

# SYLLABUS FOR COMM-119

## FALL SEMESTER 2013

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**This is not a required course. Your decision to stay in this class is, by default, an agreement to this syllabus. Read it carefully.**

Required Text: Ross, R. & Leonard, D. (2012). Introduction to the speechmaking process (14<sup>th</sup> ed.). Redding, CA: BVT Publishing.  
**This textbook has now been placed online at a much-discounted price. (See separate Flier). The online materials may be of benefit to you. This is the first semester I am using this online access in order to reduce the overall costs to the students. Please provide me feedback on the ease and benefit of this new offer.**

### COURSE OBJECTIVES

This is an introductory course. By the end of this course, students should be capable of:

1. Demonstrating awareness of the complexity of communication in terms of its psychological, social, political, cultural, and ethical dimensions.
2. Reducing speech anxiety and projecting greater confidence as a speaker.
3. Listening actively and providing constructive feedback.
4. Considering an audience's knowledge, background, and attitudes when constructing a message.
5. Recognizing and articulating issues from one's own perspective, while acknowledging the perspectives of others.
6. Locating, evaluating, and reporting information in support of a point of view.
7. Assessing claims or arguments as a speaker and listener.
8. Organizing, constructing, and delivering prepared and spontaneous presentations.
9. Demonstrating effective verbal and nonverbal delivery skills.
10. Demonstrating clear and concise development of thought in written form.

### AN INVITATION

Communication is the process that connects us to each other (be it interpersonally, within work or family groups, or in the realm of public discourse). Good communication leads to strong and lasting connections. Poor communication is like "static on the line" - it leads to poor connections and a lot of hang-ups! The goal of this course is to give you the understanding and tools to keep the lines of communication relatively static free.

Understanding the basic principles of communication will facilitate how you choose to create and express your message as well as help you to assess the messages of others. We will learn organizational techniques and delivery methods that help to strengthen a presentation while honoring the diversity of ideas and beliefs of audience

members. We will also look at critical thinking processes and analysis of argument as we plan our presentations and evaluate the presentations of others.

The level of your participation will be reflected not only in your grade, but also in the way you present yourself long after this course has come to an end. I invite you to squeeze every drop you can from this course.

## ASSIGNMENTS

### Readings:

Please read the chapters prior to the date listed in the calendar. Class lecture should be helpful in recapping and clarifying what you have read. The exams are based on lectures, handouts, discussion, videos, and text.

### Speeches:

Each student will give five to six presentations throughout the semester. **Three speeches will require typewritten, full-sentence outlines to be handed in at the time of presentation.** The remaining presentations, including impromptu and introductory speeches, will be graded with participation or assignment points. All speeches should *bring benefit or advancement of knowledge to the audience to receive full credit.* Speeches may be video taped.

### Exams:

There will be two exams (mid-term and final) based on the material from the book, handouts, and lectures. The final is cumulative.

### Class Activities and Assignments:

Students are expected to participate in a variety of classroom activities, including oral feedback. Likewise, homework will be assigned periodically.

### **Written Assignments:**

#### Speech Analysis:

Students will locate a video speech and write an evaluation of content, structure, support, delivery, style, and purpose of the speech. **Speech must be pre-approved by TA.**

#### Critiques:

Students will provide written feedback to fellow speakers as assigned by the instructor. The feedback (or critique) format will be explained in class. If you miss a scheduled critique, you will lose critique points. Points are also determined by the effectiveness of the feedback.

#### Outlines:

**Full-sentence, speech preparation outlines (not essays!)** will be required for the three main speeches. **Speaking** outlines are given separate points but are included in the overall speech grade. Outlines must be typed and include a reference list in APA format. These outlines are explained in the text and will be thoroughly covered in lecture and sections. Lack of precise format will render point deductions.

### **Assistance:**

#### Tutoring Services:

Tutoring services at the University Learning Center ([www.ulc.arizona.edu](http://www.ulc.arizona.edu)) may be able to provide assistance with outlines and writing assignments. The Writing Center ([www.web.arizona.edu/~uawc](http://www.web.arizona.edu/~uawc)) also provides tutoring support and writing workshops.

#### Library/Research Assistance:

If you need assistance with your research, you might first try to link to the subject page for Communication: <http://lro.library.arizona.edu/subject-guide/330-Communication>

There is also a reference desk in all of the branches. Most basic questions can be answered by the staff at one of those desks.

If you need specific research assistance, you can fill out the "Meet with a Librarian Form."

<http://www.library.arizona.edu/help/ask/meet>

This form is for students who need in-person or online assistance with a librarian. It is "staffed" by four research librarians. In many instances the form contains requests for help that can be answered on-line. This "Meet with a Librarian" is intended for advanced reference or for people who want to meet with a librarian in person.

## CLASS PROTOCOL

### Attendance:

Attendance and full participation **in your section** is a requirement for this course. There is not much reason to give a speech if no one is there to hear it! Therefore, you have responsibility as audience members as well as public speakers. There is no penalty for the first two absences in your sections. Each subsequent absence, however, will result in a deduction from your final grade (see below). **Choose your absences carefully.** Dean's excuses, Dr.'s excuses, and family emergencies are included in these first two "excused" absences. We do not judge the nature of your "emergencies". We simply record your attendance. Perfect attendance (no absences, excused or not) will net you extra credit. Promptness is also needed to facilitate a cooperative and functional climate. Therefore, **three late arrivals or early departures will count as one absence.** I will not take attendance for the lecture hour, however I will also not provide lecture notes outside of lecture. If you miss the lecture, you will miss important information that you could use to strengthen your speeches (not to mention information that will be on the exam).

### ABSENCES:

0	= +05 points	☺	4	= - 10 points	7+	= - 25 points
1-2	= no penalty		5	= - 15 points		
3	= - 05 points		6	= - 20 points		

### GRADING:

3 graded speeches	300
Midterm Exam	75
Final Exam	75
Speech Analysis	50
Assignments/Homework	50
Participation/Critiques	<u>50</u>
Total:	600

### KEEPING TRACK:

Informative - 100	_____	10yr hence -10	_____
Environment - 75	_____	Introduction-10	_____
Persuasive - 125	_____	Impromptu -10	_____
Analysis - 50	_____	Inform packt-10	_____
Midterm -75	_____	Pers packt -10	_____
Final -75	_____	Particip - 20	_____
Critiques - 30	_____	Total:	_____

Final grades are based on the following percentages:

A = 90% (540 – 600points)	C = 70% (420 – 479points)	E = less than 60% (359points and below)
B = 80% (480 – 539points)	D = 60% (360 – 419points)	

**We do not provide make-ups for missed speeches due to time limitations.** We will assist students with Dean's excuses if presented prior to the scheduling of the speech. Likewise, in the case of a documented emergency, we will attempt to assist you. I cannot guarantee make-up time, however. **Please be present on your assigned day of presentation or trade with another student in advance.** You may speak to the director about exam emergencies (BEFORE THE EXAM). Booking a ticket to go home early is NOT an emergency. Please feel free to see any of us during office hours, or make an appointment, if you have any questions about class protocol or the material throughout the semester.

### Classroom Etiquette:

Due to the misuse of phones, computers, iPods, iPads, and other fun, techi instruments, the following rules will apply to the classroom:

- All phones must be turned off and put away – hence, NO TEXTING (or even thinking about it) during class
- No earphones hooked to any device can be used during class.
- No notes may be taken on the computer. You will have to take handwritten notes.
  - Exception: Students with disabilities (officially designated by disability services) will be accommodated.

### Students with Disabilities:

If you anticipate barriers related to the format or requirements of this course, please meet with me so that we can discuss ways to ensure your full participation in the course. If you determine that disability-related accommodations

are necessary, please register with Disability Resources (621-3268; [drc.arizona.edu](http://drc.arizona.edu)) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

### **Topic Guidelines:**

Some speech topics will be considered off limits. If your topic resembles an off-limit topic, you will need prior approval from the instructor to proceed.

Off-limit topics include (but are not limited to):

- Any speech requiring use of websites for primary reference
- Sports related topics (i.e., why one team or one player is better than another; what the rules are for a particular sport, etc.)
- Pet Adoption
- Using Sunscreen
- Travel Advertisements
- Bowling
- Tipping
- Recipes

**You will need to dig deep into relevant events in our school, country, world, and space in order to bring significance to your topic.** To ensure you succeed, avoid procrastinating. The worse topics come out of those who “pull it together” at the last minute.

### **Plagiarism:**

An increase in plagiarism, academic misconduct, including drunken behavior, and questionable verbal and nonverbal displays to instructors and fellow students has resulted in the necessity of the attached *Communication Department Policy on Academic Dishonesty*. Please read through carefully and request explanation where there is confusion. You are responsible to act accordingly to the department policy as well as the UA policy, which can be viewed through the links provided. Additionally; any student deemed drunk, or altered by any other means, resulting in any disruption of the class will be dropped immediately with a failing grade in the course. This course strives to ensure a safe climate in which to learn, experiment, and grow.

**As part of this course, you may be required to submit written assignments (including outlines) to a plagiarism detection system. This system will compare an electronic copy of your assignment to other assignments in the class and to the Internet, and will store an electronic version of your document for future use in plagiarism detection. If you object to submitting your work to such a system, you should not take this class. Continued enrollment in this class constitutes agreement to use the plagiarism detection system. When submitted to the electronic system, no use will be made of your work other than to assist us in detecting plagiarism. Final determination of what constitutes plagiarism will be made by the instructor and director, not by the computer system. We also reserve the right to investigate questionable work by searching the Internet ourselves for possible use of another’s work without citation. The following page discusses the department’s policy regarding Academic Dishonesty.**

## The Department of Communication Policy and Information regarding Academic Dishonesty

In the Department of Communication, we take academic dishonesty seriously. All students are subject to the student code of conduct (see <http://dos.web.arizona.edu/uapolicies/>), including the student code of academic integrity (see <http://dos.web.arizona.edu/uapolicies/cai1.html>). You must be familiar with these codes. Violations of the academic integrity code will result in penalties in this course and all violations will be reported to the University's Dean of Students office. For this course, *academic dishonesty* includes (but is not limited to) the following:

- Use of someone else's ideas or expression (e.g., writing) without proper acknowledgment of the source. Proper acknowledgment (e.g., citation, quotation, footnote) should make clear both the **extent** and **nature** of the use. If you have used someone's exact words, you should use "quotation marks" as well as a citation. If a large portion of your writing uses another person's ideas, argument structure, or narrative form then you should make clear where the "borrowing" begins and ends. Note that *paraphrasing* someone, summarizing their *arguments*, or using their *ideas* are all plagiarism if the source is not acknowledged. Plagiarism is more than just using someone else's exact words. Also, be aware that "someone else's ideas" here includes text books, articles, web pages, your professor's notes, your room-mate's assignment from last semester, and *anything else other than your own ideas and your own writing*. There is no outside source that it is OK to use without citing.
- Collaborating with other students on any assignment, homework, class project, etc., without the clear consent of the instructor is also academic dishonesty. If work is not assigned as a group project, you must do it entirely on your own. **Check with your instructor if in doubt!**
- In most instances, taking your own work from one course and submitting it in a different course is also considered academic dishonesty. It is simply not appropriate to claim that work was done for one class when in fact it was written for a different class. **Check with your instructor on his/her specific policy before doing this.**
- Exchanging information with another individual during a test, quiz, or examination is clearly academic dishonesty, as is the use of any materials not permitted for the exam.

It is your responsibility to be aware of the rules of academic dishonesty—ignorance is not a defense. ***When in doubt, consult your professor and/or TA before doing anything about which you are uncertain!!!***