



On-Campus Course Syllabus

COM 202 LOO.A

Introduction to Speech Communication

Fall 2018

Class Information

Day and Time: Thursday 4:15-6:45

Room Number: E207

Contact Information

Instructor Name: Jennifer Brooks

Instructor Email: jslbrooks@criswell.edu (Note: This is different than most Criswell email)

Instructor Phone: 214-818-1324

Instructor Office Hours: 12:00-1:30 T/TH; 7-9:30 pm TH or by appointment

Course Description and Prerequisites

Introduction to Speech Communication introduces theoretical and practical elements of speech communications. Students improve skills communicating privately and publicly, including through the preparation and delivery of formal public speeches.

Course Objectives

Rational

Since God created people in His image, men and women have the unique ability, apart from the rest of creation, to be creative. Therefore, extra points will be given for creativity infused projects.

Cognitive Objectives

- The student will formulate a philosophy of communication that demonstrates an understanding of being created in the *imago dei*.
- The student will be able to articulate the causes of stage fright.

Affective Objectives

- The student will construct an expository outline for each public speaking speech he or she delivers in class.
- The student will prepare a resource journal of material for use in reinforcing the ideas in their speeches.
- The student will compose engaging speeches by using principles of good diction, variety in volume, and speed.

Psychomotor Objectives

- The student will adapt strategies for controlling stage fright.
- The student will incorporate prayer and dependence on the Heavenly Father in learning to control fear of public speaking.

Required Textbooks

Tucker, Barbara G. and Kristin M Barton, *Exploring Public Speaking*. Dalton, GA: Dalton State College, 016.

This is a FREE ebook. You will find it at the following address:

<http://oer.galileo.usg.edu/communication-textbooks/1/>

Gabe Lyons. *The Next Christians*. Portland: Multnomah Publishing, 2010.

Recommended Reading

See the bibliography following this syllabus.

Course Requirements and Assignments

Resource Journal will include the following sections placed in a binder with the following tabs.

1. Periodic journal entry topics: Fear; Target Audience and Goal for first two speeches; Subject, Complement, BIG IDEA for first two speeches; Outline and Manuscript for first two speeches. Each of these will also be posted on Blackboard on the due date. See course schedule.
2. Chapter reflections – As you read each assigned chapter, jot down points you are introduced to that you think you might use in the future, do not understand and want clarity for, do not agree with (offer an alternative). List examples of speeches or sermons you've heard that have used the concepts in each chapter. You will use these journal entries in class discussions, so bring them to class.
3. Quotes – From professors in class, chapel sermons, church sermons, news castors, political speeches. Must be heard; not from your reading. Next to quote (in quotation marks) list who said it, the location, and date you heard it. Two to three per week throughout the semester would be considered reasonable for an average grade. "A" students go above and beyond.
4. Ideas – A bulleted list of thoughts that could be turned into themes and speeches later when you have time to sit down and develop points.
5. Illustrations – These should support ideas on which you are already working. Please guard against collecting illustrations from which to develop speeches.
6. Philosophy of communication – typed, 12-point font, double spaced, with Turabian style title page, no more than 1000 words, please (Really, 1000-1200 is maximum. "A" students do not abuse professors.) PROOF READ

Due 12/6/18

Reading

Please follow the schedule of due dates for *Exploring Public Speaking* (ebook), *The Next Christians*, and assigned handouts on the course schedule. On the date a reading assignment is due, post a statement on Canvas saying, "I have read 100% of the assigned reading for this date." (or the percentage you have read)

Due Dates – Check Course Schedule

Public Speaking Speeches (The first will be given without audiovisual presentation. For the second, audio/visual is optional.)

Student will choose a type of speech they are most likely to use again outside of class in the near future. Students will choose two of the following:

- Informative
- Demonstration
- Persuasive

These speeches will be 5-7 minutes on a topic of the student's choice. Students will demonstrate the ability to control fear and use the principles learned in class.

Due 10/4 and 10/25

Oral Interpretation Speech

Student will choose one published or original piece to perform for class. This will be a dramatic dialogue or Scripture passage (to be memorized, not read). The student may find one online, choose from magazines, a favorite scene from a book, personal files or teacher files. The student will bring their selection to the professor for approval in advance. In presenting a published work, the student will be using all of the principles of speaking learned in class. Students will also have an opportunity to compare public speaking and oral interpretation and determine which is appropriate for a given setting.

Due 12/13

Personal Evaluation Videos

All in-class performances will be video recorded. Students will watch their own recording and evaluate their performance. They will turn in a video viewing report via Canvas after each performance.

Due First Class Session after Each Speech (These may be posted on Canvas)

Weight of Assignments

- Class Participation 5%
- Reading 10%
- Public Speaking Preparation 5% (x 2)
- Public Speaking Speeches 15% (x 2)
- Oral Interpretation Speech 10%
- Video Viewing Reports 5% (x 3)
- Resource Journal 20%

Late work

Students must be in attendance on performance days. Make-up dates will not be arranged without a conference with the professor and only for emergencies.

Students will turn in Resource Journals no later than one week before finals week with NO exceptions. All other assignments will receive a 5 point reduction each day they are late.

Course/Classroom Policies and Information

Class Participation

Each student brings a variety of gifts and life experience to each class. All students should participate and assert themselves into the flow of discussion so that others will benefit.

Because this is a performance class consideration should be made, not only for personal speech days, but for fellow students who need an audience in attendance to benefit from a full learning experience. Please be considerate of others.

Since everyone who attends class, including the professor, bears the *imago dei*, everyone will be treated with respect and dignity. Evaluations from the professor to the students and from the students to each other will be given with sensitivity and received with grace. See the communication contract on the last page of this syllabus.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Professor's Attendance Policy

Students must attend at least 80% of class sessions in order to pass. Both tardies and absences are counted in this percentage.

Grading Scale

A	97-100	4.0 grade points per semester hour
A-	93-96	3.7 grade points per semester hour
B+	91-92	3.3 grade points per semester hour
B	88-90	3.0 grade points per semester hour
B-	86-87	2.7 grade points per semester hour
C+	83-85	2.3 grade points per semester hour
C	80-82	2.0 grade points per semester hour
C-	78-79	1.7 grade points per semester hour
D+	75-77	1.3 grade points per semester hour
D	72-74	1.0 grade point per semester hour
D-	70-71	0.7 grade points per semester hour
F	0-69	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be

removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the “I” will become an “F.”

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at bstifle@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through Dr. Jeff Campbell, Dean of Students, at jcampbell@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

Session Date	Topic	Assignment Due
1 8/23	Who's who? — Introduction of teacher and students What's what? A chance to talk about public speaking issues such as poise, volume, diction, speed, dynamics, and how to control nerves	Chapters 1 & 3 of ebook <i>Exploring Public Speaking</i> Skim to check book format & insure you can access the ebook
2 8/30	Impromptu Speech	Chaps 12&13 of ebook Chapter 1 of Lyons
3 9/6	Audience Analysis Who is your audience? What do they need to know?	Fear entry post on Canvas Copy in Journal Chaps 2 & 10 of ebook Chapter 2 of Lyons
4 9/13	Writing the speech What's the Big Idea? Subjects & Complements How do I keep them from forgetting before they get to the car?	Chaps 14&4 of ebook T & G Post on Canvas Copy in Journal Chapter 3 of Lyons
5 9/20	Outlines that keep the speaker from getting lost along the way Supporting Ideas Outline workshop — *Post Outline in Canvas after class*	Chaps. 6, 7, 8 of ebook SCBI Post on Canvas Copy in Journal
6 9/27	Rehearsal day [Class time will be divided equally among students. Each will give a portion of his speech followed by evaluation from the teacher.]	Chap. 11 of ebook Post Manuscript on Canvas Chapter 4 of Lyons

7 10/4	First Public Speaking Speech – [Each speech will be followed by student written and teacher oral evaluation]	Turn in hard copies of outline and manuscript
8 10/11	Making Presentations Work Know what you want to say before choosing support tools Let's be honest. A word about copyright	Read Chap. 9 ebook & Handout - Prensky 2nd Outline with T&G, SCBI heading on Canvas Chapter 5 of Lyons
9 10/18	Rehearsal day [Class time will be divided equally among students. Each will give a portion of his speech followed by evaluation from the teacher.]	2nd Manuscript On Canvas Chapter 6 of Lyons
10 10/25	Second Public Speaking Speech – [Each speech will be followed by student written and teacher oral evaluation.]	Turn in hard copies of outline and manuscript edited
11 11/1	Oral Interpretation Plot structure Internal dialogue	Read Chap. 15 of ebook & Chapter 7 of Lyons
12 11/8	Off stage focus (Oral Interp. V) Character Analysis How will I keep them straight? How will the audience know the difference? How does it work?	Read "Oral Interp. of Literature" & Chapter 8 of Lyons Chose dialogue Begin memorizing
13 11/15	Poetry	Read "How to Memorize Anything" & Chapter 9 of Lyons
11/19-23	Fall Break – NO CLASS	
14 11/29	Rehearsal day for Dialogues [Class time will be divided equally among students. Each will give a portion of their speech followed by evaluation from the teacher.]	Finish Lyons Bring your speech. You may use it on the 1 st practice day
14 12/6	Rehearsal day [Class time will be divided equally among students. Each will give a portion of their speech followed by evaluation from the teacher.]	<u>Resource Journal Due – No Late Submissions Accepted</u> Polish speech
15 12/13	Finals Week Perform Monologues	

Selected Bibliography

- Gaebelein, Frank E. *The Christian, the Arts, and the Truth*. Portland: Multnomah Publishing, 1985.
- Godin, Seth. *Purple Cow*. New York: Penguin Group, 2009.
- Grant, Reg, and John Reed. *Telling Stories to Touch the Heart*. Wheaton, IL: Victor Books, 1990.
- Jerome, Judson. *The Poet's Handbook*. Cincinnati: Ohio Writer's Digest Books, 1980.
- Keys, Ralph. *The Courage to Write: How Writers Transend Fear*. New York City: Owl Books, 1995.
- Litfin, Duane. *Public Speaking: a Handbook for Christians*, 2nd ed. Grand Rapids: Baker Academic, 1992.
- Lyons, Gabe. *The Next Christians*. Portland: Multnomah Publishing, 2010.
- Morgan, M. *Presentational Speaking: Theory and Practice*. 7th ed. New York: McGraw Hill, 2009.
- Robinson, Haddon. *Biblical Preaching, the Development and Delivery of Expository Messages*. Grand Rapids: Baker Book House, 1980.
- Rucker, Robert M., *Producing and Directing Drama For the Church*, Kansas City: Lillenas Publishing, 1993.
- Schultze, Quentin. *An Essential Guide to Public Speaking: Serving Your Audience with Faith, Skill, and Virtue*. Grand Rapids: Baker Academic, 2006.
- Stanley, Andy and Lane Jones. *Communicating for a Change*. Colorado Springs: Multonah Books, 2006.
- Truss, Lynne. *Eats, Soots and Leaves: the Zero Tolerance Approach to Punctuation*. New York: Gotham-Penguin Books, 2006.
- Willhite, Keith and Scott Gibson, ed. *The Big Idea of Biblical Preaching*. Grand rapids: Baker Books, 1998.
- Williams, Robin. *The Non-designer's Design Book*. Berkley: Peachpit Press, 2008.
- Zinzer, William. *On Writing Well: the Classic Guide to Writing Nonfiction*. New York: Harper Perrenial, 2006.

COM 202 Introduction to Speech Communication Student Contract

I, _____ Box # _____
Print Name

Have read the preceding Introduction to Speech Communication syllabus, and have understood the responsibilities necessary for me to fulfill the requirements of the course.

I agree to fulfill all requirements on time and in a complete and thoughtful manner (unless, in exceptional cases, I have made previous arrangements with the professor).

I agree to engage in lively classroom discussions, debates and presentations, addressing ideas rather than people, and that if I have a personal problem with the professor or her graders, or any of my fellow students, I will handle the matter in a godly and biblical fashion...that is humbly and privately, (Galatians 6:1-4; Matthew 18:15-17).

I maintain the right to be treated and taught respectfully by my professor and her grader. I am here to learn and to build valuable relationships for, God willing, my present and future ministry of the gospel.

Signature

Date