



COMM 1213-02 Oral Communication

11:40AM-12:55PM Tuesdays and Thursdays in WBC128

3 credit hours

Fall 2020

Instructor: Brian Simmons, Ph.D. (Professor of Communication)

Office Location: Garvey Center 125

Email: brian.simmons@oc.edu

Office Phone: (405) 425-5525

Office Hours:

Mondays 9:30-11:00AM and 2:00-3:30PM

Tuesdays 9:30-11:00AM and 2:30-5:00PM

Wednesdays 9:30-11:00AM and 2:00-3:30PM

Thursdays 9:30-11:00AM and 2:30-5:00PM

Fridays 9:30-11:00AM and 2:30-4:00PM

OC Mission Statement

Oklahoma Christian University is a higher learning community that transforms lives for Christian faith, scholarship, and service.

Departmental Mission Statement

The mission of the Department of Communication is to train students to:

1. serve through words to honor the One who called himself the Word;
2. serve through scholarship as the young Jesus did in the Temple surrounded by His elders;
3. serve through stories to be like the Master Teacher who scarcely taught without a parable;
4. serve through images to remind the world of a God who made man in His own image;
5. serve through speech to access its power like the One who scrambled speech at the Tower of Babel and brought it back together again at Pentecost;
6. serve through drama to be like God who ransomed the world through the Passion of the cross;
7. serve through leadership modeling after the One who led by words, deeds and examples during His earthly ministry

Class in the Time of COVID-19

As you know, this semester will be very different from any previous semester at OC. While OC is planning for classes to occur face to face all semester, the pandemic may force us to go online at some point.

- In the event that this course must shift to an online format, we will meet on the regularly scheduled days at the regularly scheduled times via the Collaborate platform on Blackboard. All assignments will still be due on the dates specified in the syllabus



(including oral presentations, which would be delivered in real-time over Blackboard Collaborate).

- If you, the student, are diagnosed with COVID-19 or are forced to quarantine because of exposure to COVID-19, then I will provide you with notes from the days that you could not attend class and meet with you via Google Meet at least once each week to discuss class material.
- If I, the instructor, am diagnosed with COVID-19 or am forced to quarantine because of exposure to COVID-19, then we will meet on the regularly scheduled days at the regularly scheduled times via the Collaborate platform on Blackboard. All assignments will still be due on the dates specified in the syllabus (including oral presentations, which would be delivered in real-time over Blackboard Collaborate).
- If you have tested positive for COVID-19 or know that you have been exposed to COVID-19, please do not come to class until you have been cleared by a medical professional, such as the COVID-19 Clinical Officer. If you have to miss class, please send me a copy of communication from a medical professional saying that you have tested positive or have been exposed. I will also need a copy of communication from a medical professional, or from a member of the OC housing staff if the student is actually in quarantine, saying that you are no longer contagious or have negative test results before you can return to class. If you are quarantined, I will work with you so that you do not fall behind in your coursework. Your attendance grade will not be reduced because of quarantine if appropriate documentation is supplied, as mentioned above. Please consult the COVID-19 Roadmap to Readiness Manual for Students and Parents for information and guidelines. <https://www.oc.edu/blogs/covid-19/ocs-roadmap-to-readiness>.

Christian Worldview & Teaching Philosophy

- *On the student-teacher relationship:* “Students learn best when they are friends with the instructor.” This does not mean that you and I will hang out on the weekends in your dorm, but it does mean that I will attempt to cultivate a friendly, banter-filled yet professional relationship with you.
- *On the nature of higher education:* “Higher education is a privilege, not a right.” It’s not for everyone. Higher education should be about learning and applying a few principles to life situations rather than memorizing minute details.
- *On the nature of Christian higher education:* “The Christian perspective should inform the entire educational process.” Moreover, college classes, campus life, and teacher student interactions ought to be more mature than those found in high school. It’s college, not church camp!
- *On types of assignments:* “Papers that get students to apply ideas to the real world are the most worthwhile kinds of assignments. And presentations are valuable too.” I think that tests and quizzes are poor means of gauging learning. After college, few people will take tests or quizzes but most of us will write and speak to groups; therefore we ought to practice doing so.
- *On evaluating student work:* “There is no shame in a C.” Assignment and course grades ought to reflect the fact that most students do average work, a few above or below average, and fewer still excellent or failing. Students are responsible for demonstrating in



their work what makes it worthy of a grade reflecting that it is above average or excellent work.

- *On teaching*: “I’m not going to open your head and pour in knowledge. I want you to think and apply ideas to the real world.” Ultimately, it’s up to you whether you get anything out of the class.
- *On honor*: “Honor one another above yourselves (Romans 12:10).” I will honor you by being prepared, organized, respecting of your time and crafting a worthwhile class that you want to attend. I will always treat you professionally and I will always treat you like an adult. I expect you to honor me by investing in the class and being a professional, serious student in all regards.

Course Description

This course is the study and practice of communication behavior in a variety of situations, focusing on interpersonal and public communication. Media literacy for presentations will also be included. There are no prerequisites for this class but it is required for partial fulfillment of the university’s general education requirements.

Course Objectives:

Course Objective	Assessment Tool	Program Objective(s)	University Objective(s)
By the end of the course, students will improve their ability to construct, delivery and reflection on oral presentations.	2 graded presentations and 1 ungraded presentation	Serve through speech to access its power like the One who scrambled speech at the Tower of Babel and brought it back together again at Pentecost	Information Literacy
By the end of the course, students will be able to identify and apply specific theories, concepts and research findings to explain interpersonal communicative interactions	2 application papers	Serve through words to honor the One who called himself the Word	Foundational Knowledge Creative and Critical Thinking

Course Requirements & Grading Standards:



Assignments

- Application Paper #1 (100 points)
 - Students will write a 7-page, double-spaced, 12-point font, typed paper that explains how the material discussed in class might be used to analyze the communication found in a film, TV series, book, play or the student's own experiences.
- Application Paper #2 (100 points)
 - Students will write a 7-page, double-spaced, 12-point font, typed paper that explains how the material discussed in class might be used to analyze the communication found in a film, TV series, book, play or the student's own experiences.
- Wedding Toast
 - Students will craft and deliver a 3 minute wedding toast
 - This assignment will be ungraded, though verbal feedback will be given
- Commemorative Presentation (100 points)
 - Students will craft and deliver a 5-7 minute commemorative presentation
- Explanation Document Accompanying the Commemorative Presentation 100 points)
 - Students will provide the instructor with a 500-word document explaining how the various ideas discussed in class regarding crafting presentations are evident in the student's construction of the Commemorative Presentation.
- Fundraising Presentation (100 points)
 - Students will craft and deliver a 5-7 minute persuasive presentation imagining that they are seeking raise funds for a worthy project
- Explanation Document Accompanying the Fundraising Presentation (50 points)
 - Students will provide the instructor with a 500-word document explaining how the various ideas discussed in class regarding crafting presentations are evident in the student's construction of the Fundraising Presentation.
- Peer Reviews (100 points)
 - Each day when the Commemorative and Persuasive presentations are scheduled to be delivered, those students not delivering presentations will hand-write their guided assessments of peers' presentations, noting the speaker's and the ability to identify course principles evident in the presentation.

Determining the Final Course Grade: The final course grade will be determined as follows:

90-100% of the total available points = A

80-89% of the total available points = B

70-79% of the total available points = C

60-69% of the total available points = D

0-59% of the total available points = F

Availability and Timeliness of Grades: Students will be e-mailed an assessment of each oral presentation, annotated outline, and Application Paper within one week of the date the assignment is submitted. All grades will be posted to Blackboard upon their determination.



Six Weeks Grades: Six Weeks grades serve as a “snapshot” of the student’s progress to date and will be computed based on the student’s average on all work submitted at the time six weeks grades are due.

Materials Needed

There is a “virtual textbook” [The Public Speaking Project Textbook](http://www.publicspeakingproject.org/psvirtualtext.html) which is a free, downloadable resource that students are encouraged to examine if they feel the need for additional assistance in preparing their oral presentations. It can be found at <http://www.publicspeakingproject.org/psvirtualtext.html>. No other materials are needed.

Sources of Help

Tutoring	Student Success 405.425.5923 www.oc.edu/academics/student-success/
Writing Lab	Writer’s Block http://writersblock.oc.edu/
Research Help	Library 405.425.5312 Ask a Librarian (libanswers.oc.edu/) library.oc.edu
Information Technology	Support Central 405.425.5555 support.oc.edu/home
Blackboard Help	Link in Blackboard (usually on left side)
Calling & Career Office	Day Six (located directly below Admissions) Career counseling, strengths analysis, resume and portfolio building, interview mastery, network building, career search/ landing, and more. 405.425.5961 www.oc.edu/daysix

Course Policies

E-mail

The instructor makes extensive use of e-mail as an efficient means of communicating with students enrolled in this course. Please make a point to check your university e-mail on a regular basis!



Attendance

As a demonstration of their seriousness as learners, students are expected to attend class each day and invest in the course by gladly participating in whatever activities occur each day. The instructor expects students to act as responsible, mature adults and inform the instructor prior to missing class for any reason.

Late assignment/exam policies

Students are expected to turn in course assignments on time. Late work will only be accepted if (1) students are given specific permission to submit late work, and (2) such permission is secured prior to the time at which the work is due. Failure to secure such permission will result in the work not being accepted and a zero entered into the gradebook for that assignment.

Electronic devices in the classroom

Using a computer to take class notes is appropriate and acceptable. Surfing the web or doing email/instant messaging during class is neither appropriate nor acceptable; this is seldom ultimately valuable to the student’s experience in this class and is nearly always discouraging to the professor and distracting to classmates. Students will be expected to close their laptops when asked by the instructor and use the laptops only for class-related work.

University Policies

Americans with Disabilities Act

If you have a diagnosed disability and need special accommodations, please notify Ms. Katy Roybal (425-1876) before or immediately after your first scheduled class meeting. After your disability has been verified, your instructor will work with you, with Ms. Roybal, and with the Office of the Vice President of Academic Affairs to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this course.

Sexual Misconduct Policy (Title IX)

Oklahoma Christian University is a Christian community unequivocally committed to ensuring a working and learning environment in which the dignity of every individual is respected and providing a campus environment that is free of unlawful discrimination, which includes sexual harassment, sexual assault, or sexual misconduct. OC’s Sexual Misconduct Policy (see the OC Student Handbook) is compliant with Title IX, which states, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” Sexual harassment is a breach of community, which expresses disrespect, exploits and undermines relationships based on trusts, and interferes with learning and productive work.

Students are encouraged to immediately seek available assistance and report incidents of sexual misconduct as defined by the Sexual Misconduct Policy to the Title IX Coordinator:

Title IX Coordinator Mrs. Lisa Herndon 405.425.182 lisa.herndon@oc.edu
0



Students have access to confidential services through OC's Counseling Center and the Spiritual Life office.

OC Counseling Center 405.425.5250

Spiritual Life

Jeff McMillon, Dean of Spiritual Life 405.425.5919
Summer Lashley, Ethos Director 405.425.5908

Inclement weather policy

Emergency statement

In case of an emergency, faculty, staff, and students who have signed up for OC Campus Messenger (oc.edu/notify) will be notified by text, email, or Twitter. If the emergency occurs during class, the instructor will inform the students present of the appropriate procedures.

Oklahoma Christian University Policy on Academic Honesty

Cheating

Cheating on an examination, assignment, roll sheet or other course related work or activities undermines the ethics of the academy and the specific Christian purposes of Oklahoma Christian University. Accordingly, students who cheat on examinations, assignments or other course related work or activities will face serious consequences, as outlined in this policy.

Plagiarism

One particular form of cheating is plagiarism. Plagiarism is the transmission of another's ideas, words, or materials as one's own and/or the failure to credit accurately the ideas, words, or materials of another. Plagiarism also includes passing off another's work (a friend, a parent, a website) as one's own. Plagiarism undermines the ethics of the academy and the specific Christian purposes of Oklahoma Christian University. Accordingly, students who engage in plagiarism in assignments submitted will face serious consequences, as outlined in this policy.

Penalties for Academic Dishonesty

1. On the first offense, the student will receive zero (0) credit for the examination or assignment. For forms of cheating or dishonesty other than on examinations or assignments, the Professor shall have the discretion to impose an appropriate penalty. Professors must send documentation of the first offense to the appropriate chair, the dean of the appropriate college, the Chief Academic Officer, and the Dean of Students.
2. On the second offense in the same course, the student will receive an F in the course. Professors must send documentation of the second offense to the appropriate chair, the dean of the appropriate college, the Chief Academic Officer, and the Dean of Students.



3. At either the first offense or second offense, the student may appeal using the process described in both the *OC Student Handbook* and the *OC Academic Policy Manual* covering Grade Appeals.
4. If the student commits offenses in two or more courses, the Academic Appeals Committee, described in the *OC Student Handbook* and in the *OC Academic Policy Manual*, may assign penalties for academic dishonesty in addition to the penalties assigned by the professors in the courses. The Academic Appeals Committee may impose penalties up to and including suspension from the University in instances where a student has engaged in cheating or plagiarism in two or more courses. The Academic Appeals Committee will inform the Chief Academic Officer and the Dean of Students in writing of any penalties imposed by it and will report annually on its activities to the University’s Academic Affairs Committee.
5. Professors should maintain the highest standards of academic honesty both in and out of the classroom. Professors must report and apply the rules regarding cheating/plagiarism to the appropriate channels. The student should be referred to the Oklahoma Christian University Covenant for principles which should guide conduct in these matters.

Copyright/Fair use notice

Course materials provided or made available to students in class, online or via email are the property of Oklahoma Christian University, the instructor and other copyright holders and are made available for the sole use of students enrolled in this class during the semester in which the student is enrolled. Students may keep one copy (print or digital) for personal use only and may not distribute the materials in any media format to any person without the express permission of the Oklahoma Christian University and the instructor. Original materials posted and authored by students may not be distributed under any circumstances.

Tentative Course Schedule:

Below is a tentative daily schedule of class content. Changes will be announced in class and via an announcement on Blackboard.

Date	Topic
Aug. 13	Understanding How People Communicate
Aug. 18	Understanding How People Communicate
Aug. 20	Understanding How People Communicate
Aug. 25	Understanding How People Communicate
Aug. 27	Understanding How People Communicate
Sep. 1	Understanding How People Communicate
Sep. 3	Understanding How People Communicate Application Paper #1 Due
Sep. 8	Understanding How People Communicate
Sep. 10	Understanding How People Communicate
Sep. 15	Understanding How People Communicate
Sep. 17	Understanding How People Communicate
Sep. 22	How to Craft an Oral Presentation, Part 1 (Reference Chapters 5, 8, & 15 in the Online Textbook)
Sep. 24	How to Craft an Oral Presentation, Part 2 (Reference Chapters 7, & 9 in the



	Online Textbook) Application Paper # 2 Due
Sep. 29	Wedding Toasts (Group 1)
Oct. 1	Wedding Toasts (Group 2)
Oct. 6	Wedding Toasts (Group 3)
Oct. 8	Wedding Toasts (Group 4)
Oct. 13	Commemorative Presentations (Group 1)
Oct. 15	Commemorative Presentations (Group 2)
Oct. 20	Commemorative Presentations (Group 3)
Oct. 22	Commemorative Presentations (Group 4)
Oct. 27	Commemorative Presentations (Group 5)
Oct. 29	Fundraising Presentations (Group 1)
Nov. 3	Fundraising Presentations (Group 2)
Nov. 5	Fundraising Presentations (Group 3)
Nov. 10	Fundraising Presentations (Group 4)
Nov. 12	Fundraising Presentations (Group 5)
Nov. 17 10:10AM	Make-up Presentations