EASTERN ILLINOIS UNIVERSITY
DIVISION OF COMMUNICATION STUDIES
CMN 1310G: Introduction to Speech Communication

The only difference between professional speakers and novices is that the pros have trained their butterflies to fly in formation. –Edward R. Murrow

Section: 150 CRN: 31017, 3 Credit Hours, Spring 2023
Instructor Name: Mr. Ryan Howard
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Required Materials:

Textbook: Coopman, S. J., & Lull, J. (2015). *Public speaking: The evolving art* (3rd ed.). Boston, MA: Wadsworth Cengage.

Workbook: *CMN 1310: Introduction to Speech Communication*

Course Webpage: https://www.eiu.edu/cmnjou/1310.php

Description: This course focuses on the fundamental principles of selecting, analyzing, evaluating, organizing, developing, and communicating information, evidence, and points of view orally. The course includes instruction in techniques of listening and informative, persuasive, and reactive speaking.

Course Objectives: The Illinois Articulation Initiative has identified the following objectives for the basic communication course. By the end of the course, students will be able to:

1. Have a theoretical understanding of communication
2. Understand the relationships among self, message and others
3. Understand the process of effective listening.
4. Phrase clear, responsible and appropriate purpose statements
5. Develop specific, well-focused thesis statements
6. Organize and outline an effective message
7. Analyze an audience and situation, then adapt a message to those needs
8. Generate ideas and gather materials
9. Incorporate materials from various appropriate sources, using proper verbal citations
10. Use evidence, reasoning and motive appeals in persuasive speaking
11. Establish credibility by demonstrating knowledge and analysis of topic
12. Prepare and use visual aids that promote clarity and interest
13. Use language that is appropriate to enhance understanding and effect the desired result
14. Use extemporaneous delivery with reasonable fluency, expressiveness and comfort
15. Cope effectively with the tensions involved in public speaking
16. Demonstrate acceptable ethical standards in research and presentation of materials
17. Listen to, analyze and critique oral communication

Welcome: Welcome to Introduction to Speech Communication! I am excited to work with you this semester on developing your speaking and listening skills. This course is one of only a few that is required for all EIU students, which shows that the university values speaking and listening. In fact, speaking and listening is one of EIU's Undergraduate Learning Goals, along with writing and critical reading, critical thinking, quantitative reasoning, and responsible citizenship. The knowledge and skills you gain in this course will help you succeed in other courses you are taking and will appear, in your careers, in your relationships, and in your communities. As you may know, national surveys find that good communication and listening skills are the most important skills employers look for in their employees. Also, students who do well in an introductory speech course are shown to be more successful in the rest of their college career. My default is to refer to you with the name that appears on my roster. If you have a preferred name that you would like me to use, please let me know. Again, welcome, and let's have a great semester!

A Special Welcome for Dual Credit Students: I am very excited to be your instructor for EIU's dual credit speech course! Although I will not be in your classroom every day, I look forward to interacting with you during campus visits, through video, through d2l, and through email. Your high school teacher will be leading your day-to-day classes and collaborating with me to assess and evaluate your performance in the class. Your high school teacher will also be able to help you with many questions you have about the class, but you can always feel free to email me through Panthermail at rdhoward@eiu.edu

Student Responsibilities: Students are expected to attend class and participate in class discussions, read the assigned reading material before class, pass exams, deliver four speeches, complete the peer and self-evaluations, and complete additional assignments as indicated by the instructor. Federal guidelines dictate that institutions should expect students to work for at least two hours outside of class for each hour of in-class instruction. That means that you should expect to work, on this class, at least six hours a week in order to earn credit for this course. The bulk of your out of class work time should be spent on P2P assignments and speech preparation.

GRADING

Grading Scale:

Grade	Percentage
A	100 – 90
B	89 – 80
C	79 – 70
NC	69 and below

Please note: 1. To receive credit for this course, students must earn a grade of "C" or higher.
2. Failure to complete either the informative or the persuasive speech will result automatically in a grade of "no credit.

Assignment	Weight (%)
Exam 1	7
Exam 2	7
Exam 3	7
Critical Skills Assignments	10
Speech of Introduction (4 minutes)	9
Informative Speech (7 minutes)	15
Persuasive Speech (7 minutes)	15
This I Believe Speech (5 minutes)	10
Participation	20

*You can use D2L to monitor your grade in the class at any time.

Grading of speeches: In all cases, grades will be determined based on a rubric that includes the following criteria: effectiveness of organization, language (including grammar and syntax), supporting material, analysis, nonverbal delivery, and verbal delivery. Students must also meet the guidelines specific to each type of speech.

Grading of writing: The quality of written work will be a consideration when grading written assignments. Assessment will be based on the following: focus, organization, development, style, and mechanics. All typed assignments must also follow APA guidelines. The following website will be helpful: http://owl.english.purdue.edu/owl/resource/560/01/. Since most of our writing will be in outline form, or as self-reflections, students should not submit anything from this class to the Electronic Writing Portfolio (EWP).

General Grading Expectations:
A: Exceptionally well-prepared completion of assignment indicating effort, individualized style, and impact expected of effective communication.
B: Unusually well-prepared completion of assignment indicating original application of course materials and individual imagination distinctly superior to average effort.
C: Satisfactory completion of assignment indicating effort normally expected of the majority of students (basic preparation, correct procedure, and disciplined technique.)
D: Unsatisfactory completion of assignment indicating technical irregularity, misperceived objectives or methods, unorganized effort, or failure to follow directions.
F: Failure to complete assignments during the scheduled time through lack of evident effort.

COURSE POLICIES

Academic Integrity: Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (http://www.eiu.edu/judicial/studentconductcode.php). Violations will be reported to the Office of Student Standards. The Student Code of Conduct states that students should meet the

following standard: “Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship.” The Code defines *plagiarism* as: “the use, without adequate attribution, of another person’s words or thoughts as if they were one’s own.” This means you should not “borrow” a friend’s speech or outline, you cannot use a speech you wrote for a previous class (at EIU or elsewhere), and you should not quote or paraphrase without citing a source. If you fail to verbally cite your sources during your speech, it is plagiarism. Lack of source citation will result in lowered speech grades, regardless of quality of delivery. At minimum a student who engages in academic dishonesty/plagiarism will receive a 0 (F) on the assignment and be reported to the Office of Student Standards. If there are multiple instances of academic dishonesty, the Office of Student Standards may sanction the student further, i.e., suspension for a semester or academic year or expulsion from the university. Your instructor reserves the right to utilize TurnItIn or other tools to evaluate your work.

Statement Regarding Disabilities: If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by McAfee Gym, Room 1272, or call 217-581-6583 to make an appointment.

The Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to McAfee Gym, Room 1336.

Class attendance and participation: Class attendance is expected. Course instruction includes a variety of in-class activities such as listening and speech development exercises, impromptu speeches, and peer evaluations. The class is also designed sequentially, meaning that skills are learned and then added to and developed over the course of each class period. Missing a class will put you behind and require you to do “catch up” work on their own time. It is not your instructor’s responsibility to catch you up on what you missed in class. Bring all of your course materials (book, workbook, notes, notebook, handouts, etc.) to each class period.

Show respect for others by listening, taking turns, and not having side-conversations. Disruption of teaching and/or learning is a violation of the Student Code of Conduct. For the purposes of this class, “Disruption” is defined as, but not limited to: repeatedly leaving and entering the classroom, making loud or distracting noises, packing up and or leaving the class early, persisting in speaking without being recognized, and/or resorting to personal insults and challenges, taunts, crude behavior, physical threats or contact. You may not use a laptop or other electronic device in class such as cell phones or smart phones without the specific permission of the instructor. It is disrespectful and distracting to text message or use your phone in class. All electronics should be turned off or silenced completely (not just put on vibrate). If you use electronic devices, or disrupt the class in others ways, you may be asked to leave.

Safe Learning Environment: This class is a safe space for communication, learning, and the sharing of ideas. Each of us will need to be conscious of our role in providing a place where every class member, given all our differences, will feel safe and function as part of our learning

community. Inclusive language is important to maintaining a safe class environment—no language will be tolerated that demeans, belittles, or marginalizes someone because of her or his gender, race, ethnicity, class, age, sexual orientation, ability, religion, etc. Such language will not be accepted in your classroom communication, written work, or your oral presentations. If you disrupt the safety of our learning community you may be asked to leave.

Absences: Attendance is very important in a performance and skills based class like CMN 1310. The Student Catalog states: "Students are expected to attend class meetings as scheduled. When an absence occurs, the student is responsible for the material covered during the absence. Instructors will grant make-up privileges (when make-up is possible) to students for properly verified absences due to illness, emergency, participation in an official University activity, or participation in volunteer emergency work."

Late work: If you do not have your assignment ready to physically hand in when it is due or do not submit it electronically by the due date/time it will be subject to a 50% deduction. Assignments can always be turned in early. Assignments will only be accepted for late credit if they are turned in by the following class period. Please do not blame technology (your printer, your ink, etc.) for not having an assignment ready. Speech dates are scheduled in advance in order to allow you time to prepare and plan. The course schedule does <u>not allow</u> flexibility in rescheduling speeches. If you miss your speech date due to an absence that cannot be "properly verified" (see the section on Absences above), you will earn a zero on the assignment.

Make up work: Make-up privileges, where make-up is possible, will be granted to students with University approved absences. Otherwise, instructors will use their discretion to decide whether or not a student can make up work and how much of a penalty to impose. It is the student's responsibility to initiate plans for make-up work and complete the work promptly.

Electronic communication: Students are expected to visit the course webpage (through Desire2Learn) daily for announcements and updates. Please communicate via email in a professional manner.

Speech Recording: The use of video recordings of student performances is an important part of the educational process in CMN 1310/1390, Introduction to Speech Communication. Video recording of your speeches provides you and the instructor with a record of your performance that can be analyzed and used for guiding improvement.

Speech Delivery:

- Speech days and order will be established well in advance. Students may NOT alter the speech order once it has been set.
- All of the speeches delivered in this course should be delivered extemporaneously and from notecards; not memorized or read from a manuscript, but spoken conversationally.

ASSIGNMENTS

Critical Skills Assignments: Students will complete self-critiques and peer evaluation for each major speech. All of these assignments will be averaged/added together to make up the total grade/points for this component of the course.

Speech of Introduction (4 minutes): Students will give a speech that introduces them to their classmates by sharing four items that represent them. One item will represent the past, one the present, and one the future. The fourth object should establish a theme for the speech. The speech should be creative and engaging. An outline will be turned in and graded.

Informative Speech (7 minutes): This speech requires knowing a subject and topic sufficiently enough to provide your audience with adequate knowledge on the topic by the end of your speech. You must verbally cite at least 5 credible and relevant sources in your speech and turn in a typed, proofread, full-sentence outline with references page as part of your grade. This speech will be most heavily graded on structure, organization, and research. (See Content section on D2L for more information)

Persuasive Speech (7 minutes): This speech will allow you to bring together many of the skills you've learned in the class and take a stand on an issue that is important to you. You will then invite your audience to change a belief, attitude, value, or behavior. You must use PowerPoint as a presentation aid for this speech. You must verbally cite at least 5 credible and relevant sources in your speech and turn in a typed, proofread, full-sentence outline with references page as part of your grade. This speech will be most heavily graded on research, substantiation of argument, effective and ethical use of persuasive strategies, and delivery. (See Content section on D2L for more information)

This I Believe Speech (5 minutes): "This I Believe" speeches encourage people to use the power of their voice to speak from a personal context in a way that can inspire, motivate, and resonate with others. You must verbally cite at least one inspirational source. You will not be required to turn in an outline for this speech but you will be required to turn in a manuscript of your speech through D2L. (See Content section on D2L for more information)

Exams: Exams will cover all the chapters in the textbook and may consist of a combination of multiple choice, true/false, matching, short answer, or essay questions. Students are responsible for all the material covered in the textbook and in-class lecture/activities.

Participation: There will be many in-class and homework assignments that will be averaged/added together to determine the final grade/points for this component of the course. The participation assignments and discussion posts make our classroom discussion more effective. You are not expected to write/type more than necessary to answer the questions. You can answer most of the knowledge questions with bullet points or a list. Critical thinking questions will require a more substantial response. The written portion is the starting point. You will expand on your answers in the actual verbal discussion in class. The work you do before class (reading the chapter and answering the discussion questions) is only part of the overall participation assignment. Bring your book and your completed participation questions to class so

you can reference them in class discussion. Your grades for these participation assignments will be averaged into your participation grade, which is 20% of the final grade. In summary, to earn high grades on these assignments- answer the discussion questions before class time and bring your book and your completed participation questions to class to help prompt your verbal contributions to class discussion.