

# Introduction to Speech Communication

## COMMUNICATION 1010

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**Mandatory Text:** *Communicate!* – Verderber & Verderber

### **Department Objectives for Fine Arts General Education Courses:**

1. Students will appreciate and enjoy more fully the art, dance, music and theater experiences that they encounter in their lives.
2. Students will be able to trace the evolution of humankind as expressed through artistic eras
3. Students will gain insights into humankind's approach to creativity in art, dance, music and/or theater

### **Communication 1010 Course Objectives:**

Through regular attendance and active participation students will be able to:

1. Identify the essentials of communication.
2. Evaluate the interplay between verbal and non-verbal communication.
3. Identify the strengths and weaknesses of the perceptual process of communication.
4. Apply active listening and its principles to their communication.
5. Increase understanding of trust in relationships and learn how to better build trust in relationships.
6. Understand the risks and advantages involved in increasing self-disclosure.
7. Understand how to apply effective strategies for resolving conflict.
8. Understand key principles in effective interviewing as well as construct and respond to employment interview questions.
9. Participate and evaluate small group discussion and the components of the group dynamic.
10. Identify topics for public speaking, narrow those topics to fit the time and audience, structure and arrange the main ideas of a speech, support the main ideas, construct an introduction and conclusion, rehearse and present a prepared speech before an audience.

### **Course Description:**

This class is intended to you a taste of the various disciplines of communication, but more importantly to give you the opportunity to learn new skills and gain new knowledge that will better prepare you for scholastic and career environments as well as relationship and leadership roles. Demonstration of skills related to research, presentation and writing will be required on a college level and completion of two speeches to receive a passing grade.

### **Course Relation to DSC Goals**

This course is intended to help students provide quality lower-division transfer education as part of the school wide goal at DSC. It also enables students to develop, implement, and maintain an international and multi-cultural education through study of communication and its influence on diversity.

**Course Policies:**

This is college and you are adults. This in mind you will be given greater freedoms but with greater responsibilities. As might be expected you will benefit from attending class, turning work in on time and participating in classroom activities and discussions. You have the freedom to make sure these things will happen but are ultimately responsible as well.

**CHEATING** - Don't do it. In any form it will not be tolerated by Dixie State College or myself. If found cheating, you will receive an automatic F as a final grade and will be referred to Student Affairs.

**SERVICES FOR STUDENTS WITH DISABILITIES** – If you are a student with a medical, psychological, or learning disability and would like accommodations or think you might have a disability, contact the Disability Resource Center (652-7516) in the Student Services Center Room 201. The Disability Resource Center will determine eligibility based on your professional documentation and determine the appropriate accommodations related to your disability.

**ATTENDANCE** - I'm a firm believer in positive reinforcement. If you have two or fewer absences you will receive 20 bonus points. The only condition that applies is that you do not miss more than one day of classroom speeches or presentations. Regardless of your attendance record, if you fail to meet these requirements you will be ineligible. If you are gone for a school excused absence (sports team, art trip, etc.) it will not count against you but it is your responsibility to inform me of the situation.

In addition I will add for clarity sake if you miss the day of a test or your own speech there will be no make-up opportunities unless I am notified adequately in advance or there are special circumstances. The interview and group discussion assignments cannot be duplicated and cannot be missed or made up.

**ASSIGNMENTS** - All assignments must be typed or will not be accepted. Work is due by 5:00 p.m. of the day listed on the syllabus unless otherwise noted. Late work will be penalized 25 percent for each day of class that it is overdue. Any late assignment turned in before Thanksgiving Break can still earn up to 70 percent, but no late work will be accepted after **December 6**.

**TESTS** - There are four unit tests that will be worth 50 points each and a comprehensive final exam worth 100 points. Tests administered through the testing center will be available until the center closes on the day listed on the syllabus.

If you have a solid A (94% or better) at the end of the semester you are exempt from the final. If you are in the A- range (93-90%) you have the option of taking the final; however, if you opt to take the final, it cannot hurt your grade only help it. This rewards those who have proved they understand the material and have worked hard all semester.

**Course Grading:**

Cover Letter & Resume	50	94-100% =	A
Interview Questions & Report	25	93-90% =	A-
Interview Presentation	50	89-86% =	B+
Group Discussion Evaluation	50	85-83% =	B
Group Discussion	100	82-80% =	B-
Speech #1 w/outline	100	79-76% =	C+
Speech #2 w/outline	100	75-73% =	C
Skills Assignments (25 each)	125	72-70% =	C-
Exams (50 each)	200	69-66% =	D+
Final Exam	100	65-59% =	D
		59-0% =	F

*TOTAL CLASS POINTS*                      900

## Course Activities:

**RESUME & COVER LETTER** - Students will complete a resume and cover letter for a specific job of the student's choosing. The assignment will be carefully evaluated for both appearance and content and should not contain more than 9 spelling, grammar, punctuation or capitalization errors and/or blemishes. Neither the resume nor cover letter should exceed one page.

**INTERVIEW QUESTIONS, REPORT & PRESENTATION**- This two part assignment asks you and partner from class to interview a member of the community who routinely conducts employment interviews. Your findings will be reported during a four to five minute presentation to the class. The second component is the written portion of the assignment. It includes a one page paper completed by each individual in the partnership describing your key findings and an additional page of 25 questions prepared for your interview. Only the questions may be completed as a partnership but a copy must be submitted by each.

**SPEECH OUTLINE** - Using traditional outline format students will submit a one-page overview the day of their speech. The outline should include an intro, body and conclusion with support materials listed under each category (i.e. stats, example, story, poem).

**SPEECHES** - Both speeches must be completed to receive a passing grade. One speech must be persuasive in nature and neither speech should be less than six or more than eight minutes.

**GROUP DISCUSSION** - In groups students will research, present and answer questions on a topic related to communications. Presentation should last 15-20 minutes and grading will be based on individual participation, quality of research and presentation.

**GROUP DISCUSSION EVALUATION** - The two-page paper will be an individual overview of group dynamics as pertaining to the information in the text and lectures on group communication. Students will report on the results of their own group communication and identify elements discussed in the text. **This paper is not to merely reiterate what the group did or give a travelogue. Rather it should discuss how the group functioned as an entity.** The paper will be evaluated on understanding of small group principles, relation of concepts to the group and paper construction including grammar, spelling, punctuation, etc.

**SKILLS ASSIGNMENTS** - During the course of the semester students will receive six out of class assignments that will demonstrate skills learned during lecture and are due in class for discussion the following day. Assignments will receive full credit if they meet three requirements 1) follow directions and stipulations of assignment, 2) demonstrate knowledge of communication principle and show creative efforts, and 3) adequate length of paper, pleasing presentation, and proper use of grammar, spelling. Points will be deducted for failure to satisfy any of these requirements.

## **Skills Assignment Rubik:**

### **ASSIGNMENT #1: STRENGTHS AND WEAKNESSES**

Using the *Color Code* as a starting point to identify traits you see in yourself, write a 1½ to 2 pg paper describing at least 3 strengths and 3 weaknesses in your communication style. These traits must be specific in nature (i.e. I stay calm during arguments). General or vague statements are not acceptable (i.e. I'm a good listener).

You will be graded on grammar, adequate length, creative efforts and following the directions.

### **ASSIGNMENT #2: CULTURAL RULES**

Using your own understanding and the information in the text/lecture on nonverbal rules in our culture, write a 1½ to 2 pg paper on how you violated a social norm and what the outcome was. The paper must involve three components: 1) describe the situation and the cultural rule you are going to break, 2) explain how you executed your plan and what the reaction was, and 3) explain why you got the reaction you did and what our society normally deems acceptable.

You will be graded on grammar, adequate length, understanding of nonverbal cultural norms and following all 3 steps outlined in the directions.

### **ASSIGNMENT #3: RELATIONSHIP MODEL**

From our discussions in class and textbook material select a relationship theory and use it to describe how a relationship in your life either evolved or dissolved in a 1½ to 2 pg paper. You may use more than one theory but I advise selecting two at the most so the theory can be comprehensively covered. The paper must involve three components: 1) show your adequate understanding of the relationship theory, include the vocabulary and terms related to it, 2) describe your own experience and your perception of the why things transpired in the relationship, be specific, and 3) most importantly, demonstrate how this theory relates to your own experience and show how your own experience models the relationship theory.

You will be graded on grammar, adequate length, demonstrating an understanding of the relationship theories, creativity and specificity and following the directions.

### **ASSIGNMENT #4: GROUP NORM WORDS**

Demonstrating that our cultural context is the most important factor in determining meaning for our communication, think of a word or nonverbal gesture that you use within a group that would have little or no meaning to outsiders. This word or gesture must be original to your group and not borrowed from a movie, TV show, song, etc. This 1 to 2 pg paper must describe three things: 1) what the word/gesture means, 2) the group who used this word and how it originated, and 3) an example of how the word was used.

You will be graded on grammar, adequate length, originality and following directions.

### **ASSIGNMENT #5: FUNERAL PROGRAM**

Borrowing from the idea of Symbolic Interactionism (the roles we play define who we are) create a funeral program that describes at least three different sides of you. The purpose of the assignment is to think of several people in your life who have gotten to know different sides of your personality. The main component of the program is that you have at least three different speakers and they must have titles for their talks which make it apparent how you interacted with them. Be CREATIVE and enjoy this assignment! Include your favorite flowers, foods, songs and far out locations, performers or whomever you want to be there.

You will be graded on grammar, creativity, including three speakers and titles for their talks, pleasing presentation and following the directions.

## **Interview Exercise Criteria**

Interview- With a partner from class, you will contact an employer from the community who routinely conducts interviews or oversees the hiring of new employees. You will need to interview this individual and ask him/her a series of questions that will give you a general idea of what people can do to have a successful interview. Both partners need to participate in the interview and it is recommended that you write down or record answers.

Questions– Prior to the interview prepare 25 questions as a team covering four fields of inquiry 1) what impact do appearances/mannered conduct have on process, 2) what are the main factors that make you select and/or reject a candidate, 3) what advice would you give someone preparing for an interview and/or are there things that a candidate must do to be considered for hiring, and 4) what qualities are the most valuable to you as an employer. Feel free to add other questions as they come up during the course of the interview. These questions will be handed in the day of your presentation and you must have a copy for each partner.

Report- Completed individually, a one page paper reiterating the main highlights of your interview and how it coincides with class lectures and textbook. Of most importance is the quality of information but the paper should also be of adequate length, and use proper grammar, spelling. Points will be deducted for failure to satisfy any of these requirements.

Presentation - You and your partner will give a four to five minute report of your findings. Your presentation needs to be organized, rehearsed, stay within the time limit, and both of you must participate equally. Include the name of the person you interviewed, his/her position and place of employment. You may use visual aids if they are necessary.

### **Grading:**

The Interview Presentation is worth 50 points. It will be completed with your partner and will be evaluated as follows:

1. Quality of information: relayed detailed info, valuable and practical advice, clear and concise, included background info – 25 pts
2. Organization of presentation: followed outline form, stayed within time limits, partners shared equal time in presentation – 15 pts
3. Presentation Skills: polished and comfortable w/ material, well worded and avoided nonfluencies, body language was confident and appropriate, appearance was neat and dressed appropriately, showed confidence and enthusiasm for the topic – 10 pts

The Interview Questions and Report are worth 50 points. It will be completed individually and will be evaluated as follows:

1. Quality of questions: open and close ended, covers four fields of inquiry, probing, resulted in detailed and practical info – 20 pts
2. Quality of paper: informative and specific information, ties concepts learned through interview to ideas from lecture and text, shows understanding of proper interview conduct and keys to the hiring process – 25 pts
3. Structure and technical aspects of paper: proper use of grammar, spelling, and appropriate length of paper

## **Group Discussion Criteria**

Each group will give a 15-20 minute presentation on a communication topic. As a group you will want to select a very specific topic so that you can give a comprehensive and in-depth report without exceeding your time limit. Each group should allow one to two minutes to answer questions from the class after the presentation. (Possible topics: how touch affects learning, differences in cultural perceptions' of time, how self-esteem influences self-disclosure, male and female perceptions of trust, etc.)

Each group is required to utilize research materials including but not limited to library resources (books, magazines, computer searches, abstracts), Internet, personal interviews, scholarly journals, primary research (surveys, experiments) and observations.

No formal report will be handed in regarding research but individual evaluation papers will be due pertaining to group dynamics and your experience. Group Discussion Evaluations are to be no less than 1.5 pages and no more than 2 pages in length, double spaced, and using no larger than a 12-point font. These papers though subjective in nature should be based on existing small group research. They should discuss the problem-solving sequences your group followed, who played what roles and in what style, what type of decision making methods were used, the satisfaction of each group member and other observations relative to your group.

### **GRADING:**

Group Discussions are worth 100 points and will be evaluated as follows:

1. Quality of research and citing of sources: quotes, statistics, studies, theories, charts, graphs – 50 pts
2. Professionalism: preparedness, speaking ability and polished presentation - 20 pts
3. Knowledge of topic: depth of understanding and ability to field inquiries – 10 pts
4. Participation of each member – 10 pts
5. Use of supplementary resources: hand outs, overhead, posters, graphs, surveys – 10 pts

Group Evaluations are worth 50 points and will be evaluated as follows:

1. Relation of concepts to your own group experience and citing of examples – 25 pts
2. Understanding of small group concepts – 15 pts
3. Proper grammar, spelling, structure, clarity and appropriate length of paper – 10 pts

## **Informative Speech Rubik**

- A. Organization = 30 pts
  - 1. introduction was able to orient and draw in the audience
  - 2. thesis and main supporting points were clearly identified
  - 3. seamless transitions from introduction, supporting points and conclusion
  - 4. conclusion summarized thesis and main points and closed speech
- B. Subject & Content = 30 pts
  - 1. appropriate subject matter that covered a specific topic in-depth
  - 2. supporting evidence was well-researched and convincing/informative/interesting
  - 3. consideration was given to the content of the audience in delivering the speech
  - 4. presenter was knowledgeable and believable
- C. Delivery = 30 pts
  - 1. speaker appeared confident, enthused and informed
  - 2. speaker used proper articulation, enunciation, pauses and verbal messages
  - 3. speaker appeared natural, maintained eye contact, used appropriate gestures & facial expressions
  - 4. speaker showed appropriate control of voice, rate, pitch and volume
- D. Language = 10 pts
  - a. wording was specific, economical, vivid and familiar
  - b. sentences were active, varied in length, positive and direct

## **Persuasive Speech Rubik**

- A. Organization of Argument = 30 pts
  - 1. introduction was able to orient and draw in audience
  - 2. seamless transitions from introduction, supporting evidence and conclusion
  - 3. thesis and supporting evidence focused on a specific appeal for a change in attitude or behavior
  - 4. conclusion summarized argument and closed speech
  - 5. speaker stayed within the given time frame of 6 to 8 minutes
- B. Credibility & Content (Expertise, Character) = 45 pts
  - 1. speaker was knowledgeable, cited credible sources and stressed competency
  - 2. speaker was trustworthy and stressed fairness, enduring values and opposing arguments
  - 3. speaker acknowledged audience content and the existing latitude of values
  - 4. speaker covered a specific topic in-depth with concrete evidence that was well researched and convincing
- C. Dynamism & Delivery = 25 pts
  - 1. speaker was confident, enthused and informed
  - 2. speaker used proper articulation, enunciation, pauses and maintained control of voice
  - 3. speaker was natural, maintained eye contact and used appropriate gestures
  - 4. wording was specific, economical, vivid and sentences were active, direct

## **Sample Outline**

- I. Introduction
  - A. Gain attention
    - 1. quote, stat, story, etc.
  - B. Orient audience
    - 1. state thesis and three supporting points
      - a. poster displaying points
    - 2. transition to first supporting point
- II. Supporting Points - Body
  - A. First supporting point
    - 1. story, research, definition, present problem
      - a. poster of main evidence of first point
    - 2. present solutions, additional research, stats
    - 3. transitions to second point
  - B. Second supporting point
    - 1. stats, personal testimony
    - 2. transition to conclusion
- III. Conclusion
  - A. Summarize
    - 1. reiterate main points and thesis
      - a. cite key evidence, steps, examples
  - B. Closure

## FALL SEMESTER 2005 DAILY SCHEDULE (Schedule subject to change at any time)

DATE	SUBJECT	READING	ASSIGNMENTS DUE
Aug 23	Orientation		
Aug 25	Communication Basics	Ch. 1	Skills #1 (Strengths & Weaknesses)
Aug 28	Communication Basics	Ch. 1	
Aug 30	Verbal Communication	Ch. 3	
Sept 2	Nonverbal Communication	Ch. 4	
Sept 4	LABOR DAY HOLIDAY		
Sept 6	Nonverbal Communication	Ch. 4	Skills #2 (Cultural Rules)
Sept 8	Nonverbal Communication	Ch. 4	
Sept 11	Nonverbal Communication	Ch. 4	(Select interview partner)
Sept 13	<b>Exam #1 (Ch. 1, 3, 4 &amp; lecture)</b>		
Sept 15	Listening	Ch. 6	
Sept 18	Listening/Minefield Exercise	Ch. 6	
Sept 20	Interviewing/Resume Instruction	Ch. 9	
Sept 22	Interviewing/Resume Instruction	Ch. 9	
Sept 25	Interpersonal Communication	Ch. 5, 8	Resume & Cover Letter
Sept 27	Interpersonal Communication	Ch. 5, 8	
Sept 29	Interpersonal Communication	Ch. 5, 8	Skills #3 (Relationship Model)
Oct 2	<b>Exam #2 (Ch. 5, 6, 8, 9 &amp; lecture)</b>		
Oct 4	<b>Interview Presentations</b>		Interview Report & Questions
Oct 6	Public Speaking	Ch. 12-17	(Assign speeches & group members)
Oct 9	Public Speaking	Ch. 12-17	
Oct 11	Public Speaking	Ch. 12-17	
Oct 12-13	SEMESTER BREAK		
Oct 16	<b>In Class Speeches</b>		Speech Outline
Oct 18	<b>In Class Speeches</b>		Speech Outline
Oct 20	<b>In Class Speeches</b>		Speech Outline
Oct 23	<b>In Class Speeches/Persuasion lecture</b>	Ch. 18	Speech Outline
Oct 25	Persuasion	Ch. 18	
Oct 27	Persuasion	Ch. 18	
Oct 30	<b>In Class Speeches</b>		Speech Outline
Nov 1	<b>In Class Speeches</b>		Speech Outline
Nov 3	<b>In Class Speeches</b>		Speech Outline
Nov 6	<b>Exam #3 (Ch. 12-18 &amp; lecture)</b>		
Nov 8	Red/Green Exercise		
Nov 10	Small Group Communication	Ch. 10-11	
Nov 13	Small Group Communication	Ch. 10-11	Skills #4 (Group Norm Words)
Nov 15	<b>Group Discussions</b>		
Nov 17	<b>Group Discussions</b>		
Nov 22-24	THANKSGIVING BREAK		
Nov 27	Perception	Ch. 2,7	Group Discussion Papers
Nov 29	Perception/Intercultural Comm.	Ch. 2,7	
Dec 1	Self Disclosure	Ch. 2,7	Skills #5 (Funeral Program)
Dec 4	Perception Exercise		
Dec 6	<b>Exam #4 (Ch. 2, 7, 10, 11 &amp; lecture)</b>		
Dec 8	Review for Final		
Dec 13	<b>FINAL EXAM — 7:30 a.m.</b>		