credit points added to your final grade each (so if you have 2 left, I will add 5 points; you don't need to email me, I will keep track); you cannot trade, sell, etc. your tokens (only you can use them, and you only get 2)

APA Source Citation Tips [Adapted from Bish, 2018 Syllabus]

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

**** 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. Providing the audience with WHO and WHEN is key to show your source is both timely and reputable.

- **Within the text of the 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). Better yet, go find the originally source, read and cite that, to ensure that you are presenting the information properly.
- **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 of the first author.

Examples:

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:

Chapterauthor, 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

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.