



On-Campus Course Syllabus

COM 202 L1

Intro to Speech Communications

Fall 2022

Class Information

Day and Time: T 7:30-10 PM

Room Number: E211

Contact Information

Instructor Name: Dr. Spring

Instructor Email: sspring@criswell.edu

Instructor Phone: 214.818.1346

Instructor Office Hours: [M/W 9:30-11 AM, T 4-4:45 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 demonstrate a Christian worldview in their speeches)

Required Textbooks

The Communication Experience by Jon A. Tanzey (first edition) ISBN 978-1-7935-2144-6

Course Requirements and Assignments

- a. *Student-led Discussion.* Students will prepare and deliver (not read) one **10-minute presentation** on the required reading for that day. Students must prepare a printed outline for the professor and their peers that focuses on the key ideas or “takeaways” of the text, and students should include one interactive element designed to further understanding. NOTE: Each chapter has application activities that you can use. Students who miss their scheduled presentation will not be allowed to make up this assignment. Presentations should have the following elements: 1) central claim, major theme, or purpose of the work – this is not a summary of the content, 2) connections that the reading makes to other ideas

- encountered in this text or texts from other classes, 3) evaluation of the author's claims and defense of those claims, and 4) at least one substantial question designed to initiate class discussion. (15%)
- b. *Informative Speech*. Students will pick a topic on which to inform the class; this can be any topic if 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 at least one prop, 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. *Persuasive Speech*. The final two speeches will be to persuade an audience to adopt a particular viewpoint (NOTE: You will give this speech twice – same topic, to two different audiences). This speech may be on any subject, but it must not conflict with clear biblical precedents and values. This speech should be 10-15 minutes long and should use a variety of presentation techniques, including but not limited to presentation software, visuals, handouts. Students may use a short video clip of 30 seconds or less to grab the audience's attention, but the focus should be on the presenter because it will essentially demonstrate how much has been learned. It needs to be the most detailed, organized, and well-supported speech of the semester. Students must interact and cite other evidence and alternative viewpoints, and they must choose a side of the debate and defend it. 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 each audience and adapt as necessary. (25% and 25%)
- d. *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. Your evaluation of your own presentation style also falls into this category. (15%)
- e. *Written Components*. Each speech has a written aspect, and this text will be evaluated for professionalism, proofreading/editing, grammar, style, and appropriateness of content. (5%)

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 welcome in the classroom – unless it becomes a distraction.
- Daily work must be completed by the start of each class period (7:30 PM); no late work will be accepted.
- Written components are due before class time on your scheduled presentation day: 10-point penalty per day.
- Professors work closely with the Student Success Office. ***To help provide resources to students who may need it most, I will communicate the names of students who have two consecutive absences, low grades, or any other signs that they may be struggling.*** The Student Success Manager will reach out to these students and help find appropriate resources.

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.

Students can miss two class periods, but on the third absence, the student's grade may be affected.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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

T	Aug 16	Course Introduction
T	Aug 23	Chapters 1-3
T	Aug 30	Chapters 4-6
T	Sept 6	Chapters 8 and 21
T	Sept 13	Pop-up Speeches
T	Sept 20	Chapters 17 and 18
T	Sept 27	Chapters 19 and 20
T	Oct 4	Informative Speeches
T	Oct 11	DEVELOPMENT WEEK: NO CLASS
T	Oct 18	Chapters 9-11
T	Oct 25	Chapters 12 and 13
T	Nov 1	Chapters 14-16
T	Nov 8	First Persuasive Speech
T	Nov 15	Chapters 7 and 22-24
T	Nov 22	THANKSGIVING: NO CLASS
T	Nov 29	Second Persuasive Speech