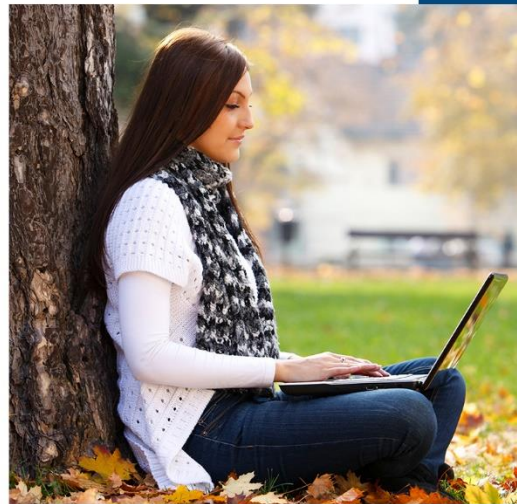
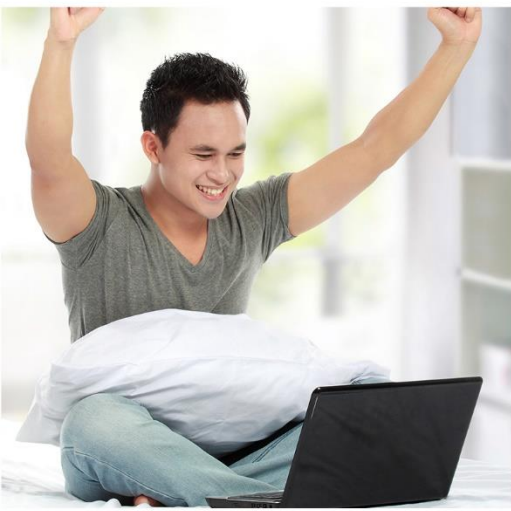




School of  
Distance Education  
Andrews University

# SYLLABUS



**COMM 375 Professional Presentations  
Summer 2021**

# COMM 375 Professional Presentations

## School of Distance Education

### Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

### Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

### Other Assistance

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Enrollment and withdrawal questions	<a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a>	(269) 471-6323
Technical assistance with online courses	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Exam requests and online proctoring	<a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a>	(269) 471-6566
Distance Student Services - any other questions	<a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a>	(269) 471-6566

## Part 1: Course Information

### Course Description

Grounded in rhetorical theory and research, students conduct advanced research on speech topics of various situations and modes towards a professional and engaging performance of public communication. Speeches must be solidly supported and logically reasoned. Principles of eloquence, presentation design and ethics characterize the articulate delivery. Focus is practical application of argumentation and debate skills to develop critical thinking for reasoned decision-making and problem-solving. Particularly useful for students in fields such as pre-law and business.

### Required Text/Material

1. Hostetler, M. and Kahl, M. *Advanced Public Speaking A Leader's Guide*, 1<sup>st</sup> Edition, 2012. ISBN: 978-0205740017
2. A medium for recording presentations.

**NOTE:** We recommend getting textbooks through Amazon as they ship rapidly to most locations and offer more used and ebook options. If you choose to use the Andrews Bookstore, be sure you order the texts listed in the syllabus for your enrolled section (970-999). Then check delivery date before you order as it is essential to have the materials from day one.

- *Guest students*, contact your financial advisor at your home university.
- *Degree students* using federal financial aid should discuss textbook costs with their financial advisor before purchasing books, if they wish to include this in their budget.

### Credit Hour and Commitment

This course is offered for 3 semester credits; therefore, it is expected that you will spend 135 total hours on this course. This translates to approximately 11 hours each week. You will have seven (7) speeches, three (3) exams, discussion questions and course activities.

A recommended weekly schedule to divide your time is provided

Readings: 3 hours  
Lectures: 1 hours  
Interactive Discussions: 2 hours  
Exams: 2 hours  
Assignments: 3 hours

### Student Learning Outcomes

1. Demonstrate the differences between rhetorical situations and articulate appropriate strategies for different situations.
2. Demonstrate competence in oral, written interpersonal and mediated communication.
3. Engage in systematic inquiry, critical and creative thinking, and problem-solving skills based on sound research principles.
4. Construct arguments and discourse to influence beliefs, attitudes, values, and practices.
5. Articulate communication for community, diversity and commitment to service through organizing ideas for target audiences.
6. Practice writing and delivering presentations, to find your voice as a leader/public speaker.

## Part 2: Course Methods and Delivery

### Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, short essays and reflections on the reading, course activities and speech assignments, interactions with the instructor via discussions, and three exams. Regular participation in the course is essential to good performance.

### Technical Requirements

- Computer: PC (Win 7 or newer) or MAC (10.6 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: MS Office 2013 or newer ([student copy here](#))

### LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here:

<https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't

already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email [dlit@andrews.edu](mailto:dlit@andrews.edu) or call (269) 471-3960.

## Part 3: Course Requirements

**Important Note:** This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

### Assessment Descriptions

#### Course Activity (25 pts)

You are to complete this activity according to the instructions provided.

**2x4 Donald Trump Speech** – You will prepare and present an extemporaneous speech 2-4 minutes in length with 2-4 main points. You should brag on yourself (like President Donald Trump) discussing two to four things you do really well. Explain why you do these things well. Upload your video to LH.

#### Movie Analysis (50 pts)

View the movie, **The Great Debaters**. **According to the theory of argumentation**, analyze why the Wiley debaters were so successful. Be specific and detailed by giving support for your opinion. Your analysis should be 500-750 words, typed, double spaced, 12-point font.

#### Essay questions (25 pts each)

Respond to the essay prompt in full sentences and paragraphs. Your answers should be 2-3 pages in length, typed and double spaced. Upload to LH.

**Essay 1 - Chapter 3:** In an infographic, list and discuss five of the six guidelines for constructing proposal presentations that are discussed in your textbook. Which one of these do you consider to be the most important? Why?

**Essay 2 -Chapter 7:** List and discuss four of the five guidelines that Hostetler and Kahl offer for preparing technical briefings. Give an example of each.

**Essay 3 - Chapter 9:** Provide a link with an example of least three standard characteristics of oral style. In a 2-page paper, explain your link with your examples.

**Speech Assignments**

In this class there will be seven (7) speeches assignments. You are to complete each activity according to the instructions provided.

1. **Speech of Introduction (75 pts)**  
Interview and introduce someone (co-worker, pastor, friend, relative, etc) in a professional setting in front of a video and upload your video and outline to LH.
2. **Civic Persuasive Appeals Speech (100 pts)**  
Read Acts 26 and present a 4-6-minute persuasive speech about your religious beliefs or religious freedom to the political figure of your choice. You need to have at least 3 cited sources in your speech and at least 5 reputable written sources two of which should be sourced from the James White Library catalog (<https://www.andrews.edu/library/index.cgi>) You will also need a presentation aid such as PowerPoint, Prezi, Google slide, Slide Share, etc. to go along with your presentation. Upload your video, presentation aid and outline here.
3. **Eulogy (75 pts)**  
Present a 3-5-minute eulogy for someone you know or have read in the newspapers has died. Keep in mind that eulogies are usually time sensitive, which means you may have less than a week to prepare one. Please make sure you are dressed appropriately and have an appropriate setting. Once your video is complete, upload your video, a copy of the obituary, and your outline/manuscript to LH.
4. **Crisis Speech (150 pts)**  
You are a dean of students at a college or university, and an outbreak of a serious illness (meningococcal meningitis, HIV, Strep, Ebola, Flu, TB, HPV, Measles, Chicken Pox, etc) breaks out at your school and it has infected a significant number of students. You are to construct a 6-7-minute speech to address students, faculty and staff members in which you try to calm their fears and articulate what steps are being taken to address the outbreak. You will need 3 cited sources and at least 3 sources on your reference page. You will record this speech in an appropriate setting, dressed professionally and upload the video and outline to LH.  
  
For this speech, you will do a 2-page self-assessment of your speech in a brief synopsis.
5. **Lecture/Presentation (50 pts)**  
Evaluate another professor, pastor, presenter, etc. and write a 2-page synopsis. You will need to provide footage or evidence that shows you were in attendance of the presentation. You will need a signed consent if you want to do a video as the evidence. The consent form is provided on LH. \*Recording an individual is not required; however; if you choose to record, you must have the speaker sign a consent form to be recorded.
6. **Storytelling (100 pts)**  
Tell a story from your own ethnic, family, or cultural traditions. The tradition you choose may originate outside of the United States or it may distinctly American. It's up to you. Record your speech and upload it to LH.
7. **On Camera Speaking (150 pts)**  
Select a speech from one of the chapters from the textbook and present it on camera.

Please let the instructor know which speech you will present (chapter and page numbers prior to beginning your video). Upload your video to LH.

### **Activity Posts (25 pts each)**

In this class there will be three activity posts. You are to complete each activity according to the instructions provided.

*Activity Post 1:* Discussion of student motives and expectations – Why advanced public speaking? List two Biblical public speakers and why you believe they were powerful. What do you expect in this class? Write a 1-2 paragraph response per question. Upload your response to LH.

*Activity Post 2:* Recognizing Oratorical Style – read Chapter 12 on Rhetorical Styles. Watch the video of Dr. Martin Luther King’s “I Have a Dream” speech. Identify as many figures of speech in the oration as possible in an infographic illustration (*see LH for infographic guidelines*). The identified terms should be listed and you should briefly explain why it represents this particular figure of speech. Upload your findings to LH.

*Activity Post 3:* What’s Next – Choose a TED TALK, compare yourself to a professional speaker and evaluate how you can improve on your public speaking skills. Discuss your results in a 250-300-word paper. Upload your video and results to LH.

### **Discussion Forums**

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

For this class you will have three types of discussion forums as described below. You are to complete each discussion according to the instructions provided.

#### **Discussion Starters Posts (25 pts each)**

For this class there will be 4 discussion starter posts. You are to complete the discussion starter activities on the identified pages in your textbook. Each answer should be about 75-100 words and be full sentences and paragraphs.

#### **Videos Analysis Discussion Posts (25 pts each)**

In this class there will be five video analysis posts. You are to analyze each video according to the instructions provided. Your response should be about 250-300-words.

*Videos Analysis Posts 1-3:* Analyze the speech, give the characteristics that tells you the type of speech it is, and also give your opinion as to whether the speech/speaker is good/professional.



*Video Analysis Post 1:*

[https://embed.ted.com/talks/michele\\_l\\_sullivan\\_asking\\_for\\_help\\_is\\_a\\_strength\\_not\\_a\\_weakness](https://embed.ted.com/talks/michele_l_sullivan_asking_for_help_is_a_strength_not_a_weakness)

*Video Analysis Post 2:*

[https://embed.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](https://embed.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)

*Video Analysis Post 3:*

[https://embed.ted.com/talks/scott\\_dinsmore\\_how\\_to\\_find\\_work\\_you\\_love](https://embed.ted.com/talks/scott_dinsmore_how_to_find_work_you_love)

*Video Analysis Post 4:* Find a technical speech, give the characteristics of a technical speech and explain if this was a good speech, in your opinion and why you chose this speech. Include the link to the speech in your response.

*Video Analysis Post 5:* Find a ceremonial speech, give the characteristics of a ceremonial speech, and explain if this was a good speech in your opinion and why you chose this speech. Include the link to the speech in your response.

The discussion forums, which are formal in nature and call for thorough scholarship hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There are a number of forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

## Rubrics

Rubrics are available in LearningHub:

1. Speech of Introduction Rubric
2. Civic Persuasive Appeal Speech Rubric.
3. Eulogy Grading Rubric.
4. Crisis Speech Rubric.
5. Storytelling Speech Rubric.
6. On Camera Presentation Rubric.

**Exams**

In this class there will be three exams. All exams require proctoring

Exam 1 is a video evaluation of a professional presentation. The exam is based on answering a number of questions to evaluate the professional presentation. Video Evaluation Exam is worth 50 points. You are allowed 120 minutes to complete the exam.

The second exams will consist of multiple choice and t/f questions from chapters 1-6. Exam 2 is worth 50 points. You are allowed 120 minutes to complete the exam.

The third exam is the final exam which will be a proctored exam. The final exam will consist of multiple choice and t/f questions from chapters 7-12. The final exam is worth 50 pts. You are allowed 120 minutes to complete the exam.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at [www.andrews.edu/distance/students/exams.html](http://www.andrews.edu/distance/students/exams.html). The follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center ([sdeexams@andrews.edu](mailto:sdeexams@andrews.edu) or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.



**Schedule:**

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 May 17 – 20	Chapter 1: Speech of Introduction	<i>Speech of Introduction Video</i> <i>Read Ch. 2</i>	Activity Post 1 Discussion Starter 1 Speech of Introduction <b>Due: Thursday May 27, 11:55pm</b>	SLO 1, 2
2 May 21 – 27	Chapter 2: Opinion Give and Take Chapter 3: Proposals	<i>Read Ch. 3</i> <i>Read Ch. 4</i>	Discussion Starter 2 Movie Analysis Essay 1 - Chapter 3 Discussion Starter 3	SLO 1, 2, 3 SLO 4, 5
3 May 28 – June 3	Chapter 4: Persuasive Speeches	<i>Prepare for Exam 1</i> <i>Civic Speech Video</i> <i>Read Ch. 5</i>	Course Activity: 2x4 Donald Trump Speech Civic Persuasive Appeals Speech Video Analysis <b>PROCTORED EXAM 1</b>	SLO 1, 3, 4, 5
4 June 4 – 10	Chapter 5: Eulogy	Eulogy Speech Video <i>Read Ch. 6</i>	Video Analysis Discussion 1 Eulogy	SLO 4, 5
5 June 11 – 17	Chapter 6: Crisis Speeches	<i>Crisis Speech Video</i> <i>Read Ch. 7</i>	Video Analysis Discussion 2 Crisis Speech	SLO 3, 4, 5
6 June 18 – 24	Chapter 7: Technical Briefings	<i>Read Ch. 8</i>	Video Analysis Discussion 3 Essay 2 - Chapter 7	SLO 3
7 June 25 – July 1	Chapter 8: Lectures	<i>Prepare for Exam 2</i> <i>Read Ch. 9</i>	Video Analysis Discussion 4 Lecture/Presentation Speech <b>PROCTORED EXAM 2</b>	SLO 1, 2
8 July 2 – 8	Chapter 9: Speaking from a Manuscript	<i>Read Ch. 10</i>	Discussion Starter 4 Essay 3 - Chapter 9	SLO 5
9 July 9 – 15	Chapter 10: Storytelling	<i>Storytelling Speech Video</i> <i>Read Ch. 11</i>	Video Analysis Discussion 5 Storytelling	SLO 4, 5
10 July 16 – 22	Chapter 11: On Camera Speeches	<i>On Camera Speech Video</i> <i>Read Ch. 12</i>	On Camera Speaking	SLO 1, 2, 3, 4, 5
11 July 23 – 29	Chapter 12: Rhetorical Styles	<i>Prepare for Final Exam</i>	Activity Post 2	SLO 3, 4, 5
12 July 30 – August 6	Wrap Up	<b>PROCTORED FINAL EXAM</b> <b>Needs to be completed by: Thursday, August 5, 11:59pm</b>		

**Completing Assignments**

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

## Part 4: Grading Policy

### Graded Course Activities

Points	Description
225	Discussion Forums
75	Activity Posts
25	Course Activity
50	Movie Analysis
75	3 Essays
700	7 Speeches
150	3 Exams
<b>1300</b>	<b>Total Points Possible</b>

### Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

### Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

## Part 5: Course Policies

### Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/mvc/moodle/public/incompletes.html>.

### Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

### **Maintain Professional Conduct Both in the Classroom and Online**

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

### **Netiquette**

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

***[Source: University of Maryland, Communications Department]***

### **Academic Accommodations**

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to [success@andrews.edu](mailto:success@andrews.edu) or fax it to (269) 471-8407.
3. Email [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu) to inform the School of Distance Education that a disability has been reported to Student Success.

**Commitment to Integrity**

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

**Commitment to Excellence**

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

**Honesty**

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.