

CMM 100: Principles of Oral Communication (Fall 2015)—Monday/Wednesday/Friday

Course Description: This course will introduce students to the relationship between communication and democratic life in contemporary and historical contexts. Specifically, it will define and discuss the importance of communication skills in achieving mutual understanding, not necessarily agreement. The course will provide students with the opportunity to demonstrate effective and ethical dialogic communication, structure messages that deliver complex information to non-experts, effectively advocate a position, and critique the messages of others. These skills are important for developing and being an active participant in a diverse and democratic community.

Student Learning Objectives:

At the end of this course, you should be able to:

- 1) understand and engage in civil dialogue with other individuals or groups about controversial issues.
- 2) effectively explain complex ideas to non-experts.
- 3) advocate a position using use logic and credible evidence.
- 4) critically analyze and evaluate oral messages presented to public audiences by others.

Required Textbook:

University of Dayton. (2015). *Principles of Oral Communication: Custom Textbook*. Southlake, TX: Fountainhead Press.

Reading: *Reading*, in this course, is defined as *comprehending* and *remembering* what you have read. I also expect that you will think about the material and its broader implications for your own life and the lives of others. I suggest you use the SQ3R method (scan, question, read, recite [written recitation is best], review) and perhaps read some text material more than once. Additionally, *you are expected to look up and learn the meaning of words or phrases that you read or hear in class with which you are unfamiliar (e.g., do you know what N.B., i.e., and e.g. mean?)*.

You are *not* being asked to accept the ideas and information presented uncritically. Quite the contrary, it is essential that you challenge ideas with which you disagree or about which you are skeptical, and you should be able to support ideas with which you agree drawing on appropriate evidence (i.e., not just “I agree with it”; *why* do you agree?). Thus, *critical thinking* about the reading and what goes on in class is important. Critical thinking includes asking yourself questions such as the following. Do I “buy” the idea? Does a concept or procedure make sense? *Why*? What do I know from my own experience that supports or contradicts the concept? What have I learned earlier in the course or in other psychology courses that speaks to the validity of the concept? In other words, what is the evidence for or against the ideas? What are the limitations of explanations or research? (These are just a few of the questions that will stimulate your critical thinking.)

Attendance: It is essential for you to attend class meetings. Learning occurs not simply through reading the text, but also from listening to, participating in, and evaluating the group discussions that take place in class. Furthermore, class attendance is an important part of developing an attitude of professionalism.

I understand things come up, and you may well get sick at some point during the term. This happens, and so you are provided with three (3) absences at no penalty. For every absence over three (3) you will be penalized three percent (-3%) on your term grade for the course. Three days is the equivalent of one week of class. In the professional world where you work for an entire year it is common to have no more than two weeks of “sick leave.” If you look at a sixteen week course that allows for one week of such time, then this is a generous policy as it equates to over three weeks of leave in a year.

Given the performative nature of this class you may not be absent on days where either you or your classmates are giving presentations. If you are absent on such a day then you will lose three percent (3%) from your overall course grade. Additionally, if you miss days on which you speak you will not be able to make up your presentation without prior approval, and such decisions are at my discretion. Finally, you also will not be able to make-up missed interteaching assignments.

Lateness is also counted against you. Each late arrival to class (defined as arriving after roll has been taken) is equated to half an absence. Therefore, two late arrivals will consume one of your allotted absences. If, however, you go over the allotted absences by one late arrival (i.e., three absences and one late=3.5) then you will not be penalized. Only full absences over the limit apply against you.

Additionally please consult your course schedule and the University calendar. When class is scheduled to meet you are expected to attend. Do not make travel arrangements for holidays or vacations that conflict with your ability to attend class. Such travel arrangements are not excusable under any circumstances.

Course Grading:

Explanation Presentation: 15%

Persuasive Presentation: 17%

Dialogic Presentation: 20%

First exam: 15%

Final Exam: 15%

Interteaching Record: 18%

Grading Scale:

The following grading scale will be used for this course:

100-93.5% = A	76.4-72.5% = C
93.4-89.5% = A-	72.4-69.5% = C-
89.4-86.5% = B+	69.4-59.5% = D
86.4-82.5% = B	59.4-0% = F
82.4-79.5% = B-	
79.4-76.5% = C+	

Course Assignment Descriptions:

Presentations

All presentations in this class will be themed, and are designed to build upon each other. The details of these assignments, the requirements for each, and their specific evaluation forms are attached at the end of this syllabus. Note that the points awarded for different sections and items will vary with each assignment. The general description of the presentations is as follows:

Explanation Presentation: 4 minutes
Persuasive Presentation: 5-6 minutes
Dialogic Presentation: 3 minute statement

Time Requirements: As a means to help students adhere to these time limits, students are encouraged to bring a timer with them for each presentation. It remains each student's responsibility to have sufficiently practiced their speech to ensure that it complies with the time requirements. On each presentation a 30 second "grace period" will be afforded to every student where if they go over or under the time requirement by 30 seconds or less there is no penalty. However:

- On the first presentation students will be reduced 3 points for going 31-60 seconds over the grace period, and another three points for every 30 second increment beyond that up to a total of 30 points.
- For the second presentation, they will be reduced 5 points for every 30 seconds over the grace period.
- For the third presentation it will be 5 points for every 30 seconds over the grace period (which applies only to the response portion of the presentation).

NOTE: The instructor has the right to cut you off in the interest of allowing others scheduled to speak to complete their assignments. If the instructor cuts you off, then you are subject to whatever time penalty you already incurred and will not receive credit for portions of the presentation you did not complete. Therefore, it is advisable that you make sure you stay on time in completing the presentation.

Source Requirements: Students must use a minimum number of credible sources in each speech. Credible sources typically include magazines, newspapers, books, and academic journals. That said, there are times when other types of information can be deemed credible by a researcher. To assist with credibility claims regarding sources students must hand in with their outline the first page (or printed page that includes website data) of each source they cite and use in their presentation.

- For the first presentation, students are required to use three (3) sources
- For the second presentation, students must use a minimum of five (5) sources
- For the third presentation, students are required to use three (3) sources and students must specifically reference at least one other speech given during round #2 by their classmates.
- Students are prohibited from using Wikipedia, About.com, Answers.com, or AskJeeves.com and may **receive a zero (0) on the speech** assignment should they do so.
- Additionally, although these can be good sources of additional information when doing research for a presentation, dictionaries, encyclopedias, atlases and unpublished interviews do not count toward the minimum number of sources.
- Students who do not both incorporate and properly document the minimum number of acceptable sources in their bibliography, preparation outline (in-text citations), AND presentation (oral citations) may incur a **penalty up to 20 points on the assignment.**

Outlines and Notes: Each speaking assignment requires a written component. For the explanatory assignment students will prepare two pages of typed, double spaced, 12pt font Times New Roman speaking notes. These notes are what you will speak off of during your explanation and will be handed in when the assignment is completed.

For the persuasive presentation students must complete BOTH a full sentence preparation outline and a speaking outline. The full sentence preparation outline must be typed, double spaced and be both uploaded through Isidore and handed in on the due date in hard copy. Students must also create a double spaced speaking outline (different from notes) and it may not exceed two double spaced pages. This is used to speak off of for the presentation and may not include full sentences unless directly quoting a source. This is handed in after the completion of the presentation. If this is either a manuscript or full-sentence outline it may result in a zero (0) for the assignment.

For the dialogue assignment students may use ½ page of typed notes in any format. They will use the other half to take notes on what the others in their group say, and after the dialogue this will be submitted to the instructor.

Visual Aid Requirement: For the persuasive presentation students are required to use a visual aid. PowerPoint is highly encouraged, but students may use other aids with the prior approval of their instructor if appropriate. Visual aids are not permitted for the other assignments unless permission is given by the instructor to do so.

First exam and Final Exam

The first exam will be in-class and will contain 50 multiple choice questions that will cover the first half of the semester - the text and the class discussions.

The final comprehensive exam will contain 100 multiple choice – 25 questions on the material covered in first half of the semester, 50 questions on the material covered in the second half of the semester and 25 assessment questions which will not count toward the student grade.

Interteaching

Interteaching is a pedagogical tool designed improve student comprehension of material through effective dialogue with each other in the classroom about specific readings and assignments. It is collaborative and dialogic in nature.

The version of Interteaching used at UD in CMM-100 varies from the traditional form and has been developed through rigorous assessment and feedback. It functions thusly: Students complete preparation questions on a given chapter reading, and come to class with those questions completed. They are then randomly assigned to groups of three to work on a set of scenarios that force them to apply the concepts from the reading. At the conclusion of class, students are given an Interteaching Record form that helps the instructor know what to lecture on during the next class. The advantages of teaching and cooperative learning are combined in *interteaching*, which is the primary way students learn about and practice oral communication in this course.

In class, students will work with one or two other students (different students each class) to *answer and discuss* the scenarios on the activity sheet—in other words, *interteaching (IT)*. At the end of the interteaching session, each student will complete an *Interteaching Record (ITR)* to identify the topics they had difficulty with, which they want to know more about and also to evaluate the interteaching session. Part of their final course grade is based on your *fully participating* in interteaching sessions.

To be able to fully participate in interteaching, students must first have read the required text material and answered the PQs. Students will hand in their completed PQs at the start of class and then will work through the scenarios.

During interteaching, instructors act as a *coach* and circulate among the groups of students to provide clarification and guidance as needed, and to help the learning process.

Interteaching Guidelines

1. Students will be randomly assigned to IT groups for each IT session and those assignments will be posted at the start of class with “letter” designations. When students arrive at class, the tables in the classroom will have letters on them so they will know where to sit. That way, when students walk into class, they can sit in the right place and be ready to begin IT promptly.
2. Students will take turns *initiating* and leading the scenarios. We say “*initiating*” because as with good teacher–student teaching and any good dialogue, the communication and explanation is not one-way. Partners should ask questions and make comments to check out what they do not understand or might see differently. After hearing a partner’s answer to a question, the initiator should repeat/paraphrase back what was heard to assure proper understanding of the answer. (The resulting recitation and repetition will further enhance learning.)
3. If a scenario has multiple parts (as many of them will), students should take turns with the parts so that one person is not leading the entire scenario.
4. Once the basic question is answered, students should discuss such issues as: What are the implications of the answer? What other applications might be relevant? And, very important, what relevance does the scenario have for you personally, including relevant experiences you may have had?
5. In learning the answers to the PQs before coming to class students may have written down the answers or at least notes about the answers. This *written recitation* is a good way to learn the material. If a student is really stuck on an answer, they should refer to their notes—but do this sparingly to get the full benefit of IT. Remember: IT is not a test, it is an opportunity to learn. If students don’t have an answer completely right, or answer it incompletely, their partners can fill in the gaps so that they truly engage in collaborative learning. To this end, students should be encouraged to use their notes, but not their books, to work through the scenarios in class.
6. Some scenarios have no right or wrong answers because they call for opinions. In answering these questions, students should be sure that they can substantiate their answers—Why do they believe as they do? What is the

evidence from what they have read and from other sources including life experience? All group members should present their views (with substantiation), and then discuss their answers. Students should feel free to disagree with others, but do so respectfully. It is also important—perhaps vital—that they encourage partners to provide evidence and to discuss that evidence in terms of its credibility, logic and emotional power.

7. Students should answer and discuss the scenarios *in order*. They should put a check mark to the left of the number of each question as they finish them (which will facilitate monitoring progress through the PQs without interrupting IT).
8. Students are encouraged to take notes about what they are learning during the scenario activities.
9. Instructors should explain how much time students have for each IT session, and both the instructor and students should monitor the time, so that they can complete all of the scenarios.
10. If students complete all the scenarios before the end of the IT session, they should return to the questions they had difficulty with or questions that merit more discussion or thinking of more examples. N.B.: If they finish much before the end of allotted time, they probably have answered the scenarios too superficially and have not discussed them sufficiently. Additionally, they can be asked to create new scenarios about concepts not addressed in the classroom scenarios for that day.
11. At the end of each IT session, students will complete the Interteaching Record. They must then turn in the ITR before they leave class to receive a part of the credit for IT that day. N.B. Student diligence in filling out the ITR is critical because the feedback on the form will influence what is covered in NIT sessions (material you had difficulty understanding, or want to learn more about).
12. Following the completion of an IT day and the collection of ITRs from students, instructors are to review the ITRs and identify the material to cover in the next non-IT day. This coverage will vary somewhat from section to section, based upon student responses, but will generally be driven by the prep questions, scenarios and each class' comprehension of the material. Instructors are encouraged to adapt the lecture notes for the non-IT day based upon the feedback on ITRs submitted by students.
12. Students are expected to come to *every* class having read the text material and prepared to interteach the scenarios for that day's reading. Students will earn points toward the class grade as follows, and these points will be reflected on the ITR submitted at the end of each day of class where interteaching takes place. Each interteaching session is graded on a scale of 100 points, with each session worth 3% of the student's term grade.

Students receive points for several related activities:

- +Students receive 25 points for completing and handing in the preparation questions (these are due at the beginning of each interteaching session and must be hand written)
- +Students receive up to 25 points for participating in the groups during class as determined by instructor. Part of this evaluation comes from observation during class, and part from student comments about their groupmates work and preparedness as written on the interteaching record.
- +Students earn up to 50 points on a quiz administered the class meeting following interteaching

The quiz will have ten multiple choice or true/false questions worth five points each drawn from the most recent IT session. Add the quiz score and the IT session participation score and awarded points for completing the prep questions and you will get your IT grade for that particular session.

Additionally, although there will be no Interteaching in class on the chapter covering Research and Participation, students must complete an online tutorial developed by Roesch Library and take the quiz that accompanies it. The grade on this quiz (and this quiz only) is out of 100 points and will be included as an Interteaching grade worth 3% of their overall term grade.

Coming prepared for IT—which means having learned the answers to the PQs that students will interteach with their group members—is not only important for their own learning but also for their classmates’ learning. It is unfair to the other students in an IT group if a student does not hold up their end and contribute to the group learning.

Non-interteaching (NIT) Days

NIT sessions will be interspersed within IT days during which time instructors will specifically deal with the major problems students had with the topics they intertaught in the previous classes (as indicated on the ITR) and reinforce the material they have learned. Instructors may also cover additional material, have class discussions on various topics, and engage in other learning activities.

WHAT ARE STUDENTS EXPECTED TO LEARN?

And now for a nitty gritty question that is often paramount in students’ minds. What are they expected to learn and what will they be tested on? They are expected to know what they have read in the text: the general ideas presented, the definition of terms (especially all those in boldface), and the meaning and implications of concepts. This is the basic level of learning. Then, they will also need to explore the subject matter in depth on their own, during IT, and in class discussions. Being able to answer the PQs will definitely help them on exams as they will be asked about the ideas covered in a number of those questions. But, the PQs are not all they will need to know because these questions only sample the important concepts and key issues in the text. Besides text material, students are also responsible for additional ideas presented in class and they must be able to demonstrate the concepts studied in class and in the text during graded performances. Participation in interteaching also helps students develop the dialogic and explanation skills that are core learning outcomes for CMM-100.

Respect for Diversity:

In this class you will encounter a multiplicity of viewpoints regarding complicated issues that have no easily identified correct answer. One of the goals of this class is to help you engage these topics while respecting the sensitive nature of the issues and how they may impact other people with whom you discuss them. Each of us is an individual who has encountered our own experiences in our lives, and these experiences are all equally valid. Understanding the experiences of others and how they inform an individual’s perspective is a central tenet of a strong dialogue. In this class we will practice civility and respect for the experiences and informed judgments of our classmates, even—no, especially—when we might disagree with them.

Policy on Email Submissions: All submissions must be made when they are due in hardcopy form. Students are advised to keep their assignments on disk as well. Email submissions will not be accepted.

Policy on Academic Honesty: See the statement on academic dishonesty from the *Student Academic Handbook*:

As an institution of higher learning, the University of Dayton expects its faculty and administration to be instrumental in creating an environment in which its students can develop personal integrity.

I. DEFINITIONS

Student academic dishonesty is defined as any attempt by the student to obtain, or to assist another student to obtain, a grade higher than honestly earned.

In addition to specific conditions stated by the course instructor, the following are defined as academic dishonesty: cheating; plagiarism; grade alteration; and deception to avoid meeting the stated course conditions.

A. *Cheating*: Cheating consists of any of the following:

For Examinations: Willfully copying or attempting to consult a notebook, textbook, or any other source of information not specifically authorized by the teacher; willfully aiding or receiving aid from another student during an examination or attempting to give or receive such aid; obtaining or attempting to obtain copies of the examination prior to the time the examination is given; or any other act which violates or attempts to violate the stated conditions of an examination.

For Assignments: When class assignments are such that students are expected to complete the assignment on their own, willfully copying all or part of another student’s assignment or attempting to violate or violating any stated conditions of the assignment.

- B. *Plagiarism*: Plagiarism consists of any of the following:
Quoting directly from any source of material--including other students' work and materials purchased from research consultants--without appropriately citing the source and identifying the quoted material; knowingly citing an incorrect source; using ideas (i.e., material other than information that is common knowledge) from any source of material--including other students' work and materials purchased from research consultants--without citing the source and identifying the borrowed material.
The instructor is expected to establish any additional guidelines for plagiarism and should make clear to the students their individual responsibilities on assignments.
- C. *Grade Alteration*: Grade alteration consists of an act which dishonestly modifies a grade obtained for a class assignment, examination or for the course itself.
- D. *Deception*: Deception is defined as any attempt to avoid meeting the stated course conditions, such as making false statements to avoid taking examinations at the scheduled times or to avoid turning in assignments at scheduled times.

Should you engage in any conduct deemed academically dishonest you will fail the course and all relevant reports of the misconduct will be forwarded to the appropriate University officials.

Learning Support:

- **The LTC**: The LTC's Office of Student Learning Services offers a wide variety of services to assist students. These services include study skills classes and workshops, tutoring and consultations, disability screenings, and a web site with many resources (<http://learningsupport.udayton.edu>). Please contact SLS at 229-2066 or visit their office (Roesch Library: LTC 023) if you would like to talk about how you could be a more effective learner. Two of their services might be especially relevant to this class:
- **Disability services**: The LTC's Student Learning Services provides support for students with disabilities. They remind UD students: "If you feel you need an accommodation based on the impact of a disability, please contact me privately to discuss your specific needs. Formal disability-related accommodations are determined through the LTC's Office of Student Learning Services (SLS). It is very important that you be registered with SLS and notify me of your eligibility for reasonable accommodations with a signed SLS Self-Identification Form. We can then plan how best to coordinate your accommodations. For more information, please contact SLS at 937-229-2066, by email at disability.services@notes.udayton.edu or stop by the SLS office in LTC 023."
I comply with all recommendations from the SLS. If you have any disabilities that require adjustment on my part, please talk to me at the beginning of the semester so we can take necessary action. If you have, or think you might have, disabilities you will find the LTC a helpful resource, and I encourage you to contact them.
- **Writing support**: "The Write Place is a free service available to all UD students. The Write Place offers peer-to-peer writing support on any writing assignment and at any stage of the writing process. Students can drop-in to the Write Place without making an appointment. Drop-in hours are Monday through Thursday from 11:00 a.m. to 8:00 p.m. and Sunday from 4:00 to 8:00 p.m. The Write Place is located in Roesch Library room 502. Contact Christina Klimo, Write Place Coordinator, if you have any questions at klimochm@notes.udayton.edu or 229-2068."
- **CMM 100 Tutors**: Tutors are available for CMM 100 through the Office of Student Learning Services. They hold office hours for CMM 100 students between 5-9pm Monday-Thursday throughout the semester. Students should seek assistance from this service if they encounter difficulty with the course. These students have already completed one of the CMM 100 pilots and are familiar with course content and expectations.

Extra Credit: Extra credit will not be available in this course.

Speech Contest: Every semester the Department of Communication sponsors a Speech Contest for students enrolled in CMM-100. Up to two students per section can be nominated to compete in the Speech Contest, which will take place Saturday November 14 at 12pm in Sears Recital Hall. Students competing in the Speech Contest must deliver the same presentation which they delivered in their CMM-100 class, and must complete registration forms in advance of the competition. There will be numerous prizes awarded to the winners of the competition. More details on this event will be provided as the semester progresses.

Students who earn their way to the speech contest will be able to "opt out" of the final exam and take their grade as it stands following the dialogue assignment. You may take the final exam if you choose, but if you do it can hurt or help your grade. The seven finalists in the speech contest will receive an automatic 100 on their final exam score.

Additional Class Policies of Note:

- 1) The schedule may be rearranged during the term, but students will be notified in writing when this happens. You are responsible for finding out the changes if you miss class.
- 2) Turn off all pagers, cell phones, and other electronic devices that may disturb the class before class starts. Failure to do so may result in your expulsion from class for that day. Additionally, if your cell phone interrupts someone else's presentation by going off or vibrating your presentation will be reduced by 10% for that speech round.
- 3) Students are responsible for lecture notes and other information missed by not attending class, including any changes to the schedule or assignments.
- 4) Students are expected to have copies of all turned in assignments in case of loss, theft, or damage.
- 5) Follow the syllabus and keep up with all required reading and assignments. You are responsible for all material presented in the text (whether discussed in class or not) as well as class lectures, assignments or activities.
- 6) If you are having problems with any aspect of the course please come and see me.
- 7) Grades are determined on quality of output. Furthermore, I understand all students desire an "A" for the course no matter what their situation. If you know you "have to" make a certain grade for scholarship reasons, for example, you should be working with me from the beginning of the semester. I cannot do anything at the end of the semester.
- 8) Graded materials will be returned when I finish with them.
- 9) I do not give multiple choice tests back, only results. You may look over your tests in my office. I also usually keep final papers and projects—so keep a copy for yourself if you like to keep course materials.
- 10) Students are strongly encouraged to keep all returned graded materials and handouts in the event there is a discrepancy on grade calculations.
- 11) All assignments handed in to the instructor must be stapled or paper-clipped or they will not be accepted.

Course Schedule

W 8/26	Syllabus, Course Intro
F 8/28	Practice ITR
M 8/31	The Long Tradition of Communication (<u>Read Chapter 1</u>)
W 9/2	The Practice of Public Communication (<u>Read Chapter 2</u>)
F 9/4	Communication in the Curriculum and the Professional World
M 9/7	LABOR DAY
W 9/9	Audience in Context: ITR (<u>Read and complete PQs for Chapter 3</u>)
F 9/11	ITR Review for Chapter 3
BETWEEN SUNDAY 9/13 AND SATURDAY 9/19 STUDENTS MUST COMPLETE THE LIBRARY TUTORIAL AND QUIZ	
M 9/14	Defining a Controversial Topic
W 9/16	Research and Preparation (<u>Read Chapter 5</u>) ***Topics for Explanation Presentations due
F 9/18	Language: ITR (<u>Read and complete PQs for Chapter 6</u>)
M 9/21	ITR Review for Chapter 6
W 9/23	Language and Audience
F 9/25	Delivery (<u>Read Chapter 7</u>)
M 9/28	Review for Exam
W 9/30	<u>First exam</u>
F 10/2	Exam Review
M 10/5	Explanatory Speaking Workshop
W 10/7	<i>Explanation Presentations</i>
F 10/9	FALL BREAK
M 10/12	<i>Explanation Presentations</i>
W 10/14	<i>Explanation Presentations</i>
F 10/16	Types of Persuasion (<u>Read Chapter 8</u>)
M 10/19	Analyzing Persuasion ITR (<u>Read and complete PQs for Chapter 9</u>) ***Topics for Persuasive Presentation due
W 10/21	ITR Review for Chapter 9

F 10/23 Crafting a Persuasive Message (Read Chapter 10)

M 10/26 Outline Workshop for Persuasive Presentations

W 10/28 Effectively Employing Visual Aids

F 10/30 *Persuasive Presentations*
**All full sentence outlines due

M 11/2 *Persuasive Presentations*

W 11/4 *Persuasive Presentations*

F 11/6 *Persuasive Presentations*

M 11/9 Civility: ITR (Read and complete PQs for Chapter 11)

W 11/11 ITR Review for Chapter 11
**Selection of response for Dialogue due

F 11/13 Audience, Civility and Language

M 11/16 Dialogue: ITR (Read and complete PQs for Chapter 12)

W 11/18 ITR Review for Chapter 12

F 11/20 Dialogue Preparation

M 11/23 *Dialogue #1*

W 11/25 **THANKSGIVING RECESS**

F 11/27 **THANKSGIVING RECESS**

M 11/30 *Dialogue #2*

W 12/2 *Dialogue #3*

F 12/4 *Dialogue #4*

M 12/7 *Dialogue #5*

W 12/9 Dialogue Recap

F 12/11 Course Evals/Course Wrap-Up/Review for Final

FINAL EXAM:

SPEECH ASSIGNMENT DESCRIPTIONS FALL 2015

THEME: All three presentations you are responsible for delivering in this course build off of one another and are related to the same central theme. That said, you cannot work together on these assignments, nor can you submit work you used in another class. Every student will be responsible for doing their own original work in developing their presentations. Students will all deliver presentations on different topics within the theme for the semester. Each of the assignments will be discussed in greater detail in a moment, but before detailing the components and requirements for each presentation, please pay attention the theme below:

The theme for CMM 100 this semester is “Control.” There are many ways to interpret this term, from the things we control in our lives, to the things we wish could control, to methods of controlling variables in our surroundings. As you consider topics for your presentations this semester think about the ways in which control impacts, influences and plays a part in your life, major, and intended vocation.

Here are some ideas to get you thinking on how you might develop your topics for presentations this term:

- *Controlling risks*
- *Controlling relationships*
- *Image management*
- *Political control*
- *Housing controls*
- *Price/economic control*
- *Emotional control*
- *Mechanical controls*
- *Experimental control groups*
- *Oversight*

You will be responsible for delivering three presentations connected to this theme. Each will help you both develop your own perspective on this issue, and learn how to listen and appreciate the perspectives of others in the class. The aim is to engage in a dialogue about the role control plays and should play in our lives.

Explanation Presentation:

Topics Due: Wednesday September 16 on Isidore

Speaking Notes Due: Immediately Following Presentation (can be no longer than two pages and cannot include any full sentences, unless directly quoting a source). Must include a works cited page.

Presentation Days: Wednesday October 7
Monday October 12
Wednesday October 14

Time Limit: 4 Minutes long; There is a thirty (30) second grace period on either end of that time mark within which you will not be penalized. For every thirty (30) second period outside of that grace period you will be penalized three (3) points on your presentation grade up to a maximum of thirty (30) points. For example, if your presentation runs 3:29 then you will have your grade for the presentation reduced by three (3) points, and if the presentation goes 2:47 then you will be penalized six (6) points, and so on. The only official time is kept by the instructor and it begins the moment you start speaking. The instructor can cut your presentation off in the interests of time, in which case you will receive a time penalty as appropriate and no credit for portions of the presentation you did not complete.

Source Requirement: For this presentation you are required to use at least three (3) credible sources. If you fail to use the appropriate number of acceptable sources you may be penalized twenty (20) points on your presentation grade. Additionally, using websites such as Wikipedia, About.com, AskJeeves, or other such online encyclopedias will result in an automatic zero (0) for the presentation grade. Finally, although encouraged, interviews, personal correspondence, atlases, dictionaries and encyclopedias do not count toward your total number of sources—though they must be listed in the bibliography and properly cited within the outline.

Topic: The theme of this course is “Control.” For the first performance in this class you must select a topic related to “Control” which you would like to explain to your partner.

Your topics must be submitted in the form of a specific purpose statement, not a phrase or title and must be completed through Isidore. If they are not submitted on time then you will receive a five (5) point penalty on the assignment grade for each day late. The object is to inform the class about something that may enhance a person’s perspective on a specific issue related to control.

Task: Students will explain a complicated subject related to the course theme in 4 minutes to a classmate. The listener will be randomly assigned on the day of the presentation. The listener must pay close attention to the speaker. The speaker will ask the listener a question regarding the explanation within the 4 minutes. For example, “can you give me an example,” “think of a way/time when you experienced this,” “how do you make sense of this.”

This question should require the listener to apply the material from the explanation in a way that demonstrates their understanding. These questions should not be geared toward offering an opinion, such as the following:

“How do you feel about this?”
“What are your thoughts on this issue?”
“Do you believe what I am telling you?”

At the conclusion of the presentation the listener will also record his/her answers to a list of questions pertaining to his/her partner’s presentation. The “answers” will be part of the speaker’s grade as well as the listener’s grade. All students will have the opportunity to play both roles at least once.

Explanation Presentation Evaluation Sheet

Speaker: _____
Topic: _____

Section #: _____
Date: _____

Introduction _____ / 10

Gained attention and interest _____
Established credibility and goodwill _____
Introduced topic clearly _____

Body _____ / 25

Adheres to assignment directions _____
Complexity of topic _____
Topic appropriate and sufficiently narrowed _____
Main points clear and well supported _____
Quality of supporting materials _____
Cite sources properly _____
Use of metaphors _____
Use of analogies _____
Use of similes _____
Use of definitions _____
Interesting and appropriate language _____
Related topic to the audience _____
Quality of question to listener _____
Transitions _____
Effectiveness/Appropriateness of Question _____

Conclusion _____ / 10

Summary of main points _____

Physical Delivery _____ / 15

Posture (no swaying, moving back and forth, etc.) _____
Eye contact _____
Appearance _____
Appropriate gestures _____
Visual Aid _____

Vocal Delivery _____ / 15

Volume _____
Controlled vocalized pauses _____
Pace/Fluency _____
Vocal Variety (tone, pitch, etc.) _____
Extemporaneous delivery style _____

Speaking Notes _____ / 10

Speaking notes typed and adheres to extemporaneous style _____
Works cited in proper format _____

Response by listener _____ / 10

Role as listener for classmate _____ / 5

Time: _____
Time penalty (if applicable): _____

Other comments:

Total Grade: _____ / 100

Letter Grade: _____

Persuasive Presentation:

Topics Due: Monday October 19 on Isidore

Full Sentence Preparation Outlines Due: Friday June 5 (in class and on Isidore)

Speaking Outlines Due: Immediately Following Presentation (can be no longer than two pages and cannot include any full sentences, unless directly quoting a source)

Presentation Days: Friday October 30
Monday November 2
Wednesday November 4
Friday November 6

Time Limit: 5-6 Minutes long; There is a thirty (30) second grace period on either end of that time mark within which you will not be penalized. For every thirty (30) second period outside of that grace period you will be penalized five (5) points on your speech grade up to a maximum of thirty (30) points. For example, if your speech runs 4:29 then you will have your grade for the presentation reduced by five (5) points, and if the speech goes 3:47 then you will be penalized ten (10) points, and so on. The only official time is kept by the instructor and it begins the moment you start speaking. The instructor can cut your presentation off in the interests of time, in which case you will receive a time penalty as appropriate and no credit for portions of the presentation you did not complete

Source Requirement: For this speech you are required to use at least five (5) credible. If you fail to use the appropriate number of acceptable sources you may be penalized twenty (20) points on your speech grade. Additionally, using websites such as Wikipedia, About.com, AskJeeves, or other such online encyclopedias will result in an automatic zero (0) for the speech grade. Finally, although encouraged, interviews, personal correspondence, atlases, dictionaries and encyclopedias do not count toward your total number of sources—though they must be listed in the bibliography and properly cited within the outline.

Topic: In this presentation you will present your position on an issue related to control to the class, and advocate for your perspective. You must make a coherent logical argument for why your position should be adopted by the class.

Your topics must be submitted in the form of a specific purpose statement, not a phrase or title and must be completed through Isidore. If they are not submitted on time then you will receive a five (5) point penalty on the assignment grade for each day late. The purpose of this assignment is to begin our dialogue as a class by stating our own perspectives on this complicated and controversial issue in a civil manner to each other.

Persuasive Presentation Evaluation Sheet

Speaker: _____

Section #: _____

Topic: _____

Date: _____

Introduction _____ / 14

- Gained attention and interest _____
- Established credibility and goodwill _____
- Introduced topic clearly _____
- Previewed body of speech _____
- Transition to body _____

Body _____ / 31

- Adheres to assignment directions _____
- Clear organizational pattern _____
- Arguments clear _____
- Arguments well supported _____
- Clear persuasive elements (ethos, pathos, logos) _____
- Quality of supporting materials _____
- Cite sources properly _____
- Related topic to the audience _____
- Transitions _____

Conclusion _____ / 9

- Signaled ending _____
- Summary of main points _____
- Clincher _____

Physical Delivery _____ / 12

- Posture (no swaying, moving back and forth, etc.) _____
- Eye contact _____
- Appearance _____
- Appropriate gestures _____
- Visual Aid _____

Vocal Delivery _____ / 14

- Volume _____
- Controlled vocalized pauses _____
- Language (appropriate, interesting, etc.) _____
- Pace/Fluency _____
- Vocal Variety (tone, pitch, etc) _____
- Extemporaneous delivery style _____

Outline _____ / 20

- Full sentence outline typed and organized in designated format _____
- Speaking outline typed and adheres to extemporaneous style _____
- Specific purpose and central idea clearly stated in full sentence outline _____
- Works cited in proper format _____
- Attributed sources within outline properly _____

Time: _____

Time penalty (if applicable): _____

Other comments: _____

Total Grade: _____ /100

Letter Grade: _____

Dialogue:

Topics Due: Wednesday November 11 on Isidore

Speaking Notes: Immediately Following Presentation (can be only ½ page of notes, and must also contain written notes taken during the dialogue and a works cited list)

Presentation Days: Monday November 23
Monday November 30
Wednesday December 2
Friday December 4
Monday December 7

Time Limit: Every dialogue begins with you taking three (3) minutes to outline your response to a classmate's presentation from the persuasive performances; There is a thirty (30) second grace period on either end of that time mark within which you will not be penalized. For every thirty (30) second period outside of that grace period you will be penalized ten (10) points on your speech grade up to a maximum of thirty (30) points. For example, if your presentation runs 2:29 then you will have your grade for the speech reduced by ten (10) points, and if the speech goes 3:47 then you will be penalized twenty (20) points, and so on. The only official time is kept by the instructor and it begins the moment you start speaking.

Following your three minute statement by each student in your dialogue group, you will engage in a conversation with that group about the topics presented by each individual. This will last roughly 20 minutes, and will be followed by an opportunity for the rest of the class to engage in the discussion.

Source Requirement: For this speech you are required to use at least three (3) credible sources. These can be sources you previously used in the first two assignments. Additionally, you must reference at least one other position offered by a classmate in the second round of performances, and focus your speech in response to that [those] perspectives. If you fail to use the appropriate number of acceptable sources you may be penalized up to twenty (20) points on your speech grade. Additionally, using websites such as Wikipedia, About.com, AskJeeves, or other such online encyclopedias will result in an automatic zero (0) for the grade. Finally, although encouraged, interviews, personal correspondence, atlases, dictionaries and encyclopedias do not count toward your total number of sources—though they must be listed in the bibliography and properly cited within the outline.

Topic: This is the culminating presentation for the course. In it you must accomplish four things: 1) Demonstrate an understanding of the perspective offered by at least one other classmate in their presentation from the second round of speeches. This means you must accurately summarize their position; 2) Discuss the areas where you agree, but focus on where you disagree with their position, and explain why you disagree with their position; 3) Re-state your position and explain how it may have changed as a result of the presentations by your classmates; and 4) Engage your fellow classmates regarding their three minute statements. This is civil dialogic response to positions taken by other people that demonstrates an understanding, but not necessarily an agreement with their ideas and positions. In the discussion, you also must follow the principles of dialogue when classmates respond to what you said.

Dialogue

Speaker: _____

Section #: _____

Topic: _____

Date: _____

Three-Minute Statement

____ /20

- Articulated a clear thesis _____
- Accurately and fairly summarized the position of another classmate (s) _____
- Provided quality evidence to support thesis _____
- Demonstrated logical coherence _____
- Civilly presented own position _____
- Advanced conversation through response _____

Physical Delivery

____/15

- Posture (no swaying, moving back and forth, swivel, etc.) _____
- Eye contact _____
- Appropriate gestures _____

Verbal Delivery

____/10

- Volume _____
- Language (appropriate, interesting, etc.) _____
- Pace/Fluency _____
- Vocal Variety (tone, pitch, etc) _____

Notes

____ /15

- Notes done in required format _____
- Notes facilitate extemporaneous style _____
- Notes contain proper references _____
- Written notes demonstrate active listening to fellow discussants _____

Time: _____

Time penalty (if applicable): _____

Dialogue

____/40

- Asks appropriate clarifying questions _____
- Expressed provisionalism through statements _____
- Provided supportive comments _____
- Asserted disagreement civilly _____
- Nonverbals indicated openness and respect _____
- Paraphrased statements of others _____
- Encourage everyone to participate _____
- Took notes throughout conversation _____
- Used owning statements _____
- Used descriptive statements _____
- Demonstrated spontaneity _____
- Demonstrated empathy _____
- Statements focused on solving/understanding _____
- Connected ideas of 2 or more participants _____

Other comments:

Total Grade: _____ /100
Letter Grade: _____

