A close up of a logo

Description automatically generated

**COM 108: COMMUNICATING EFFECTIVELY**

**Spring 2024 Semester (Session 2)**

**March 11th - May 5th, 2024**

**INSTRUCTOR:**         Scott Wylie

**EMAIL ADDRESS:**   scott.wylie@reinhardt.edu

**PHONE:**

**COURSE DESCRIPTION**

This course is an integrated communication skills course that incorporates skills in speaking, writing, listening, research and information literacy, leadership, teamwork, visual design, and the use of classroom technologies. Students will learn to compose, organize, and express their arguments, ideas, and feelings in writing and in a wide range of speaking situations.

**REQUIRED TEXTBOOK**  
Lucas, S. E. (2020). *The Art of Public Speaking* (13th ed.). New York City, NY: McGraw-Hill.

**STUDENT LEARNING OUTCOMES**  
After completing this course, the student will be able to:

* Demonstrate the ability to compose, organize and express their arguments, ideas and feelings in a range of speaking situations from formal public speaking to class discussions to interpersonal relationships as well as in formal five-paragraph written essays.
* Demonstrate skills in structuring their ideas into effective rhetorical structures for informative, persuasive, motivational, relational and inspirational occasions. Assignments will include both written and oral presentation elements.
* Create two types of outline structures for larger assignments: both a full outline (with source citations and bibliography) and a brief podium outline.
* Demonstrate adequate information literacy and research skills to be able to complete two major research-based assignments.
* Learn and follow a thesis-based structural model for both speeches and essays that includes an attention-getting opener or lead, a clear statement of the thesis or central idea, and a preview of main points, followed by a series of main points with strong supporting evidence and examples, then concluding with a review summary, a restatement of the central idea and a memorable closing.
* Incorporate Monroe’s Motivated Sequence into this structure for their major persuasive assignment.
* Demonstrate skills in revision by submission of a first draft and subsequent revision into a final draft of their two major assignments.
* Grounded in a framework of intercultural understanding, students will demonstrate how to adapt their approach effectively (language, examples, etc.) to their audiences, understanding diverse learning styles and cultural contexts, and to approach each situation considering the ethical implications involved.
* Demonstrate the ability to speak extemporaneously and to engage with their audiences using their language, stories, voices, eye contact and body language.
* Use visual presentation software to create basic PowerPoint presentations to accompany two of their major speeches and classroom technologies for their presentation.
* Demonstrate interpersonal skills, confidence, and leadership and small group skills through collaborative exercises in a supportive environment.
* Demonstrate listening and observation skills through a series of peer reviews and an outside speaker evaluation.

**CREDIT HOUR STATEMENT**  
Courses offered in a 8-week session are twice as intensive as those held during a traditional full semester. Each week students should expect to spend 14 hours interacting with course content through a combination of direct instruction and out of class student work.

Examples of direct instruction may include engaging in class forum discussions with the course instructor and other students, viewing or reading supplementary online content required by the instructor, completing course quizzes and/or examinations, and reading instructor announcements related to course material and instructor feedback on assignments. Examples of out of class student work may include reading the assigned course textbook, doing independent library research, completing essay assignments, developing more extensive research papers, and studying in preparation for exams and quizzes.

**COURSE POLICIES AND PROCEDURES ACADEMIC INTEGRITY**

All assignments must be completed by the learner. Learners are expected to read and adhere to the Academic Integrity section of Reinhardt University’s Academic Catalog. Cases of academic dishonesty may result in expulsion from the University, a failing grade for the course, or a failing grade for the assignment.

The following are recognized as unacceptable forms of academic behavior at Reinhardt University:

* Plagiarizing, that is presenting words or ideas not your own as if they were your own. The words of others must be enclosed in quotation marks and documented. The source of the distinctive ideas must also be acknowledged through appropriate documentation. (NOTE: Strictly adhere to APA citation and referencing guidelines to avoid this).

* Submitting a paper written by another student or another person as if it were your own.

* Submitting a paper containing sentences, paragraphs, or sections lifted from another student’s work or other publication; there must be written documentation.

* Submitting a paper written by you for another course or occasion without the explicit knowledge and consent of the instructor.

* Fabricating evidence or statistics that supposedly represent your original research.

* Cheating of any sort on tests, papers, projects, reports, etc.

* Using the internet inappropriately as a resource. See 3 above.

**COURSE REQUIREMENTS/ASSIGNMENTS**

Knowledge of the material presented in this course will be evaluated based on the satisfactory completion of all coursework. Methods of instruction and learning include module reading assignments, presentations, discussion postings, individual research, speeches, and essay assignments. Learners are expected to complete all module activities during the week they are assigned and in the manner prescribed.

**Readings**: Learners are expected to read the assigned textbook chapters for each module, prior to participating in discussions. These are found under the “VitalSource Course Materials” section.

**Presentations**: Learners are expected to view all assigned video lectures for each module prior to participating in discussions. These are found under the “Modules” section. The presentation assignment will be located under the current module for the week.

**Discussion Posts**: Learners are expected to participate in all Discussions for each module through the submission of initial and response postings. Specific directions and deadlines are provided for each module discussion assignment in the Canvas course room under the “Modules” section.

Learners are cautioned not to engage in plagiarism. **All postings and replies must cite sources where appropriate using APA 7thedition requirements and must use proper grammar and punctuation.**

Each Unit Discussion is worth 100 points. Maximum points will be awarded to posts that provide very specific details about the questions under discussion, as opposed to just very general and vague observations. The more effort you put into your answers, the more points you will get. This also goes for your response posts to your fellow students – please be detailed and specific, which is something more than just saying “Great Post” to them. Tell them “WHY” you thought it was a great post, and what it made you think of in your own life that was relevant to the discussion topic. If you disagree with a point being made, please do so in a civil and constructive manner.

**Assignments**: Learners must complete all assignments under the "Modules" section. When directed to do so, learners must also submit recorded speeches via the file upload or posting URL links from YouTube.

**EVALUATION & GRADING**  
The following grading scale will be utilized in the determination of the student’s course grade:

|  |  |
| --- | --- |
| **GRADE PERCENTAGE** | **LETTER GRADE** |
| 90-100% | A |
| 80 to 89% | B |
| 70 to 79% | C |
| 60 to 69% | D |
| 0 to 59% | F |

**FINAL AVERAGE BREAKDOWN**

|  |  |
| --- | --- |
| **ASSIGNMENT CATEGORY** | **PERCENTAGE OF FINAL GRADE** |
| Discussion Post Assignments | 15% |
| Essay Assignments | 15% |
| Reading Quizzes | 20% |
| Informative Speech | 25% |
| Persuasive Speech | 25% |

**PROJECTED READING & SPEECH SCHEDULE**

**Module 1 (1 Week: Monday, March 11th - Sunday, March 17th)**

• Chapters 1, 2, 3, 4

**Module 2 (1 Week: Monday, March 18th – Sunday, March 24th)**

• Chapters 5, 9, 10, 11

**Module 3 (1 Week: Monday, March 25th – Sunday, March 31st)**

• Chapters 7, 8, 15, 19

**Module 4 (1 Week: Monday, April 1st – Sunday, April 7th)**

• Chapters 12, 13, 14

**Module 5 (1 Week: Monday, April 8th – Sunday, April 14th)**

• Chapters 16

• Informative Speeches due

**Module 6 (1 Week: Monday, April 15th – Sunday, April 21st)**

**•**Chapters 17

**Module 7 (1 Week: Monday, April 22nd – Sunday, May 5th)**

• Persuasive Speeches due

**ONLINE ATTENDANCE AND WITHDRAWAL POLICY**  
Students are accountable for all required work in each of their courses. They must assume full responsibility for class attendance in a way satisfactory to the instructor and for work missed because of absence. Since class sessions function not merely for individual learning but also for group interaction, absences can become a serious problem both for the individual and for the group.

Online courses are generally delivered over a period of seven or eight weeks with activities and assignments specified for each week. An online week is defined as being Monday 12:00 AM (EST) through Sunday at 11:59 PM (EST). Deadlines for attendance are based on Eastern Standard Time.

A student will be considered in attendance for a given week of online instruction if he or she participates in the course. Participation is defined as posting a response to a discussion assignment or submitting a completed course room activity/assignment during the online week prior to Sunday at 11:59 PM (EST).

**Initial Course Participation**  
A student who fails to participate during the first 8 calendar days of a course shall be administratively dropped from the course.

**Ongoing Course Participation**  
Ongoing course participation is satisfied through the continued completion of course room activities, such as written assignments, quizzes, or discussion question responses. Students who do not participate in a course for 7 or more consecutive days are not satisfying ongoing course participation.

Students who are not satisfying the ongoing course participation requirement shall be notified by a University representative via University email. The learner must resume participation in the course within 3 calendar days following the sending of the notification.  
Students who do not resume participation in the course will be administratively withdrawn from the course and be issued a grade of “W” or “F.”

A grade of “W’ will be issued if an administrative or voluntary withdrawal occurs before 11:59 PM (EST) on Monday of the fifth week of the course.

A grade of “F” will be issued if an administrative or voluntary withdrawal occurs after 11:59 PM (EST) on Monday of the fifth week of the course.

Students may be impacted academically and financially in the case of voluntary and administrative withdrawals. It is the student’s responsibility to understand these implications.

**ONLINE ACADEMIC SUPPORT SERVICES**  
Reinhardt University offers academic support services for online students through BrainFuse HelpNow. Services include access to live tutors, writing lab assistance, and study center resources. These resources are offered at no additional charge and are available on demand through [Course Resources](https://reinhardtuniversity.instructure.com/courses/9593/pages/course-resources).

[Links to an external site.](http://www.brainfuse.com/highed/helpNow.asp?a_id=68F429E2&ss=&r=)The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a documented disability requiring an accommodation, please contact the Academic Support Office (ASO).

Reinhardt University is committed to providing reasonable accommodations for all persons with disabilities. Therefore, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Academic Support Office (ASO). ASO is located in the basement of Lawson Building. Phone is 770-720-5567. To receive academic accommodations for this class, please obtain the proper ASO letters/forms.

**NON-DISCRIMINATION STATEMENT**  
Reinhardt University does not discriminate in any of its policies, programs, or activities on the basis of race, color, age, culture, national origin, socioeconomic status, gender, religious belief, sexual orientation, physical (dis)ability or genetic information.

**Tips for Success**

* Conduct independent study on what it means to be a “critical thinker.”

* Conduct independent study on the components of a critical argument.

* Save sources from discussion posts and completes…students may be able to use these in the paper and it saves time!

* Start work on your project now…do not procrastinate…it will be due before you realize it and you’ll stress yourself out if you wait to start the week the paper is due.

* Have your paper proofed before submission by the Brainfuse Writing Lab. We all make mistakes and it is best to have another set of eyes look the product over.

* Exceed the minimum requirements…don’t just do enough to get by…seek to stand above the rest by exceeding and surpassing expectations.

* Study APA formatting and seek help from the instructor.