

FALL 2023 COM108 Course Syllabus

**Reinhardt University School of Arts and Humanities
Communication and Media Studies Program**

**COM-108: Communicating Effectively
Gordy Lecture Room #201**

FALL 23 Semester M/W (060) 12:00 – 1:15; (070) 1:30 – 2:45; (080) 3:00 – 4:15

Instructor: Marcia E. Hair, M.A. University of Georgia, Georgia State University
Instructor at Reinhardt since 2010. Family & Divorce Mediator, Cobb Superior Court.
No office on campus; available by email meh1@reinhardt.edu, phone or text 770.826.3800.
Students are encouraged to contact Instructor for assistance or discussion from 9:00 a.m. until 6:00 p.m., or at other times by arrangement. Conferences available by appointment.
HELP IS AVAILABLE IF YOU ASK!

Course Description, Rationale, Objectives

Catalog 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 range of speaking situations from formal public speaking to class discussions to interpersonal relationships.

Course Rationale: To be an effective and successful communicator in any field or profession, you will need to develop, practice and master critical thinking and rhetorical skills, especially those involving verbal and visual presentations and interactions of many types. COM 108 provides you with the opportunity to develop these communications skills in a supportive learning environment. COM 108 also contributes to a better understanding of other cultures by participating in the course “Year of Adventure” theme.

Required Material: Verderber & Sellnow text *Communicate!* 15th ed. Cengage, 2017, ISBN 978-1-305-50281-9, available from eCampus and online sources. Rental is least expensive.

Note that instructor will post additional readings, course materials, handouts, assignments, and articles of interest on CANVAS, EAGLEWEB, and via email. **It is your responsibility to check RU email daily** for course updates or changes in assignments or deadlines. All chapter Powerpoint lectures will be posted in Canvas Modules.

OVERVIEW OF MAJOR ASSIGNMENTS—1000 point scale

Assignments **900+ points = A** **800+ = B** **700+ = C** **600+ = D**

Speeches 50% of final grade **Essays 20 %** **Quizzes 20%** **Attendance 10%**

Informative Speech 175 points The Informative Speech is a 6-7 minute (no more, no less) speech based on the “Year Of Adventure” theme. Students will choose a speech topic based on a country or region of the world that they know or hope to visit. It requires scholarly research, a long-form outline with in-text citations and a Works Cited reference page (APA style), a PowerPoint presentation, and effective delivery.

Persuasive Speech 175 points The Persuasive Speech is a 6-7 minute speech (no more, no less) on a subject of social significance, student’s choice. It requires scholarly research, a long-form outline with in-text citations and a Works Cited reference page (APA style), a PowerPoint presentation, and effective delivery.

Personal Experience Speech 75 points The Personal Experience speech is a short (3-4 minute) presentation on a topic that does not require prior academic research. Students will tell a story in an informal manner and may include a photograph or other type of prop. Also required is a short-form outline.

Special Occasion Speech 75 points The final speech of the semester, usually delivered on the last day of class, the Special Occasion Speech is a short (2 – 4 minute) presentation to be delivered on a special occasion, such as a wedding toast, eulogy, dedication, birthday tribute, etc. A short-form outline is required.

The Ted Talk Outside Speaker Evaluation 75 points This assignment requires you to watch and listen to a TED Talk and write a well-structured essay (totaling 500 – 750 words) on the observed presentation.

Aristotle summary 75 points Students will have two options: write an essay of 400 – 500 words summarizing the concepts of Rhetoric or present the same concepts in a 3 – 4 minute class presentation.

Self-Assessment Essay 50 points Students will write an informal essay (350 – 500 words) assessing their own communication skills and reflecting on what they have learned throughout the semester.

Chapter Quizzes 200 points, Six open-book/open-note quizzes will be offered, 10 questions each, worth five points apiece. Four scores will count.

Attendance 100 points Class attendance is mandatory. Absences will be excused only upon a request from coaches, Instructors, or Health Care Providers.

Extra credit options will be made available throughout the semester.

General COM 108 Guidelines:

- Your instructor will provide further information about each assignment through Canvas and/or Eagleweb.
- You should submit all assignments in a timely manner as directed by your instructor.
- All papers should include a title as well as date, course number, and your name at the top of the first page.
- The only accepted file extensions are doc, docx, (and pdf, but only if your instructor requests it).
- The files should be named YourLastName_CourseCode_SectionCode_AssignmentName (e.g. McDonald_COM108_Section2_InformativeSpeechLongFormOutline.docx)
- Please proofread all papers for spelling and grammatical errors.
- Please format all papers using Times New Roman, font size 12, double-spaced.
- ALL ESSAY ASSIGNMENTS MUST INCLUDE THE WORD COUNT!

Long form and short-form outlines: Some assignments will require an outline, either a complete long-form outline or a rough draft outline. The long-form outline should be based on the PAPER AND SPEECH PLANNER. (Essays are not acceptable and will not be graded if submitted in place of an outline.) For the research assignments, please insert in-text citations in the long-form outline just as you would in a research essay. Long-form outlines that are less than fully developed and which do not contain necessary citations will receive penalties in grading.

The rough draft outline should follow the exact format and numbering system of the long-form outline, but its content should be reduced and abbreviated using keywords, phrases and other shortcuts so that it is no longer than one page in length. Cues for the speaker may be handwritten, but you must type the outline. Use of bold, italic, large font or colors is encouraged to help the speaker at the podium. The only parts that you should write out in full sentences (required) are the thesis and each of the main points.

Deadlines and Late Submissions: It is your responsibility to follow the deadlines for your assignments. Do not forget that deadlines are the final date for submission. We encourage you to submit your work well in advance. Please be prepared for computer crashes, file corruptions, illnesses, family emergencies, work schedules, sick pets, car troubles, lightning strikes, power outages, space aliens, plagues of locusts, etc. and do not wait until the last minute to submit your work. Late work will only be accepted at the discretion of the Instructor, with a penalty assessed for not meeting the deadline.

For pre-scheduled presentations and assignments, you may not have an extension. Rescheduling will be an option only in the cases of documented emergencies, at the discretion of your instructor. NO EXCEPTIONS.

Grading Criteria: Your instructor will grade each of your assignments using an appropriate rubric. Detailed instructions and standards for each assignment will be available via CANVAS.

COM 108 Classroom Policies

Your COM108 Instructor is fully vaccinated against Covid, and will wear a face shield during class. If you experience symptoms of illness of any kind, please immediately contact your health care provider or the Student Health Center, studenthealthcenter@reinhardt.edu or call 770.720.5542.

Professionalism: We expect you to be professional and courteous at all times. Put your phones/cameras/gizmos away for the duration of the class. You should not engage in any behavior that might disrupt your instructor or your fellow students. Reinhardt has a diverse population, and it is imperative that respect be afforded to all, in terms of religion (or lack of same), ethnicity, sexual orientation, and politics. **At no time will any form of bullying or sexual harassment in class or on campus be tolerated.** If you consider yourself to be a victim of discrimination, bullying, or harassment, please notify your Instructor or Dr. May, Dean of Students.

Presentations: During your own speeches, make sure your physical appearance is appropriate to your presentation topic. This usually means that you should follow a business or business-casual dress code, which includes covering your tattoos, removing facial piercings, and eliminating any eccentric sense of fashion. Please do not chew gum or wear caps or hoods during your presentations. The professionalism of your dress will factor into your grade. Please be aware that university classes require an elevated form of language, free from vulgarity, racial slurs, blasphemy, or disrespect to others.

Readings: Your instructor expects you to read all the assigned readings, including the syllabus. We require and expect that you will study and understand all of the assigned materials, even if they are not presented in class. If there's something you don't understand, get in touch with a fellow student or contact your Instructor, who is here to help.

Academic Integrity: Familiarize yourself with Reinhardt University's policies on academic dishonesty, which you can find in the Student Handbook. We have zero tolerance for integrity code violations, including cases of plagiarism or use of ChatGPT. If you have any questions about plagiarism or citations, consult the APA style guide (<http://www.apastyle.org/>) or your instructor before you submit your assignments. Any instances of academic dishonesty will be reported to RU administration and/or coaches, and could result in your expulsion from the class or from the University. **DON'T RISK IT!**

Academic research: We expect you to use academic resources available to you online through the Hill Freeman University Library. Each of your Informative and Persuasive Speeches will require a Works Cited page using APA style, as well as in-text APA-style citations in your long-form outlines. See <http://www.apastyle.org/> for more guidance. A minimum of five (5) citation entries will be required for your Informative and Persuasive presentations. These citations should be based upon academic research (i.e., beyond encyclopedia, Wikipedia, and websites), scholarly articles and books that you can find in the library and its databases. Please consult the librarians and/or your Instructor if you are unclear about how to find appropriate research material.

Attendance: This class meets face-to-face, and may also meet online via Big Blue Button in Canvas. You will be informed if a class meeting is to take place remotely, and invited to join each scheduled BBB conference. **If you are unable to attend an in-person or online class meeting, please notify Instructor ahead of time.** Students are expected to be present for all class meetings, without distractions (including devices or cell phones), fully prepared to engage as required, and to take notes. If you are a college athlete or performer, it is your responsibility to make advance arrangements to schedule turning in assignments so as not to conflict with your other responsibilities. Students are given ample time to engage with course material and submit required work.

Participation: In group discussions, there are no “right” or “wrong” answers. Rather, we seek your thoughtful contributions and critical thinking. Your instructor will evaluate you on the quality (not quantity) of your insights. A high-quality insight offers a different yet relevant point of view, is open to criticism, and moves the class discussion and thinking forward. If you find it uncomfortable to speak up, please arrange a meeting with your instructor. Extra credit will be offered to students who engage with the textbook material and offer insights to colleagues; instructions will be given as to timing and format.

Support for Academic Success: Please note that Reinhardt University provides tutoring support for any student through The Center for Student Success (CSS), which is located in room 313 of the Hill Freeman Library. There’s a Facebook CSS group as well. Whether those tools involve tutoring or study groups,, budgeting time, and studying skills, the center operates free of charge to all Reinhardt University students. Walk-ins MTW 10 – 6, Th-F by appointment. Contact Charity Robertson at cjr@reinhardt.edu or stephanie.autrey@reinhardt.edu.

Important Contact Information:

Dr. Walter May, Dean of Students: 770.720.5540 WPM@reinhardt.edu

Student Health Center: 770.720.5542 studenthealthcenter@reinhardt.edu

Public Safety: EMERGENCY 770.720.5911 non-emergency 770.720.5789
publicsafety@reinhardt.edu

General Info for Fall 2023: www.reinhardt.edu/back-to-campus

Covid vaccine location information: www.vaccinespotter.org

Students with Disabilities: 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. ASO is located in the basement of Lawson Building. Phone is 770-720-5567. To receive academic accommodations for this course, please obtain the proper ASO letters/forms.

Communication Program Objectives (CPO)

Communication students will:

- use technology to enhance communication projects and course assignments
- demonstrate respect for individual and cultural differences
- demonstrate understanding of the historical, informational and organizational aspects of the communication environment
- develop and enrich their critical thinking skills and communication skills
- demonstrate creativity and a variety of research methods in their classes and civic work

Learning outcomes and course objectives: All of the course assignments and learning activities such as writing projects, research assignments, multimedia projects, readings, lectures, class discussions, and examinations will establish a better understanding of the communication environment for students. After completing the course:

- Students will 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.
- Students will 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.
- Students will effectively create two types of outline structures for larger assignments: both a full outline (with source citations and bibliography) and a brief podium outline. 2)
- Students will effectively demonstrate adequate information literacy and research skills to be able to complete two major research-based assignments.
- Students will learn and effectively 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.
- Students will effectively incorporate Monroe's Motivated Sequence into this structure for their major persuasive assignment.
- Students will 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.
- Students will demonstrate the ability to speak extemporaneously and to engage with their audiences using their language, stories, voices, eye contact and body language.
- Students will effectively use visual presentation software to create basic PowerPoint presentations to accompany two of their major speeches and classroom technologies for their presentation.
- Students will demonstrate interpersonal skills, confidence, and leadership and small group skills through collaborative exercises in a supportive environment.
- Students will demonstrate listening and observation skills through a series of peer reviews and an outside speaker evaluation.
- Students will learn about aspects of other cultures through their research and informative speech topics related to the "Year Of" theme.

THE PAPER / SPEECH PLANNER

GENERAL PURPOSE: (to inform, persuade or entertain)

SPECIFIC PURPOSE: TO (above)_____ my audience to/that/about _____

THESIS STATEMENT (thesis and main points should be full, declarative statements):

OUTLINE

I. INTRODUCTION

- A. Attention Getting Opening (AGO)
- B. Thesis Statement
- C. Relevance to audience
- D. Credibility of speaker
- E. Preview of main points

II. BODY

- A. First main point
 - 1. Information or evidence
 - a. b. c. as/if necessary
 - 2. Information or evidence
- B. Second Main point etc

III. CONCLUSION

- 1. **Review of main points** (summarize and paraphrase)
- 2. **Re-affirmation of thesis statement** (paraphrase)
- 3. **Memorable closing statement**

COM108 COURSE OUTLINE AND ASSIGNMENTS FALL 2023

M/W (060) 12:00 – 1:15, (070) 1:30 – 2:45, (080) 3:00 - 4:15

Assignment schedule may change at the discretion of the Instructor. Assignments and readings are due on the date indicated. **STUDENTS MUST CHECK R.U. EMAIL DAILY FOR UPDATES.**

Order of textbook chapters: 1, 2, 3, 4, 5, 6, 11, 12, 13, 14, 15, 16, 7, 8, 17, 9, 10 **Powerpoints in Canvas**

Week 1 M/W Aug. 14 – 16

SYLLABUS review, Student Information Form, Covid survey, Course Outline & Assignments, Grade Log, Paper & Speech Planner, DAILY LATIN extra credit option, COMMUNICATE! textbook **SPEECH #1/5** Wed. Interview and Introduce classmates, 1 – 2 minute presentations

****Read textbook chapters 1 & 2**

WEEK 2 M/W Aug. 21 – 23

Chapters 1 & 2 Open lecture and discussion, QUIZ due in Canvas 9/3, prep in Eagleweb Introduction to Aristotle and Rhetoric, Introduction to “Year of Adventure”

****Read chapters 3 & 4**

WEEK 3 M/W Aug. 28 - 30

Chapters 3 & 4 Open Lecture and discussion, QUIZ due in Canvas 9/17, prep in Eagleweb Aristotle Rhetoric, *ethos, logos, pathos, mythos* Essay due in Canvas 9/17

Requirements for Personal Experience Speech, due Wed. Sept 6, sample speech

****Prepare Personal Experience speech with rough draft outline**

****submit Quiz #1 on Chapters 1 & 2 in Canvas by Sun. 9/3 quiz prep in Eagleweb**

WEEK 4 M/W Sept. 4 – 6 MONDAY IS LABOR DAY, NO CLASS

SPEECH #2/5, PERSONAL EXPERIENCE in class on 9-6, 3 – 4 minutes, w/ rough draft outline

****Read chapters 5 & 6**

****Prepare essay on Aristotle and Rhetoric, due in Canvas no later than 9/17**

WEEK 5 M/W Sept. 11 – 13

Chapters 5 & 6 Open lecture and discussion, QUIZ due in Canvas 10/1, prep in Eagleweb Review of Requirements for TED Talk essay assignment, due in Canvas 10/15

****Submit Quiz #2 on chapters 3 & 4 in Canvas by Sun. 9/17 quiz prep in Eagleweb**

****Read chapters 11, 12, 13**

WEEK 6 M/W Sept. 18 – 20

Chapters 11, 12, 13 Open Lecture and discussion

Review of requirements for Informative Speech, presented in class week 9, Oct. 9 & 11

Select topic for Informative Speech

****Read chapters 14, 15, 16**

****Prepare thesis sentence and main points for Informative speech**

WEEK 7 M/W Sept. 25 – 27

Chapters 14, 15, 16 Open Lecture and discussion

Sample outlines for Informative speeches

Present thesis sentence and three main points for Info Speech

****Submit Quiz #3 on chapters 5 & 6 in Canvas by Sun. Oct. 1 quiz prep in Eagleweb**

Prepare for Optional Daily Latin Quiz

WEEK 8 M/W Oct. 2 – 4

FALL BREAK STARTS WED. OCT. 4

Optional Daily Latin Quiz Mon. Oct. 2

Sample Informative Speeches, Breathing & Stance exercises, Selection of Speech order

Final prep for Informative speeches

****Prepare TED Talk essay for submission in class no later than Sun. Oct. 15**

****Prepare Informative Speech, 6 – 7 minutes, for presentation in class next week, with Powerpoint, formal outline, printed source list with at least five sources**

WEEK 9 M/W Oct. 9 – 11**SPEECH #3/5 INFORMATIVE SPEECHES BOTH DAYS**

6 – 7 minutes, **no more, no less.** With Powerpoint, formal outline, list of sources

****Submit Quiz #4 on chapters 11, 12, 13, 14, 15 in Canvas by Sun. Oct. 15, prep in Eagleweb**

****Read chapters 7 & 8**

Final date to withdraw with “W” is Tues. Oct. 10

WEEK 10 M/W Oct. 16 – 18

Informative speeches final day, as/if necessary

Chapters 7 & 8 Open Lecture and Discussion QUIZ due in Canvas 11/5, prep in Eagleweb

Discussion of topics for Persuasive Speech

****Read Chapter 17**

****Choose topic for Persuasive Speech**

WEEK 11 M/W Oct. 23 – 25

Chapter 17 Open Lecture and Discussion, Characteristics of Persuasion

Introduction of Monroe’s Motivated Sequence, Paper & Speech Planner adapted for MMS

Sample outlines, possible topics

****Select topics for Persuasive Speech, construct thesis sentence**

WEEK 12 M/W Oct 30 – Nov. 1

Sample speeches using MMS, Workshop of topics, thesis sentences, five steps of MMS

Selection of speech order, first/early Persuasive Speech presentations for extra credit

****Prepare Persuasive Speech, 6 – 7 minutes, for presentation in class next week, with**

Powerpoint, formal outline, printed source list with at least five sources

****Submit Quiz #5 on Chapters 7 & 8, in Canvas by Sun. Nov. 5, prep in Eagleweb**

WEEK 13 M/W Nov. 6 – 8

SPEECH # 4/5 PERSUASIVE SPEECHES BOTH DAYS

6 – 7 minutes, **no more, no less** With Powerpoint, formal outline, printed list of sources

****Prepare final Self-Evaluation Essay**

****Read Chapters 9 and 10**

****Prepare for final OPTIONAL DAILY LATIN QUIZ**

WEEK 14 M/W Nov. 13 – 15

Final Persuasive Speeches, as/if necessary

Chapters 9 and 10, open lecture and discussion QUIZ due in Canvas Nov. 19, prep in Eagleweb

Requirements for Special Occasion Speech, sample speeches

DAILY LATIN QUIZ for extra credit (optional)

Hand in final Self-Evaluation essay (final deadline Nov. 20)

****Prepare Special Occasion Speech. 2 – 4 minutes, with rough draft outline**

WEEK 15 Monday Nov. 20 is last class

SPEECH #5/5 SPECIAL OCCASION SPEECH with rough draft outline

Final deadline to hand in any missing assignments for partial credit or extra credit

WE DO NOT MEET DURING EXAM WEEK. NO ASSIGNMENTS ACCEPTED AFTER 11/20.

DEADLINES You are advised to submit **BEFORE** the deadline, to allow for the unexpected

AUGUST 8/16 1ST SPEECH Interview and introduce classmates in class

SEPTEMBER 9/3 Sun. quiz #1 on chapters 1 & 2 in Canvas **NO EXTENSIONS ON QUIZZES**

9/6 Wed. Personal Experience speech 2nd speech, in class

9/17 Sun. Aristotle essay, in Canvas (can submit in class on paper 9/13)

9/17 Sun. quiz #2 on chapters 3 & 4 in Canvas

OCTOBER 10/1 Sun. quiz #3 on chapters 4 & 5 in Canvas

10/2 Mon. Daily Latin quiz in class, **optional**

10/9 & 10/11 Mon. & Wed. Informative Speech #3 in class, outline, sources

10/15 Sun. Ted Talk Essay, in Canvas

10/15 Sun. quiz #4 on chapters 11, 12, 13, 14, 15 in Canvas

NOVEMBER 11/5 Sun. quiz #5 on chapters 7 & 8 in Canvas

11/6 & 8 Mon. & Wed. Persuasive Speech #4 in class (w/outline, sources)

11/15 Daily Latin quiz in class, **optional**

11/19 Sun. quiz #6 on chapters 9 & 10 in Canvas

11/20 Mon. Special Occasion Speech #5 **LAST CLASS**

11/20 Mon. Self-evaluation essay, in class or Canvas