General Course Objectives

Text: Elements of Effective Communication by Dr. Randall Chase and Dr. Wayne Shamo

Required Skills: You will be held to literary standards beyond the high school level.

Tutoring: Drop-in tutoring is a service provided all registered Dixie students and is available for all subjects. Students can take advantage of this service by going to the Browning Learning Resource Center. It is open Monday to Friday. The Writing Center in the Browning Learning Resource center, room 105, is available for help with writing skills such as brainstorming, revising, and editing. The Online Writing Center: http://dsc.dixie.edu/owl/

Disabilities: If you are a student with a medical, psychological, or learning disability and would like accommodations, contact the Disability Resource Center (652-7516) in the Student Services Center. The Disability Resource Center will determine eligibility of the student requesting special services and determine the appropriate accommodations related to their disability.

D-mail: Important class and college information will be sent to your D-mail email account. This information includes your DSC bill, financial aid/scholarship notices, and notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned a D-mail email account. If you don’t know your user name and password, go to www.dixie.edu and select “D-mail,” for complete instructions. You will be held responsible for information sent to your D-mail email, so please check it often.

Cheating: In any of its forms (plagiarism, “crib sheets,” texting, answer sharing, etc.), cheating will not be tolerated at Dixie State College. If a student is suspected of cheating, the instructor will confront the student with the suspicions. If the instructor is certain that a form of cheating has occurred, the student will receive an automatic F in the course and be referred to Student Affairs for possible further action.

Attendance: A common falsehood is the idea that “you can’t be graded on attendance.” Nothing could be further from the truth. Teachers have the option of basing a very large part of the grades they give students based on attendance in their courses. Daily attendance is critical for a grade in this class!

Assignments: Assignments are due the day listed on the syllabus. The assignments are scheduled to be presented in class. Due to scheduling constraints, there is little chance of making up a missed assignment! If a student has a problem with the scheduled time for assignments, clear it ahead of time with the instructor so other arrangements can be made.

Library: The Val A. Browning Library — 24/7/365 “Live Chat” site is http://library.dixie.edu. Students should click the help tab at the extreme right of the page or seek help from librarians during regular library hours.

Cell Phones and Pagers: Please turn them off or on manner’s mode (silent) during class. Texting is not an acceptable classroom activity.

Final Exams: Every course in Arts, Letters and Sciences will include a final exam.
Specific course objectives

1. Students learn and apply the concepts of the communication model, and will be able to describe the communication process.
2. Students will understand and apply language to the informative and persuasive speaking process.
3. Students will successfully facilitate the problem solving process in both group and public speaking.
4. Students will demonstrate effective delivery of public speaking.
5. Students will know proper outlining and organization of an oral message.
6. Students will recognize the impact of nonverbal messages.
7. Students will understand and apply the concepts of supporting material in an oral presentation.
8. Students will understand and apply proper listening skills during communication.
9. Through public presentations, students will gain confidence and personal development of communication skills.
10. Through the study of interpersonal relationships, students will develop bonding and disclosure skills.

Pre and post tests given to students will measure the effective description and teaching of the above objectives. The following questions on the test measure the above objectives:

Test Question Numbers:
Objective 1: 1, 2, 3, 9, 12, 30
Objective 2: 5, 6, 20
Objective 3: 15, 28, 29
Objective 4: 19, 20, 23
Objective 5: 10, 11, 18
Objective 6: 24, 15
Objective 7: 15, 16, 17
Objective 8: 4, 25, 26, 27
Objective 9: 8, 13, 22
Objective 10: 7, 14, 21
Library research is expected to be an integral part of this course. Research and information is essential for both oral presentations and written materials. Evidence of that research must be reflected in student participation as well as presentations.

**Grading**

**Written work:**
- Informative Speech Written Outline 100
- Research Paper: Communication Analysis 100

**Oral Work:**
- Informative Speech 100
- Persuasive Speech 100
- Group Presentation 100

**Tests:**
- Mid-Term Exam 200
- Final Exam 200

**Attendance:**
- 300

**TOTAL POINTS**
- 1200

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**One quarter of your grade is a gift to all students in this class for attendance and participation. Every day a student misses class or does not participate, point losses occur (at instructor discretion).**
Research Paper: Communication Analysis Assignment

The paper must contain each of the following:

I. **Communication**: This is what students are analyzing. This could be a movie, famous speech, book, magazine, artwork, documentary, terrorist attack, celebrity interview, ANYTHING THAT COMMUNICATES to the public and can be referenced. A recent talk in Church or conversation with a friend does not qualify. Make sure the analysis is on communication. Critiquing the event is fine only if it relates to how good the communication was. **REFERENCE IT!**

II. **Tool**: This is any communication concept or theory. Any chapter in the book qualifies for this. Thoroughly explain the tool. **Quote the book or source and REFERENCE IT!**

III. **Analysis**: How does the communication use the tool or NOT use the tool effectively? Students may use more than one concept or tool here if applicable.

IV. **Answer the following questions**: According to the analysis and application of the tool, was this communication successful? Did it fail to reach its objective or succeed?

Please note, students must use correct grammar and spelling in the format commonly used by their individual major. Points will be deducted for bad grammar, including typos. Students must reference the communication and the tool portion of the assignment. Develop the paper with a good introduction, thesis, transitions and conclusion.

Notes for success:

1. Why a student picked a particular topic is irrelevant, so do not include this in the paper.
2. The paper should not include any moral issues involved or value statements. Students should focus on whether or not the communication was effective. Many immoral people have been/are very successful communicators.
3. A **reference page** IS NEEDED! This should have at least two listings: 1) a reference as to where the student obtained the communication tool or theory (usually the text); and 2) and where the student found the actual communication under investigation.
4. **DO NOT use texting abbreviations** in a formal paper!
5. Avoid perfect tenses and overuse of the word “that.”
**Group Presentation Assignment**

Students will be assembled into groups containing 5, 7, or 9 individuals in week 2 of the class. Students will be asked to pool time, talent, and communication abilities within each group to provide a solution to a problem or to complete a particular task of the group’s choosing.

The assignment is to select a problem or a task that needs completion, analyze the cause of the problem or task, and indicate any possible negative effects that could result from the problem not being solved or the task remaining incomplete. Students will present findings to the class in an oral presentation format including:

1. Stating the issue under investigation – a problem, completing a task, changing a policy, or communicating vital information. The primary concern is to explain to the class all that is involved (who, what, where, why and how) within the topic.

2. The class presentation may or may not include class participation. The objective is to explain the topic to the class and ensure that all class members understand how the analysis took place.

3. Present solutions based upon the group analysis on how to remedy the topic that the group has analyzed.

4. Groups may present findings in any creative, communicative manner. The intent is to perform a meaningful problem-solving process, to accomplish a project or inform others of important information.

Grading will be based upon the following:

1. A successful analysis of the situation, with insight into a meaningful conclusion.

2. The successful use of all members of the group in providing analysis.

3. The efficient use of each member of the group.

4. Successful demonstration that each group member understands the group process. I.e. - successful interaction, good leadership and group involvement with a minimum of conflict, disagreement, or non-participation of some members.

Each group will have 30 minutes for its presentation.

Each group needs to keep in mind that presenting the proposal involves a larger group (the class). I.e. – each presentation should be in a formal format!
Informative Speech Assignment

Grading will be based upon 4 categories:

I. How well was the speech organized?  (25 points)
   A. Was the topic appropriate to the time allotment (5-7 Minutes)?
   B. Did the main points fall into a logical sequence?
   C. Was there a good introduction and conclusion?
   D. Was an appropriate outline submitted with the speech presentation? *
      (Typed and in proper format)

II. Was there sufficient information to support the speech?  (25 points)
   A. Was each main point sufficiently explained?
   B. Were supporting materials accurate and documented?
      1. At least three documented sources of material must be supplied.
      2. Two of these sources must be written sources.

III. What was the quality of the oral delivery of the speech?  (25 points)
   A. Was the volume sufficient and successfully used?
   B. Was the enunciation and pronunciation clear?
   C. Was the “attitude” of the speech pleasant?
      1. This includes such elements as eye contact, uses of “uh,” or “in-other-words,”
         or other nonsensical verbiage.
   D. Was posture and movement good? (Non-verbal)

IV. What was the general effectiveness of the speech?  (25 points)
   A. This is usually judged by the audience reaction.

The speech is to be 5-7 minutes in length. Following the speech, a few questions about subject matter will be permitted from the audience (not included in time allotment). A critique will be given from the class members and the instructor to each speaker following the speech.

ATTENDANCE IS REQUIRED OF ALL STUDENTS DURING ALL PRESENTATIONS.

*Please note that a written, typed, full outline is required for this speech. It must be submitted to the instructor on the day the speech is delivered. No outline, no speech. An example of an outline follows on the next page in the syllabus.

*Instructor reserves the right to adjust rubric for individual need.
Informative Speech Written Outline Assignment

Specific Purpose: The following is an example to students on how to prepare a formal speech outline in the proper format.

**Introduction**

I. Open with impact: Imagine that the topic involves building a house.
   A. A set of plans would probably be desired before starting construction.
   B. Planning is also required in public speaking.
   C. Each speech should be outlined (planned) before given.

II. Two requirements for the introduction should be met.
   A. Get the attention of the audience.
   B. Introduce the topic (including the purpose).
   (Signpost: Tells listeners exactly where the speech is going, like a sign - this is a spoken thesis statement).
   (Transition: Now that students understand how to prepare the heading, learning how to use standard outlining format is important)

**Body**

III. **Main point example:** “Today I will tell you about two requirements for the heading, the proper way to use outline notation to format the outline, and the guidelines that should be followed in constructing a speech outline.”
   A. Connect: Outlining the speech presents several advantages:
      1. It enables you to organize your ideas clearly.
      2. It enables you to easily rehearse your presentation.
      3. It enables you to easily revise and refine your speech.

IV. **Main point fact:** Several Roman numerals should be used for main points throughout the outline.
   A. Sub-points are indicated by capital letters.
      1. Supporting points are indicated by Arabic numerals.
         a. Lower case letters may be used for further subdivisions.
         b. There should always be a 'b' to match an 'a,' otherwise, no subdivision is needed.
      2. There should always be a "2" to match a "1."
B. There should always be a "B" to match an "A."

C. The preview and the signposts between main points should be written in parentheses as illustrated in this sample outline.

(Transition: Understand the rules of outlining are also critical).

V. Main point fact: Several rules should be followed in outlining:
   A. Divide the outline into the introduction, body, and conclusion.
      1. Begin each section with Roman numeral I.
      2. The introduction has two parts:
         a. It should get the attention and interest of the audience.
         b. It should introduce the topic.
      3. The body contains the preview, main points, and the signposts.
      4. The conclusion has two parts:
         a. It should summarize the main points.
         b. It should close with impact.
   B. Use only one sentence per outline letter or outline number.
   C. (Fact) When citing sources, put the author's name and date in parentheses after the point (American Psychological Association, 1994).
      1. (Expert Opinion) If quoting directly, also include the page number (American Psychological Association, 1994, p. 69).
      2. Include the full source citation in your references.
   D. Type the outline or prepare it on a word processor.

Conclusion
I. Summarize: In conclusion, correct speech outlining involves a few simple principles.
   (Signpost: summarizing points that have been covered)
   A. Have a proper heading.
   B. Follow standard outlining format
   C. Use complete sentences, develop two to three main points, and use proper source citation.
II. **Clinch the thesis by emphasizing the main idea of the entire speech:** Correct speech outlining requires the mastery of a few simple principles.

III. Close with impact: "Learning these skills can greatly improve your life!" said the recent Dixie grad with the new job accompanied by an attractive salary.

List References on a separate page.

Common problems with outlines:
1. Students want to use one word or fragments for each point. Use complete sentences.
2. Don’t completely write it out, just a sentence.
3. Don’t leave out the specific purpose at the beginning, the signposts, or transitions.
Persuasive Speech Assignment

Grading will be based upon 4 categories (25 points each):

I. Was a need for a change developed at the first part of the speech?
   a. Was a topic selected that could be covered within the time limit (5-7 minutes)?
   b. Was the listener’s (class members) attention achieved?
   c. Were the listeners (class) presented with a logical solution to the problem presented?
   d. Was an appeal or action requested of the listeners (class)?

II. As the material was presented, did the speaker establish credibility?
    a. Was the material adequately researched and logically developed?
    b. Was the audience (class) satisfied the speaker was not using unethical persuasive methods?

III. Did the speaker utilize both logical and emotional appeals to influence his audience?
    a. Were such materials well researched and adequately delivered?
    b. Were any major objections to the problem satisfied by the speaker?

IV. Was a good introduction and a good conclusion used?

The speech is to be 5-7 minutes in length. References to sources of information should be provided. Following the speech, a few questions about the topic will be permitted from the audience (not included in time allotted). Listeners (class) will be asked for critical remarks.
Communication 1010 Class Schedule
Spring 2011

This schedule is tentative and subject to change without notice. Reading is vital to complete comprehension.

Week 1: Jan 10-14
   Distribute and review syllabus and course assignments
   Pre Assessment Testing
   Text: Chapters 1-4
   Set Up Groups for Group Presentation Assignment

Week 2: Jan 17-21
   Monday, January 17 – No classes, MLK, Jr. Day
   Text: Chapters 5-8

Week 3: Jan 24-28
   Text: Chapters 9-12

Week 4: Jan 31 – Feb 4
   Presentation of Group projects
   Text: Chapters 13-16

Week 5: Feb 7-11
   Presentation of Group projects
   Text: Chapters 17-20

Week 6: Feb 14-18
   Presentation of Group projects
   Text: Chapter 21-23

Week 7: Feb 21-25
   Monday, February 21 – No Classes – President’s Day
   Review For Mid-Term Test (Chapters 1-23) – Wednesday, Feb 23 & Friday, Feb 25

Week 8: Feb 28 – March 4
   Monday, February 28 – Mid Term Exam (Chapters 1-23)
   Bring Scantron and #2 Lead Pencil
   Text: Chapters 24-27

Week 9: March 7-11
   Text: Chapters 28-31

Week 10: March 14-18
   No Classes – Spring Break
Week 11: March 21-25
   Text: Chapters 32-35
   Present Informative Speeches
   Written Informative Speech Outlines due with speeches

Week 12: March 28 – April 1
   Text: Chapters 35-38
   Present Informative Speeches
   Written Informative Speech Outlines due with speeches

Week 13: April 4 – 8
   Present Persuasive Speeches
   Text: Chapters 39-41

Week 14: April 11 – 15
   Present Persuasive Speeches
   Text: Chapters 42-44

Week 15: April 18 - 22
   Present Persuasive Speeches
   Text: Chapters 45-46

Week 16: April 25 - 29
   Research Paper: Communication Analysis Due – Mon, April 25
   Review for Final (All Chapters)
   Post Assessment Testing

Week 17: May 2 - 6
   FINAL: Wednesday, May 4, 7:30am – 9:30am (All Chapters)
   Bring Scantron and #2 Lead Pencil
   Final will be held in Udvar Hazy – Room 205

SPECIAL NOTE: If text/video information is not presented in class due to time constraints/limitations involving assignments, STUDENTS ARE STILL RESPONSIBLE FOR ALL TEXT INFORMATION ON MID-TERM AND FINAL EXAMINATIONS!