



Introduction to Speech Communication

CMN 1310G | Spring 2024


SCHOOL OF COMMUNICATION & JOURNALISM

INSTRUCTOR

Dr. Andrew Robinson



 warobinson@eiu.edu

 Office: Buzzard 2413

 Office hours:

Available Virtually on request

Link: <https://eiu.zoom.us/j/92333625235>

COURSE INFO

Section 600

Course #: 32483

Online in D2L

Required Materials

Coopman, S. J., & Lull, J. (2018). *Public speaking: The evolving art (4th ed.)*. Boston, MA: Wadsworth Cengage. (available at Textbook Rental)

Connect with CMN 1310G



COURSE WEBSITE



INSTAGRAM



TWITTER

Student Standards Statement

The faculty in the School of Communication and Journalism uphold the standards of good scholarship and expect our students to do the same. We expect that students earning a degree in Communication Studies will develop superior reasoning/critical thinking, argumentation, writing, and presentational skills while also building a comprehensive knowledge of their content area. Students in Communication Studies classes will be expected to read all assigned materials, write extensively, complete their own work, and engage in respectful interactions in the classroom. We, as a faculty, agree to hold our students to these standards.

COURSE DESCRIPTION

3 credit hours

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 supporting materials
9. Incorporate materials from various appropriate sources, using proper verbal citations
10. Use evidence, reasoning, and motivational 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

CAMPUS POLICIES

It is our shared responsibility to know and abide by the Eastern Illinois University's policies that relate to all courses.

Please visit <https://www.eiu.edu/stuaff/policies.php> for a list of campus-wide policies and follow up if you have questions.

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."

Copyright Notice

Materials in this course—unless otherwise indicated—are protected by United States copyright law [Title 17, U.S. Code]. Materials are presented in an educational context for personal use and study and should not be shared, distributed, or sold in print—or digitally—outside the course without permission.

Examples of Plagiarism

The Code of Conduct defines plagiarism as: "the use, without adequate attribution, of another person's words or thoughts as if they were one's own."

Forms of dishonesty in this course include, but are not limited to:

- cheating or helping someone else cheat on an assignment
- delivering part or all of a presentation that you did not author, such as "borrowing" a friend's speech or outline
- plagiarizing part or all of someone else's written or oral work (you should not quote or paraphrase without citing a source)
- failing to cite your sources properly
- falsifying information about any topic, such as why you were absent or where you found evidence
- using a speech you wrote for a previous class (at EIU or elsewhere).

If you have questions about the academic integrity guidelines, please contact me.

Oral Citations

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.

Consequences

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.

TurnItIn

Your instructor reserves the right to utilize TurnItIn or other tools to evaluate your work.

ACCOMMODATIONS

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Accessibility & Accommodations (OAA). All accommodations must be approved through OAA. Please stop by McAfee Gym, Room 1272, or call 217-581-6583 to make an appointment.

Accessibility Statement

I am happy to accommodate students of all abilities. It is my goal to create a learning experience that is as accessible as possible. If you anticipate any issues related to the format, materials, or requirements of this course, please meet with me outside of class so we can explore potential options. Students with a documented disability should notify me as soon as they are registered with the OSDS so we can meet to develop an implementation plan together.

Accommodations for Students Who Experience Sexual Misconduct

I am committed to providing academic accommodations for students who experience sexual or relationship violence as defined by the University's Sexual Assault and Harassment policies. To report an incident and learn more about campus resources visit the following webpages: <https://www.eiu.edu/civil/documents/ResourceSheetTitleIX%2007.2019.pdf>; <https://www.eiu.edu/sexualassaultresources//index.php>

TEACHING FORMAT

Online Course: This is a fully online technology-delivered (TD) course, meaning the learning environment occurs online using D2L. It applies discussion, collaboration, and critical thinking and reflection. All assignments will be submitted to the instructor in D2L. An integrative, collaborative, and experiential teaching and learning approach will be utilized throughout this course. The instructor is a facilitator; one who is here to assist and provide input into the educational process.

Assignments for the class will create learning opportunities from which you are to extract lessons from the experiences as well as the content. This is a much more complex method of learning since you are learning both process and content (many courses only teach content). Therefore, you are expected to actively engage in the course discussion and collaboration.

General Expectations: Please keep current in class. Learners who fall behind are less likely to get feedback from others in online discussions. If something happens that is going to cause you to fall behind, contact your instructor immediately. Since this is a Technology Delivered (TD) course, your participation grade will be based on online engagement. Use the email within D2L to communicate with the instructor. If you need to contact your instructor immediately, you are free to call or text or schedule a virtual office hours meeting.

Learning Modules: Navigate through D2L first to become familiar with all the course components. Students can access weekly assignment instructions in the D2L learning modules section just prior to the beginning of each week. **ALWAYS BEGIN EACH WEEK IN THE LEARNING MODULES.** Each module begins with a brief overview of the information to be covered. The action assignments provide students with instructions of assignments to be completed for the week. The instructor has also provided students with video, slideshows, and other resources to help enhance their understanding of the information.

DIVERSITY & INCLUSION

Eastern Illinois University is committed to fostering a learning community where all members feel welcomed and valued. Every member of campus has the right to learn and work in an environment free of discrimination and harassment, and beyond that, our goal is for all members of our community to develop a strong sense of belonging to Eastern Illinois University.

I am committed to maintaining a positive learning environment based upon open communication, mutual respect, and non-discrimination. Any suggestions as to how to further such a positive and productive environment in this class will be appreciated and given serious consideration.







Course Expectations for Students

COURSE ROOM ENVIRONMENT

Students are expected to participate in online discussions, read the assigned reading materials, pass exams, deliver five 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 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.

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

STUDENT RESPONSIBILITIES

-  Be timely with assignments.
-  Participate in online discussions.
-  Pass quizzes and exams.
-  Prepare and deliver four speeches.
-  Complete peer and self-evaluations.
-  Complete additional assignments as indicated.

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.

SPEECH RECORDING

All student presentations will be recorded. Video recordings provide a record of your performance that you and your instructor can analyze and use for guiding improvement. Video recordings will be used for instructional purposes only. The use of your recording for any other purpose is prohibited without your expressed consent for that use.

By remaining enrolled in this course, you agree that you understand the limits on the video recordings of your performance in this class and you grant the Board of Trustees and Eastern Illinois University, and those acting under its permission and authority, the right and permission to record videos and/or recordings of your voice for educational purposes arising out of your voluntary participation in CMN 1310/1390.

NOTE FROM YOUR TEACHER

Students who participate regularly tend to perform better on assignments and receive higher overall grades in the course. Please feel free to schedule a Zoom video conference meeting, if you have questions about your grades and/or performance in the course. I am thrilled you have chosen to expand your intellect in the study of speech communication! I hope you enjoy taking this academic journey through the corridors of knowledge and practice involving the art of public speaking.

Absences (Classroom courses only)

This course follows [University policy for Class Attendance](#): "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."

Please note that "properly verified" absences will not result in decreased grades.

Responsibilities when Absent (Classroom courses only)

It is beneficial for you to inform your instructor of anything that is interfering with your performance or attendance in class such as illnesses, family emergencies, or other personal issues. You do not need to share details, but letting your instructor know what's going on before you miss class will increase the chance that accommodations can be made.

The course is 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 your own time. Students are responsible for the material covered during absences.

Please note that if you miss class, it is your responsibility to obtain missed materials from a classmate, not the instructor. I will be happy to answer specific questions about missed course content. When possible, the student should notify the instructor in advance of an anticipated absence.

COURSE COMMUNICATION POLICY

- **Students are expected to visit D2L daily for announcements and updates.** All major announcements will be made via D2L. It is vitally important for you to make sure that you are receiving notifications from the D2L course page. **You are responsible for regularly checking your Panthermail as well.**
- In the event the university closes due to inclement weather or COVID-19, I will announce changes to the course and/or assignment schedule via D2L.
- **Feel free to meet with me during Office Hours if you have questions about an assignment or course material.** Please try to let me know if you plan on stopping by so I can prepare for the meeting. I am happy to discuss your questions or concerns in person.
- You should **contact me via my university email** to discuss questions and absences. You should allow a full 24-hours for me to respond to email communication during the week and 48 hours on the weekend.
- While electronic communication is convenient, please take advantage of class time to ask questions. I reserve the right to invite you to Office Hours, or request a face-to-face/virtual appointment, if you ask a question via email that would be more appropriately addressed in-person.
- Strive to maintain professionalism in electronic communication. This expectation includes proper spelling, grammar, and formal greetings/salutations. Please see this [link](#) for email guidance.



SPEECH DELIVERY

Speech dates are to be video recorded using YouTube or another comparable tool, which allows students to submit a hyperlink into the D2L dropbox for the instructor to review and grade the speeches. Due dates are set in advance in order to allow students time to properly plan and prepare. The course schedule does not allow flexibility in rescheduling speeches.

All speeches, except for the Special Occasion Speech, delivered in this course should be delivered extemporaneously and from notecards. Extemporaneous speaking is neither memorized nor read from a manuscript, but rather spoken conversationally.

Students are encouraged to “dress for success” on for each presentation, recognizing that appearance is a significant component of first impressions and important in professional settings.

You must follow these guidelines for recording your presentation:

SETTING: Students must perform in an appropriate environment that is free of visual and auditory distractions.


VENUE: The preferred venue is a workplace or community location (such as a classroom, library room, or conference room).

AUDIENCE: The speech must be delivered in the presence of a live audience consisting of at least 6 people

ASSIGNMENT POLICY

- You must **submit all assignments to D2L by the published due date and time**. You are responsible for taking ownership of your learning; please do not blame technology for late submissions.

Assignments (not including presentation/speeches) will be penalized 10% if they are submitted late and an additional 10% *each calendar day* that they are missing. The last day to submit an assignment for points will be five calendar days after the due date listed on D2L, unless previously arranged with the instructor.

- There are **no makeups allowed for missing a presentation** if it is not “properly verified” (see “Absences” above), and, as a result, you will earn a zero on the assignment. Documentation for “properly verified” absences should be submitted *within one week of the return to class*.
 - 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.
 - Typed assignments should have the margins set to one inch and use Times New Roman 12-point font. Remember to proofread your assignments.
 - You must cite your sources using the [APA](#) style guide.
- 

ASSIGNMENTS

All assignment details will be provided in the unit Course Packs.

Critical Skills Assignments

You will prepare complete-sentence outlines, self-critiques, and peer evaluations for each major speech. These assignments will make up the total grade for the Critical Skills component of the course.

Speech of Introduction (3-4 minutes)

In this speech you will introduce yourself to your classmates by sharing three items that represent you: one item will represent the past, one the present, and one the future. The speech should establish a theme for the objects and be creative and engaging.

Informative Speech (6-7 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.

Persuasive Speech (7-8 minutes)

This speech will ask you to persuade your classmates to change a behavior or address a policy. You will use PowerPoint as a presentation aid for this speech. You must verbally cite at least 5 credible and relevant sources.

Special Occasion Speech (5-6 minutes)

You will prepare an “everyday” presentation (e.g., wedding toast, speeches of introduction, acceptance speech). You must verbally cite at least one source.

Reading Quizzes

Reading quizzes will cover textbook chapters to help students prepare for class and may consist of a combination of multiple choice, true/false, matching, or short answer questions. There will be 16 quizzes over the course of the semester.

Final Exam

The Final Exam will be an essay asking you to reflect on your growth as a communicator, using key concepts from the course. It will be administered and must be taken during the final exam period.

Participation / Online Discussion

Preparation assignments, online discussion and activities, and other participation assignments will determine your grade for this component of the course.

GRADING DISTRIBUTIONS

Grading Scale

This course uses the standard EIU scale.

GRADE	PERCENTAGE
A	100 – 90
B	89 – 80
C	79 – 70
NC	69 and below

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.
- E** Failure to complete assignments during the scheduled time through lack of evident effort.

Final Letter Grades

Your grade is determined by your performance on the learning assessments and is assigned individually (not curved).

Being close to a cutoff is not the same as making the cut (89 ≠ 90). Therefore, there is no “rounding” of final scores.

If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

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 and Verbal delivery

Students must also meet the guidelines specific to each type of speech.

Grading Concerns

There is a 24-hour “embargo” on grade objections after an assignment has been returned. If, after 24 hours, you have reviewed both your assignment and the rubric and still have questions about your grade, email me within two weeks to set-up an appointment. At that time, you will be expected to present a well-reasoned position, and I will revisit your assignment and explain my reasoning for the final decision. I am happy to discuss any of your grades with you, and if I have made a mistake, I will immediately correct it.

Grade Distributions

ASSIGNMENT	WEIGHT
Critical Skills Assignments	20%
Speech of Introduction	10%
Informative Speech	15%
Persuasive Speech	15%
Special Occasion Speech	10%
Reading Quizzes	20%
Peer Feedback Discussion	10%
TOTAL	100%

You can use D2L to monitor your grade in this course at any time.

Important Notes

- To receive credit for this course, students must earn a grade of “C” or higher.
- Failure to complete either the Informative or the Persuasive Speech will result automatically in a grade of “No Credit.”

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.

Typed assignments must follow APA guidelines.

As most writing in this course will be in outline form or self-reflections, students should not submit anything from this class to the Electronic Writing Portfolio (EWP)

CAMPUS RESOURCES FOR STUDENTS

Taking ownership of your learning means recognizing when help is needed. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, and/or is facing challenges to their mental well-being, and believes these factors may affect their performance in this course, is encouraged to use the resources listed below for support.

Academic Support Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Academic Support 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 Academic Support Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to McAfee Gym, Room 2230.

Food Assistance

Please visit the following link to find out more information about how to find food assistance in Coles County:

<https://www.eiu.edu/volunteer/foodassistance.php>

Counseling and Mental Health Services

All undergraduate and graduate students currently enrolled at Eastern Illinois University are eligible to receive services at the Counseling Clinic. Services are free, voluntary, and confidential.

The [EIU Counseling Clinic](#) offers mental health services for students, including:

- Short Term Individual Counseling
- Group Counseling
- Mental Health Emergencies

You can find also find resources for dealing with anxiety, depression, disordered eating, grief, referring a friend, relationships, and substance use on their webpage: <https://www.eiu.edu/counsctr/anxiety.php>

Undocumented Students

Undocumented Student Resources: <https://www.eiu.edu/undocumented/>

Office of Civil Rights & Diversity

Office Webpage: <https://www.eiu.edu/civil/index.php>



COURSE CALENDAR

Assignment deadlines are listed in the 4th column and are DUE on the day they are listed. Readings and quizzes are expected to be completed prior to the start of class on the day they are listed. Major course assignments are **bolded** for clarity.

Assignment details are explained in D2L Drop Box.

MODULE	DATE	CONTENT	ASSIGNMENTS
1	May 13	Introduction to Course Review Syllabus, Course Calendar, and Policies <i>Critical Thinking, Speaking, and Listening</i>	Introduce Yourself in the Discussion Area of D2L Due: Pre-assessment Survey
	May 14	<i>The Evolving Art of Public Speaking</i>	Read Chapter 1 & Speech of Introduction Requirements DUE: Ch. 1 Quiz
2	May 15	<i>Building Your Confidence</i>	Read Chapter 2 DUE: Ch. 2 Quiz
	May 16	<i>Beginning and Ending Your Speech</i>	Read Chapter 9 DUE: Ch. 9 Quiz
3	May 17	<i>Organizing and Outlining Your Speech</i>	Read Chapter 8 DUE: Ch. 8 Quiz
	May 18	<i>Delivering Your Speech</i>	Read Chapter 12 DUE: Ch. 12 Quiz &
4	May 19-20	Record Video Presenting Speech of Introduction	DUE: Final Speech of Introduction Outline & Video Recording DUE: Provide feedback to peers in Discussion Area
	May 21	<i>Developing Your Purpose and Topic</i>	Read Chapter 4 DUE: Ch. 4 Quiz
5	May 22	<i>Informative Speaking</i>	Read Chapter 13 DUE: Introduction Speech Self-Critique DUE: Ch. 13 Quiz
6	May 23	<i>Researching your Topic</i>	Read Chapter 6 DUE: Ch. 6 Quiz
	May 24	<i>Supporting your ideas</i>	Read Chapter 7 DUE: Ch. 7 Quiz
7	May 25	<i>Adapting to Your Audience</i>	Read Chapter 5 DUE: Ch. 5 Quiz
	May 26	<i>Ethical Speaking and Listening</i>	Read Chapter 3 DUE: Ch. 3 Quiz
8	May 28-29	Record Video Presenting Informative Speeches	DUE: Final Informative Speech Outline & Video Recording DUE: Provide feedback to peers in Discussion Area
9	May 30	<i>Persuasive Speaking Part 1</i>	Read Chapter 14 DUE: Ch. 14 Quiz

MODULE	DATE	CONTENT	ASSIGNMENTS
10	May 31	<i>Persuasive Speaking Part 2 Understanding Argument</i>	<i>DUE: Informative Speech Self-Critique</i> <i>Read Chapter 15</i> DUE: Ch. 15 Quiz
11	June 1	<i>Using Language Effectively</i>	Read Chapter 10 DUE: Ch. 10 Quiz
12	June 2	<i>Integrating Presentation Media</i>	Read Chapter 11 DUE: Ch. 11 Quiz
	June 3	Record Video Presenting Persuasive Speeches	<i>DUE: Final Persuasive Speech Outline & Video Recording</i> <i>DUE: Provide feedback to peers in Discussion Area</i>
13	June 4	<i>Special Occasion Speech</i>	Read Chapter 16 Special Occasion content <i>DUE: Persuasive Speech Self-Critique</i>
14	June 5	<i>Group Speaking</i>	Read Chapter 16 Group Speaking content DUE: Ch. 16 Quiz
15	June 6-7	Record Video Presenting Special Occasion - Speeches Feedback	<i>Special Occasion Speech Manuscript & Video recording</i> <i>Due Peer Feedback in Discussion Area</i>
	June 8	Final Reflection Exam	DUE: Final Reflection Exam Due: Course Closure discussion posts Due: Post-assessment Survey