



Speech – CM 100 I7-1

Fall 2020

Professor Information:

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Required Text:

Lucas, Stephen E. *The Art of Public Speaking*, 13 ed. McGraw-Hill, 2020. ISBN 9781260412932

Additional Recommended Readings

Maimon, Elaine P., et. al. *A Writer's Resource: A Handbook for Writing and Research*. 5th ed. McGraw-Hill 2016. ISBN-13: 9781260412932

Supplemental reading and video materials may periodically be made available via the course's Canvas portal.

Course Description From Catalog:

This introductory course develops students' ability to deliver and evaluate public speeches of both prepared and impromptu nature. Students explore connections between the written and spoken word. The significance of nonverbal language and listening skills is also emphasized.

Prerequisites:

None

Course Objectives:

Upon completion of this course, students will be able to:

- Demonstrate skills for public speaking in a variety of genres and contexts.
- Demonstrate concepts and practices in oral communication.

MEASURABLE LEARNING OUTCOMES

- Demonstrate various genres of speeches, such as narrative, informative, and persuasive.
- Demonstrate understanding of concepts and practices in oral communication.
- Apply methods of research to composing speeches in a variety of genres.
- Acquire and apply vocabulary for successful communication.
- Demonstrate use of technology to enhance speech effectiveness.

- Analyze and evaluate audience in various contexts.
- Apply the ethical codes that govern discourse, which includes a tolerance for reasonable differences of opinion, the preference for civility, and the willingness to put evidence and arguments to tests of rationality.
- Demonstrate an understanding and respect for cultural and social diversity.

Evaluation and Grading

CM 100 will be taught according to the philosophy that one learns more through practicing skills than by solely discussing them. Students learning will come from integrating new knowledge with experience.

Lecture/Discussion will be used to clarify, amplify, and apply the theory presented. Structured activities, exams, videos, speech reviews and critiques, student presentations, and peer critiques will help students develop and implement practical application of the material.

To accomplish the goals of this course, students will engage in individual, partner, and group activities based on exercises from the text; students will deliver a Personal Narrative Speech, Informative Speech, and Persuasive Speech, and students will complete a final exam. Readings and discussion are critical components of the course; it is, therefore, critical that students read all materials on time and come prepared for discussion and debate.

Course Outline: Assessment of the course objective will consist of but not limited to:

Chapter Key Terms Define & Use in a Sentence 10%

Chapter Review Questions & Discussions 40%

Speech Presentations & Drafts 50%

- Introductory/Narrative Speech #1
- Informative Speech #2, with visual aid
- Informative Speech #3, with peer review
- Persuasive Speech #4, with presentation aid
- Commemorative Speech #5

Letter Grade	(Grade-Point Average)	Numeric Grade
A	4.0	95-100
A-	3.7	90-94
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1.0	63-66
D-	0.7	60-62
F	0.0	Below 60

Course Policies

Attendance Policy (derived from the Catalog)

Students are expected to attend all scheduled class sessions for courses in which they are enrolled and to be responsible for all coursework. The only recognized absences are those that are the consequence of family or personal emergencies, or extended illness that results in confinement or hospitalization. Proof of the validity of a class absence may be required of a student by an instructor. The decision as to whether a student may make up class work, quizzes or examinations missed while absent is exclusively that of the course instructor.

Husson University policy requires that faculty keep attendance records. When students are absent from either more than 15% of the scheduled class meetings for a semester **or more than the number of absences allowed per the syllabus for a specific course**, faculty may award the grade of “X” and deny course credit for excessive absences. It is recommended that faculty inform students when they are in danger of losing credit due to excessive absences.

Attendance in online courses is demonstrated in a variety of ways such as by submitting academic assignments, taking exams, engaging in interactive tutorials or computer-assisted instruction, participating in online discussions about academic matters, or initiating contact with the faculty members to ask questions about the academic content of the course.

Students must log in at least once a week at a minimum but multiple login are highly recommended to satisfy academic obligations. Any students who begins active participation but does not log in to their course(s) for 7 consecutive calendar days, or as outlined in the course syllabus, may be assigned a grade of "X" (Failure for excessive absences).

Please note: Absences do not constitute a withdrawal. Students formally withdraw from classes only by submitting a Course Withdrawal Form available from the Registrar's Office or at go.husson.edu.

Academic Honesty:

Students and faculty in colleges and universities seek new knowledge and insights. There is so much to learn and know that we must build on the work of each other. Academic integrity is essential to that building process. We rely on each other, therefore, to specify what we know, how we know it, or where we found it. Underlying this reliance is an obligation to be honest, forthright, and civil in all dealings with fellow student, staff, and faculty. Behavior inconsistent with these obligations in the context of this course will not be tolerated.

Cheating, plagiarism, fabrication, falsification, collusion, and assaultive, demeaning or disruptive behavior are all examples of behavior that fall below the norms of academic integrity. [Optional: A student who engages in any such behavior will receive, at a minimum a grade of “F” in the pertinent assignment. The student may also have his or her final grade reduced by one or more

grade points or be immediately dismissed with a failing grade from the course. Such behavior may also result in additional penalties, including suspension or dismissal from the student's program, School, or the University, and may delay or prevent professional licensure.]

If the instructor for this course determines that a violation of academic integrity has occurred, the instructor will record the finding in a report and meet with the student to discuss the findings and proposed sanctions. The student may appeal the findings to the Dean of [according to the course] within 10 business days of the scheduled meeting with the instructor. Uncontested sanctions or those supported by the Dean will become a matter of record on the student's file and be retained for the duration of the student's attendance at Husson.

Students with Disabilities

Husson University reasonably accommodates those who request accommodations and provide evidence of a disability. Such efforts are in accordance with the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008. In order to request disability-related services at Husson, students must self-identify to the Disability Services office within the Center for Student Success, and they must provide appropriate and up-to-date documentation to verify their disability or special needs. Notice to other departments, faculty or staff, does not constitute self-identification to the University.

After the accommodations have been approved, the student must notify the instructor by providing the accommodation plan. Depending upon the nature of the request, the instructor may then coordinate with Center for Student Success to fulfill the plan. If you have any questions regarding reasonable accommodations or need to request disability-related services, please contact the Center for Student Success, located in Peabody Hall room 208, or call (207) 992-1934, or e-mail studentsuccess@husson.edu.

Sexual Assault / Misconduct

Administration, faculty and staff at Husson University are interested in the intellectual, physical, and emotional well-being of its students. At the University faculty members are considered "responsible employees" under the regulations of Title IX and are therefore required to report incidences of sexual assault and/or misconduct. This reporting obligation pertains to incidents that have been observed as well as those that have been heard. Because advisors, faculty, and staff must report such matters, the ability of these individuals to maintain the confidentiality of information provided is limited. Confidentiality can be maintained through Husson University Counseling Center. The Husson University community encourages students to advance a culture of safety and concern for others.

For further information regarding resources available to students and policies regarding sexual misconduct, please visit: <http://www.husson.edu/title-ix>

Non-Discrimination

Husson University is committed to maintaining an environment that is free from unlawful harassment and discrimination of all kinds and prohibits discrimination against or harassment of any individual or group on the basis of race, color, sex, sexual orientation, gender identity and/or expression, religion, ancestry or national origin, age, physical or mental disability, citizenship, veteran status, or any other applicable legally protected status in matters of admissions,

employment, housing, or services in the educational programs or activities it operates. Consistent with this commitment, as well as federal and state laws, Husson University does not tolerate unlawful discrimination or harassment in any form.

Religious Observance Policy

Husson University recognizes that the student body includes adherents of many faiths, and that observance of religious holidays is an important part of religious practice. In support of this sentiment, any student who is unable to attend classes or to participate in any examination, study, or course requirements on a day of observance because of his or her religious belief, shall be provided with an opportunity to make up the course requirements so long as the effort to do so does not create an unreasonable burden upon the instructor, department or the University. The student must provide advanced notice as established in the syllabus such that the instructor has adequate opportunity to prepare for a makeup. At the discretion of the instructor, the occasion for making up coursework could occur prior to the examination or due date of the assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance because he or she relies upon these provisions. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Instructors Discretion to Modify the Syllabus

The instructor has the authority to modify the syllabus based on her determination that such changes would better meet the learning objectives of the course. It is the responsibility of the student to maintain awareness of those modifications and note them as necessary.

Consent to Use Data for Research

Your assessment data, which can include exams and quizzes, may be used for research on how students learn, and how to improve instruction. Any data used for research purposes would be deidentified and no names would be used in publications. If you have questions/concerns or do not want your coursework used for research purposes, please contact your instructor. Note that consent is not needed for internal use of data for purposes such as assessment validation or course improvement.

Husson Resources

The Center for Student Success in 208 Peabody Hall offers an integrated academic services center, which includes the following departments:

❖ **Academic Services**

The Academic Services staff members serve as advisors to students who have not yet declared a major area of study (Undeclared) and provide advice and guidance on academic requirements to all students. They help with study skills and time management, as well as coordinating appointments with tutors in the Learning Center and Writing Center. Academic Services staff can advise students every step of the way from declaring a major, to registering for classes, to preparing to graduate.

❖ **Career Services**

Husson Career Services helps students and alumni make informed career decisions, connect with employers, pursue further education, and develop their professional lives and goals. They provide guidance on careers, majors, internships, job searching, graduate school advising, using social media, and much more. Get started by signing up on the Husson Eagle Career Link through the College Central Network where jobs, internships, and all Career Services events are posted.

❖ **Disability Services**

Disability Services staff work with students who have all types of disabilities to make sure they have equal access to a Husson education. To receive accommodations, a student must provide documentation of a qualifying disability and initiate contact with Disability Services. The reasonable accommodations determined by the Disability Services office cannot substantially alter the course or program requirements. For out-of-classroom experiences, accommodations are reevaluated and do not necessarily match classroom accommodations.

❖ **International Student Services**

International students will find a full range of support and advocacy services within the Center for Student Success. A designated Student Success Advisor will assist international students in academic as well as personal advising, as well as facilitating contact with the Learning or Writing Centers. Additionally, international students can access Immigration and Visa Services, orientation programming, peer mentors, and Career Services through their Student Success Advisor.

❖ **Learning Center**

The Learning Center is a student-central resource dedicated to providing tutoring for both general undergraduate classes and degree-specific courses. The atmosphere is laid-back, with both peer tutors and faculty tutors available to help. Classes tutored include anatomy and physiology, chemistry, algebra, probability and statistics, physics, psychology, and Spanish. Classes are added to the tutoring schedule as need dictates. Supplemental Instruction is also offered in many science classes, again as dictated by student need.

❖ **Writing Center**

The Writing Center is geared towards all things writing: composition, the creative process, grammar and even style. Writing consultants can help with inventing, organizing, and revising documents to meet the specific requirements established by courses. Throughout the term, the Writing Center also conducts informational workshops, such as how to use APA citation format. Information regarding these workshops is posted outside the Writing Center.

❖ **Online Tutoring**

If you are enrolled in one of Husson University's extension campuses or online courses and need to access a tutor, please use the appropriate link below to set up an appointment.

For an appointment with a Writing Consultant, please email:

writingcenter@husson.edu

For an appointment with a tutor in the Learning Center, please email:

learningcenter@husson.edu

General Education

This course is part of the General Education program at Husson University. Successful completion of General Education courses is an essential component of each undergraduate program. General Education courses provide basic knowledge and skills that subsequent professional programs build upon. In addition, general education courses offer students opportunities to explore topics of interest with expert guidance. The greater academic community promotes, and employers' value, learning outcomes and skills obtained from General Education. Instructors and advisors throughout Husson University collaborate to foster an understanding and appreciation of General Education.

This course will draw on much that you have learned in General Education courses.

Specifically, you will be asked to :

- read materials with comprehension,
- write clearly,
- cite sources in accord with the MLA or APA style sheet,
- present material orally so that it is clear and comprehensible,
- think critically about all material received or presented through methods including historical and analytical,
- employ evidence-based reasoning,
- carry out studies in accord with generally accepted scientific or social-scientific methods,
- demonstrate an understanding of the psychology of audiences for your work,
- employ quantitative methods when appropriate (mathematical and statistical),
- demonstrate an understanding of cultures other than your own and a sensitivity to the views of people different from you, and at all times behave like the professional you aspire to be.”

Class Schedule

This schedule is subject to change at the instructor's discretion. Always check assignment rubrics to be sure you are including everything that is needed within an assignment.

Module 1 – Introduction, Chapters 1-3

Review the Syllabus and course requirements and expectations.

Read Chapters 1-3 in the textbook

- Complete KEY TERMS for Chapters 1, 2, & 3 **Due 9/3 by 11:59 p.m.**
- Complete Chapter 2 Discussion - “Malala Yousafzai Speech”
Provide 2 responses to classmates **Due 9/5 by 11:59 p.m.**
- Complete Chapter 3 Discussion – “Julian Treasure Speech”
Provide 2 responses to classmates **Due 9/5 by 11:59 p.m.**
- Complete Chapter 3 Assignment – Review Questions **Due 9/5 by 11:59 p.m.**
- Narrative/Introduction Speech #1 **Due 9/7 by 11:59 p.m.**

Module 2 – Chapters 4 & 5

Read Chapters 4 & 5

- Complete KEY TERMS for Chapters 4 & 5 **Due 9/10 by 11:59 p.m.**
- Complete Chapter 4 Discussion – “How to Start Your Presentation”
Provide 2 responses to classmates **Due 9/12 by 11:59 p.m.**
- Complete Chapter 5 Discussion - “How to Give a Speech”
Provide 2 responses to classmates **Due 9/12 by 11:59 p.m.**
- Complete Chapter 4 Review Questions **Due 9/14 by 11:59 p.m.**
- Complete Chapter 5 Review Questions **Due 9/14 by 11:59 p.m.**

Module 3

Read Chapters 6, 7 & 9 (skip Chapter 8)

- Complete Chapter 6 Key Terms **Due 9/17 by 11:59 p.m.**
- Complete Chapter 9 Key Terms **Due 9/17 by 11:59 p.m.**
- Answer Chapter 6 Review Questions **Due 9/19 by 11:59 p.m.**
- Answer Chapter 7 Review Questions **Due 9/19 by 11:59 p.m.**
- Prepare for your first Informative Speech
 - Informative Speech Research and Outline **Due 9/21 by 11:59 p.m.**
 - Submit Final Informative Speech **Due 9/23 by 11:59 p.m.**

Module 4

Read Chapters 10 & 11

- Answer Chapter 10 Review Questions **Due 9/26 by 11:59 p.m.**
- Answer Chapter 11 Review Questions **Due 9/26 by 11:59 p.m.**
- Prepare Informative Speech #2 with Peer Review
 - Provide Outline and Initial Research **Due 9/28 by 11:59 p.m.**
 - Present Informative Speech #2 **Due 9/30 by 11:59 p.m.**
 - Peer Review 2 Classmates presentations **Due 10/1 by 11:59 p.m.**

Module 5

Read Chapters 16 & 17

- Complete Chapter 16 Key Terms **Due 10/3 by 11:59 p.m.**
- Complete Chapter 17 Key Terms **Due 10/3 by 11:59 p.m.**
- Answer Chapter 16 Review Questions **Due 10/5 by 11:59 p.m.**
- Answer Chapter 17 Review Questions **Due 10/5 by 11:59 p.m.**
- Prepare for Persuasive Speech
 - Submit your persuasive speech topic and explanation **Due 10/8 by 11:59 p.m.**
 - Submit Persuasive Speech with Visual Aid **Due 10/12 by 11:59 p.m.**

Module 6

Read Chapter 18

- Complete Chapter 18 Key Terms **Due 10/15 by 11:59 p.m.**
- Answer Chapter 18 Review Questions **Due 10/17 by 11:59 p.m.**
- Complete Final Commemorative Speech **Due 10/20 by 11:59 p.m.**