



On-Campus Course Syllabus

COM 202 L1

Introduction to Speech Communications

Spring 2021

Class Information

Day and Time: W 12:15-3:00 PM

Room Number: E211

Contact Information

Instructor Name: Dr. Spring

Instructor Email: sspring@criswell.edu

Instructor Phone: 214.818.1346

Instructor Office Hours: T 3-4:30 PM, W 10-11 AM, Th 11 AM-12:30 PM and by appointment

Course Description and Prerequisites

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

- a. Organize, support, defend, and evaluate different types of speeches
- b. Deliver speeches using modern rhetorical devices by selecting the appropriate words and illustrations which will connect with their audiences
- c. Evaluate and respond to arguments
- d. Present logical and balanced speeches which use evidence rather than pure emotion to support and defend their claims
- e. Communicate theological principles from the Bible (students should have a Christian worldview in all of their speeches)

Required Textbooks

Talk Like TED: The 9 Public Speaking Secrets of the World's Top Minds by Carmine Gallo

ISBN 978-1-250-06153-9

Recommended Reading

There are dozens of great handbooks and texts about presentation skills, from both secular and Christian perspectives. Come see me if you are interested in reading further.

Course Requirements and Assignments

- a. *Elevator Pitch*. Interviewers often ask "tell me about yourself?" Create a description of self that summarizes your background and what makes you unique (competitive edge). This can include your target market or employers and how you think your skill set will benefit them. **2-3 minutes in length**, in which the

student will be graded on the clarity and thoroughness of the presentation in addition to the development of the topic in terms of audience. **(15%)**

- b. How-to Speech.** Students will pick a topic on which to inform the class; this can be any topic as long as it can be analyzed and explained in an informative way. For example, students may inform the class about how to share the gospel, or students can teach the class a special skill or interest. **3-5 minutes in length**, with props, in which the student will be graded on the clarity and thoroughness of the presentation in addition to the development of the topic in terms of audience. Presentations that make logical “leaps” or fail to address information that then hinders understanding will receive a penalty. **(15%)**
- c. Evaluation.** Pick a TED Talk (that we have covered in class or you found on your own) that you think is interesting, strange, or revealing. You can use the rubric we designed to study the speaker’s delivery, use of technology, topic, and organization. Then, in a **5-7 minute** analysis of that talk, persuade the audience that your evaluation is valid. **(25%)**
- d. TED Talk.** Now you are ready to write and give your own TED Talk (**10-15 minutes**). It needs to be the most detailed, organized, and well-supported speech of the four. Grading will look at the following: 1) clear thesis, 2) points are well organized, well supported, and well documented, 3) alternative views are integrated and critiqued, 4) strengths and weaknesses of your own view are critiqued, 5) speech uses a variety of techniques to maintain the audience’s attention, 6) speech has an appropriate introduction and conclusion to unify it, 7) speaker has proper technique and wording in order to be successful, and 8) speech must be aware of the background of the audience and adapt as necessary. **(25%)**
- e. Daily Assignments.** I will also look at your ability to attend and participate in class. Participation is defined as active listening, evaluation of classmates’ speeches, and meaningful contributions to class discussion. This may also be daily activities and assignments, including interviews, reading quizzes, etc. **Written Components.** Each speech has a written aspect (for example, a cover letter and resume should accompany the Elevator Pitch), and this text will be evaluated for professionalism, proofreading/editing, grammar, style, and appropriateness of content. **(20%)**

Course/Classroom Policies and Information

- I reserve the right to ask a student to leave if he or she is being disruptive or uncooperative.
- Technology is allowed in the classroom – until it becomes a distraction.
- Daily work must be completed by the start of each class period; no late work will be accepted.
- Presentations will be done in class (10-point penalty per class period if performed after the scheduled date).
- Speeches will be accompanied by a written component, which should be submitted by the start of the presentation class period. Manuscripts should be double-spaced paragraphs in the Criswell style, whereas outlines should follow appropriate format and style (make sure to document any external sources).
- Students can miss two class periods, but on the third absence, the student’s grade may be affected.

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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before

submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

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 instructor, 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 Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS 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 SONIS should contact the Campus Software Manager at studenttechsupport@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 the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at

library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

W	Jan 20	Course Introduction
W	Jan 27	Intro and Chapter One <i>Talk Like Ted</i> (TLT)
W	Feb 3	Chapter Two TLT Career Documents Workshop
W	Feb 10	<i>Elevator Pitch</i>
W	Feb 17	Chapter Three TLT
W	Feb 24	Pop-up Speeches
W	Mar 3	Chapter Four and Five TLT
W	Mar 10	<i>How-to Speech</i>
W	Mar 17	Spring Break
W	Mar 24	Chapter Six Intro to Rhetorical Analysis
W	Mar 31	Chapter Seven and Eight TLT
W	Apr 7	<i>Evaluation</i>
W	Apr 14	Chapter Nine TLT
W	Apr 21	Workshop: draft of outline/manuscript due
W	Apr 28	<i>TED Talk</i>
W	May 5	<i>TED Talk</i>



On-Campus Course Syllabus

ADDENDUM FOR SP-21

COM 202 L1

Introduction to Speech Communications

In the event that Criswell College has to close the campus to on-campus classes during the SP-21 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below. Notes and changes to the information in the syllabus are highlighted. Information that is no longer relevant is indicated with a ~~strike through the font~~ and *replacement or new information is placed in italics*.

Course Requirements and Assignments

No change to course requirements.

Remote Class Sessions: Identity and Participation Verification

Class sessions will be completed via Zoom. Vocal participation will be required in each class, and presenters must turn on their video.