Course Description

Fundamentals of Speech Communication is an essential course in developing speaking and listening skills that instructs the student in the principles and procedures that promote effective and conscious communication. This study includes message composition, critical analysis, determination of purpose, and analysis of audience. This course also includes message transmittal involving vocal variations, articulation and appropriate levels of language usage and listening for both literal and critical comprehension.

Course Overview and Objectives

This course is designed as a workshop. It is a pragmatic, applications-based approach that helps students understand the importance of speaking and listening. This method of instruction will include a combination of lectures, small group activities, class discussions, activities to demonstrate each student’s proficiency in speaking in different contexts, and a variety of assignments. Classroom activities have been developed to provide practice in making presentations and critical listening. Students will demonstrate speaking and listening skills in not only formal presentations but also in all classroom interactions. Therefore everything communicated within the classroom setting should be a positive and valuable contribution. As students of Communication, each person must be aware of cultural diversity and respect the rights and differences of others to ensure that this course experience is as rich and meaningful as possible.

Course Objectives

- To understand the process of communication in public contexts
- To understand the theoretical framework and practical components of public speaking
- To develop research skills and the ability to support ideas
- To develop the ability to organize reasoned and ethical messages effectively
- To develop verbal and nonverbal communication skills to articulate a message effectively
- To monitor your own nonverbal communication while speaking in public
- To improve speaking ability through practicing in a supportive environment
- To develop critical thinking and listening skills to prepare and evaluate speeches
- To develop the ability to effectively analyze diverse audiences and to create presentations to fulfill a variety of purposes

Student Learning Outcomes

Upon completion of this course students will be able to:

- Communicate effectively
- Think critically
- Utilize appropriate technologies
- Conduct Valid Research
- Value freedom of expression
- Embrace diversity
- Practice ethically
- Create, construct, and deliver professional presentations
Required Text

Attendance
Attendance is mandatory. Students must make a commitment to attend each and every class on time. Students are allowed two absences before your grade is dropped one letter. Should absences continue, your grade will suffer. Attendance will be taken each class period so it’s a good idea to get in the habit of signing the attendance sheet each day. You should only sign your name; do not sign the attendance sheet for anyone else. Students will also be docked for chronic late arrivals and/or early departures. Two late arrivals/early departures equals one absence. Late papers and presentations will be given a 20% deduction as well. Students will have one week to turn in late assignments. After one week late assignments will not be accepted. In order to pass this class ALL assignments must be completed.

Weather Related Campus Closure
Living in Florida we all know that sometimes we can get a little crazy weather. Should campus close for any reason please check Canvas for any announcements regarding how we intend to continue the course schedule while the UNF campus remains closed.

Other Considerations
- ALL assignments are to be typed using the correct format for the assignment. Students are graded on format, grammar, spelling, and other linguistic devices appropriate to each assignment.
- All assignments will be accompanied with a detailed handout for clarity.
- Please turn off cell phones before coming to class as well as any other electronics. There will be days when we will use our smart phones for classroom research. Students will be informed as to when this is appropriate. During any other time in class please put the phones away. One warning is all you will get before being asked to leave class.
- Please present your speech on the day you sign up for. There may not be time to make up any missed presentations so plan your social schedule around your school schedule. Be smart!
- Inappropriate language will NOT be tolerated in this class. A list of those words will be provided. Students who violate this consideration during a presentation will be asked to sit down and will receive an F for the assignment.
NORTH FLORIDA NINE
The Department of Communication at UNF has adopted the North Florida Nine as a cohesive statement of learning objectives designed to match the professional values and competencies formulated by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC).
The complete list of the North Florida Nine can be seen on the department web page: http://www.unf.edu/coas/communication/about. For this course the following 7 learning outcomes will be addressed:

- **Communicate Effectively:** Communicate clearly and accurately through written, oral, and mediated forms appropriate to the study of communication and professional practice. (Introduce and Reinforce)
- **Think Critically:** Conduct reasoned evaluation of information to assess its relevance, accuracy, purpose, and meaning. (Introduce and Reinforce)
- **Apply Theory:** Apply appropriate theoretical concepts of communication in academic and professionally oriented work. (Introduce)
- **Conduct Valid Research:** Apply research methods appropriate to the communication professions to address relevant communication problems. Such methods include quantitative, qualitative research applied in primary and secondary research. (Introduce and Reinforce)
- **Utilize Appropriate Technologies:** Apply the tools and technologies of the communication professions in the creation and dissemination of messages appropriate for professional practice. (Introduce and Reinforce)
- **Embrace Diversity:** Demonstrate an understanding of the diversity of both domestic society and the peoples and cultures of global society and of the significance and impact of mass communication in society. (Introduce)
- **Practice Ethically:** Demonstrate an understanding of professional ethical principles and the relationship between ethics and law; apply ethical principles to communication professional practice. (Introduce)

**Course Requirements**
Students are responsible for the following assignments:

- Introductory Speech: 25 points
- Informative Speech (with outline): 100 points
- Rewriting the Informative Speech for Diverse Audience: 50 points
- 2 Self Evaluations: 50 points
- 2 Peer Evaluations: 50 points
- Persuasive Speech (with script): 75 points
- Tribute Speech: 50 points
- Special Occasion Speeches (2): 50 points
- Semester Exam: 100 points
- 3 Quizzes (25 points each): 75 points
- Listening Assessment: 25 points
- Speech Observation: 25 points
- Attitude and Participation: 25 points

700 total points
Grade Breakdown
700 - 630  A
629 - 560  B
559 - 490  C
489 - 420  D
419 and below  F

Description of Presentations/Assignments

➢ **Introductory Speech:** This presentation allows students to choose a quote that has had a profound impact on the student’s life. A thesis statement is developed and the presentation itself should focus on two main points. A strong introduction and conclusion are key to this assignment. The main objectives are:
  
  o To implement communication strategies and techniques to reduce anxiety
  o To organize ideas logically
  o To support claims with supporting research
  o To demonstrate comprehension of differences between a brief example, an extended example and an explanation
  o To understand the importance of Primacy and Recency

➢ **Informative Speech:** For this assignment students select a topic of interest to provide new information or understanding to the audience. Research is required. Each research source is to be cited verbally in the body of the speech, should be from a scholarly source, and should be credible and valid. The main objectives are:
  
  o To implement communication strategies and techniques to reduce anxiety
  o To organize ideas logically
  o To utilize an organizational strategy
  o To logically support claims with research
  o To use strategies creating emotional appeals making the speech memorable

➢ **Rewriting the Informative Speech for a Diverse Audience:** Good public speakers are *audience-centered* meaning they know the primary purpose is to gain a desired response from listeners. Knowing who the audience is will help you understand how to present information to them. By keeping the audience in mind at every stage of the speech presentation good public speakers are adapting to their audience. This assignment addresses a different audience than the classmates. Using the Informative Presentation, students will rewrite their informative outline and speech to accommodate a different/diverse audience. The main objectives are:
  
  o To research the demographics of a diverse audience
  o To understand audience traits unique to the speaking situation
  o To use language that is appropriate to this audience
  o To ethically adapt the speech to make it clear and convincing to the audience

➢ **Persuasive Speech:** This assignment requires students to select a policy change they want to implement. A considerable amount of research and skillful use of the methods of persuasion is required. Special emphasis is given to evidence and reasoning. Students will address the “need, plan and practicality” of the suggested change. A call for action will be made at the conclusion of the speech. The objectives are:
  
  o To implement communication strategies and techniques to reduce anxiety
  o To organize ideas logically
  o To support claims with supporting research
To create emotional appeals to persuade the audience
To use strategies to make the speech memorable
To work with rhetorical sensitivity and communication competence
To utilize visual aids professionally within the presentation to enhance audience’s memory and overall effectiveness of the speech

Commemorative Speech: This assignment focuses on the creative use of language and rhetorical techniques and demands considerable creativity on the part of the student. It calls for a clever speech that makes a thoughtful point. The objectives are:
- To showcase the skills learned throughout the semester
- To use language strategies to enhance a creative presentation
- To confidently present without notecards

Speaking for Special Occasions: Students will present a tribute speech and will select two of three speeches for special occasion. Selections are: a Speech of Introduction, a Speech of Presentation and a Speech of Acceptance (both count as one selection) and/or an After-Dinner Speech. The focus is on the creative use of language, rhetorical techniques, and being audience-centered and engaging. The objectives are:
- To learn how to use humor appropriately
- To determine the speech’s effectiveness and appropriateness for the occasion and the audience
- Using language that is familiar, concrete, and appropriate

Professional Team Project: This assignment serves as the final “Exam” and incorporates all the information gathered this term. Exploring one theory, the entire class is broken into four teams. Each team will research one section of the theory. The project highlights the importance of working with a team to create a scholarly presentation. The objectives are:
- To communicate effectively with counterparts from other teams
- Think critically using a scholarly and professional format
- Apply theory using the peer reviewed scholarly journals provided in the UNF Library Databases
- Conduct valid research of primary and secondary sources to ensure a scholarly presentation
- Utilize appropriate technologies to ensure a consistent visual aid with other teams
- To demonstrate an understanding of the ethics of working with a large group of people
- To embrace the diversity of their team and the class and to understand how to work competently with a larger group.

Self-Evaluations (2) Informative speech and Tribute Presentations
Peer Speech Critiques (3) Informative, Persuasive, and Tribute Evaluations
Semester Exam will cover all course content
Semester Quizzes (3) to demonstrate proficiency
Professional Speech Observation
Listening Assessment to understand one’s own listening skills
How to Earn Your Grade

In order to receive an A you must be outstanding and/or superior in all respects, fully achieving the intended purpose of each assignment. To receive a B you must be strong in all areas, achieving intended purpose. A C is achieved by being adequate and unremarkable, yet still achieving the intended purpose. A D is achieved by being inadequate and weak, not achieving the intended purpose. An F is achieved by performing in an unacceptable way and not achieving the intended purpose. Please be aware that attendance will be large factor in evaluating grades.

Vulgar language will not be tolerated. Automatic F for the F Bomb! Curb the cursing!

Plagiarism will not be tolerated. Please cite any and all sources.

Student Support Services are available to students who require additional help. Please see your student handbook.

A final word concerning cheating and plagiarism…the University’s policy is harsh and students may fail the course if found to be cheating or using someone else’s material without the proper citation. If you are in doubt it is a good policy to check with the instructor for insight.

Course Schedule

*Any changes will be announced in class

Week One 8/23 & 8/25 OVERVIEW OF PUBLIC SPEAKING
Readings: Chapters 1 and 2 (Lecture/Theory)
Key Concepts: the historical value of public speaking; speaking anxiety; audience analysis; the diversity of audience members and speakers, ethical speakers; the communication process
Assignment: Introductory Speech September 1

Week Two 8/30 & 9/1 RESEARCH AND SUPPORT MATERIALS
Readings: chapters 3 and 4 (Lecture/Theory)
Key Concepts: researching supporting materials; how to test your support for validity; the Internet; Web sites; the Library; Interviews; Surveys; taking good research notes; source citation; types of support available for speeches; primary and secondary sources; how to evaluate your support materials effectively
Assignment: Tuesday 9/6: begin Informative Speech Workshop. This workshop will run through 9/15. Students should BE AND STAY PREPARED by bringing all completed pieces of the speech to class each day. We will be working on the Informative speech throughout the next 6 classes. All Introductory Speeches to be presented this Thursday 9/1. Quiz one due 9/15

Week Three 9/6 & 9/8 OUTLINING AND ORGANIZING YOUR SPEECH; INTRODUCTIONS AND CONCLUSIONS; SPEAKING TO INFORM
Readings: chapters 5, 6, 7, and 13 (Lecture/Theory)
Key Concepts: the importance of an outline; parts of the outline; types of outlines; creating an effective outline; transitions; citing sources in the outline; creating a source page; organizational strategies; selecting the best organizational strategy; introductions and conclusions; Informative speaking
Assignment: QUIZ ONE due 9/15
Week Four 9/13 & 9/15 USING LANGUAGE, DELIVERING THE SPEECH, AND USING VISUAL AIDS
Readings: chapters 8, 9, and 10 (Lecture/Theory)
Key Concepts: the importance of language; using language effectively; the elements of vocal delivery; the elements of physical delivery; methods of delivery; rehearsing the speech; types of visual aids; crafting effective visuals; using visual aids successfully
Assignment: final week of the workshop. Students should be prepared to come to class with formal outline and speaking notecards on 9/15. (Application of lecture/theory)

Week Five 9/20 & 9/22 INFORMATIVE PRESENTATIONS SEPTEMBER 20, 22, AND 27 (Application of lecture/theory). Peer Evaluation #1 is an in-class assignment and is due at the end of class.

Week Six 9/27 & 9/29 FINISH INFORMATIVE SPEECHES; LISTENING TO AND EVALUATING SPEECHES
Readings: chapters 11 and 12 (Lecture/Theory)
Key Concepts: critical listening; the process; barriers to effective listening; types of listening; listening to other speeches to evaluate
Assignment: Listening Assessment and Speech Evaluation in-class assignment 9/29. The Informative Speech Self-Evaluation is due one week after your presentation date

Week Seven 10/4 & 10/6 SPEAKING TO PERSUADE
Readings: chapters 14 and 15 (Lecture/Theory)
Key Concepts: what is persuasive speaking; what a persuasive speech should do; traditional appeals; modern appeals; parts of the argument; different types of arguments; faulty arguments; choosing a focused persuasive topic; conducting research; constructing the persuasive outline; persuasive introductions and conclusions; considerations as you prepare; evaluating persuasive speeches
Assignment: Rewrite of Informative Speech Assignment due 10/4; Quiz 2 due 10/11

Week Eight 10/11 & 10/13 PERSUASIVE WORKSHOP WEEK
Assignment: Quiz 2 due 10/11

Week Nine 10/18 & 10/20 PERSUASIVE PRESENTATIONS (Application of lecture/theory)
Assignment:

Week Ten 10/25 & 10/27 SPEAKING FOR SPECIAL OCCASIONS
Readings: chapter 16 (Lecture/Theory)
Key Concepts: special occasion speeches; the creative process; writing the speech; types of special occasion speeches
Assignment: Tribute speech due 11/1 & 11/13 (Application of lecture/theory). Quiz 3 due 10/27

Week Eleven 11/1 & 11/3 TRIBUTE SPEECHES (Application of lecture/theory)
Assignment: In-class Peer Evaluation # 2 due after class 11/3

Week Twelve 11/8 & 11/10 MORE ON SPEAKING FOR SPECIAL OCCASIONS
Assignment: Tribute Speech Self Evaluation due one week after your presentation date

Week Thirteen 11/15 & 11/17
Assignment: Special Occasion Speech Presentations
Week Fourteen 11/22 & 24 Thanksgiving Holiday November 24 – 29 Campus Closed

Week Fifteen 11/29 & 12/1 Finish Special Occasion Speeches
Assignment: Semester Exam due 11/29

Week Sixteen 12/3 - 12/8 Final Exam Week