Course materials…

Student responsibility…
It is the responsibility of the student to know and follow all policies in this syllabus. You are urged to read the syllabus and raise any questions you might have with me. This syllabus is a contract. If no objections are raised after the first week of class, I will assume you have read the syllabus and agree to submit to all of the policies within it.

Course description and goals…
The purpose of the course is to apply theories of human communication in various contexts (interpersonal, group, and public) with diverse listeners. The course addresses principles, skills, and responsibilities associated with speaking, interpreting, and adapting to reactions of communication partners, audiences, and groups. The course is designed to enhance your abilities to and appreciation for critically responding to your own and others’ verbal and nonverbal communication behaviors.

Upon completion of the course, you should be able to:

**Interpersonal Communication**
- demonstrate knowledge of selected theories of interpersonal communication,
- understand the elements of ethical interpersonal communication,
- identify appropriate constructs of effective interpersonal communication,
- demonstrate understanding of the skills related to effective and appropriate interpersonal communication, and
- recognize the barriers to and apply the skills of effective listening.
Group Communication
- demonstrate knowledge of theories of group communication,
- understand the elements of ethical communication in groups,
- identify appropriate leadership skills in groups,
- participate appropriately as group members,
- contribute to clear and deliberative decision-making in groups,
- understand the phases of selected problem-solving methods,
- understand how to manage conflict in groups, and
- present their groups’ decisions in competent group oral briefings.

Public Communication
- demonstrate knowledge of the theories of public speaking preparation, execution, and evaluation;
- understand the elements of ethical public speaking,
- conduct competent research as preparation for informative and persuasive public presentations,
- effectively organize informative and persuasive speeches,
- know the strategies associated with competent public speaking,
- understand the importance of oral transitions,
- understand the importance of using quality supportive materials,
- recognize own and peers’ public communication strengths and weaknesses using peer evaluations,
- know the strategies associated with effective presentation aids, and
- understand and avoid oral plagiarism and fabrication.

Liberal Education Requirement…
This course may be used to satisfy a Kent Core requirement. The Kent Core as a whole is intended to broaden intellectual perspectives, foster ethical and humanitarian values, and prepare students for responsible citizenship and productive careers.

Course website…
This course will make use of Blackboard 9. The website will be one way I will make important announcements (such as syllabus changes or class cancellations) and a forum for discussion. In addition, this website will contain a record of your grades and grading rubrics that may inform your assignments. Most class handouts will be repeated in electronic format on this website. Therefore, it is important you familiarize yourself with this website as soon as possible, and check it frequently. To access Blackboard 9, visit learn.kent.edu and log in with your Flashline user ID and password. Contact the Helpdesk at stark-helpdesk@kent.edu or 330-672-HELP with Blackboard problems.

My teaching philosophy…
I believe that the pursuit of knowledge is a privilege and a joy, and that college is perhaps the only time in a person’s life in which knowledge can be acquired and constructed without any other purpose than to make one a better, more well-rounded human. My attitude toward education does not mean, of course, that I think students should not be future-minded and
eager to apply class content to their lives. Quite the opposite, in fact. In every class I teach, I
strive to help students see how the knowledge and critical thinking skills they are acquiring
in the classroom transcends the university’s walls to inform their lives. Theory, research, and
application must all come together to create a more complete education. I believe that as an
instructor, it is my responsibility to help students see how learning is not only a means to an
end, but an end in itself.

Emergency closings and class updates…
Announcements of class cancellations and/or campus closings will be made on the campus
home page. In the case of an emergency, weather-related or otherwise, please check the web
page at [www.stark.kent.edu](http://www.stark.kent.edu) for information on the buildings and times of the closing. While
information may be broadcast by radio and television, this should be confirmed by the web
page, which is the official announcement of the campus and which will be the information
used to determine issues related to student attendance, rescheduling of tests, and other
concerns.

For your convenience, you should consider signing up for Flash ALERTS. This system sends
you a text message whenever there is a campus closing or emergency. See
up.

In Case of Emergency…
Campus Security may be reached by dialing x53123 on campus, or 330-705-0430. As always,
911 is an option for medical and other emergencies. You may wish to program this number in
your cell phone so it is accessible if and when needed.

Class Policies
Students with Disabilities: Kent State University recognizes its responsibility for creating an
institution atmosphere in which students with disabilities can succeed. In accordance with
University Policy Subpart E…104.44, if you have a documented disability, you may request
accommodations to obtain equal access in this class. Please contact the disability coordinator
on campus, Amanda Weyant in Student Accessibility Services, located in the Student
Success Center, lower level of the Campus Center, phone (330) 244-5047, or
[aweyant1@kent.edu](mailto:aweyant1@kent.edu). After your eligibility for accommodations is determined, you will be
given a letter which, when presented to instructors, will help us know best how to assist you.
Students with disabilities will be required to take exams on the same day and, if at all
possible, at the same time as the scheduled test in class.

The 24-Hour Rule: As a student myself, I understand there are times you may wish to
contact me to discuss a grade on a particular assignment, whether via email, phone, or face-
to-face. In fact, I encourage you to contact me if you do not understand your graded work, as
this is an important learning tool. I will not discuss the rationale behind grades until 24 hours
after I have returned feedback to you. This is to allow ample time to think about the
feedback, rather than simply reacting to what you may initially feel is an unfair grade.
Attendance: Attendance is an important component of this course. Not only do you need to be in class to better understand the course content, but your participation will contribute to your peers’ learning, also. Your attendance and participation in this course is expected. You will need to attend regularly in order to succeed.

An unexcused absence is one that you take at your discretion. Excused absences are those which you could not control. For example, illness, auto accidents, and deaths in the family are considered excusable; sleeping in and being called into work are not. To be an excused absence, you must supply documentation of the absence upon return to class. Accumulating numerous absences and then miraculously providing documentation at the end of the summer session will not be tolerated.

Because we only meet 10 times in this course, you are allowed NO unexcused absences. Missing one class is equivalent to missing a week and a half of class during the fall or spring semesters. Each unexcused absence will result in a grade reduction of 5% of your final grade.

If you miss an assignment due to an excused absence, please supply documentation (e.g., a note from your doctor or a traffic ticket) upon return to class. Assignments missed due to excused absences will be accepted without any deductions if documentation is provided. Exams missed due to unexcused absences cannot be made up; exams missed due to documented excused absences must be made up as soon as possible in the Testing Center.

It is also important to be in class on time. We have a lot of content to cover this semester, so it is necessary to begin class at the published time. Arriving more than 5 minutes late will be considered an unexcused absence unless documentation is provided regarding the late arrival. Do NOT arrive late or leave early while a student is giving a presentation. Please wait until between presentations to let yourself in or out of the room.

It is the student’s responsibility to daily sign the attendance sheet, which will be passed around at the beginning of class.

If you are having problems with attendance, please keep me informed. Do not wait until the end of the semester to tell me you have consistently been absent for a really good reason (e.g., a family member is terminally ill).

Academic Honesty: Use of the intellectual property of others without attributing it to them is considered a serious academic offense. Cheating or plagiarism will result in a failing grade for the work or for the entire course. Students who plagiarize may be asked to attend a workshop on plagiarism, sponsored by the library. Repeat offenses result in dismissal from the University. University guidelines require that all infractions be reported to the Student Conduct Officer on our campus. The full policy for dealing with plagiarism can be found at http://imagine.kent.edu/policyreg/view.asp?BackURL=/policyreg/archive.asp?ChapterID=4&Table=Archive&ID=505.

Course Registration: It is the policy of Kent State University that students are not permitted to attend classes for which they are not officially enrolled. It is the student’s responsibility to
ensure proper enrollment in classes, so please review your schedule before the published add/drop date to make sure you are properly enrolled. Should you find an error in your class schedule, you must fix it before the published add/drop date. If registration errors are not corrected by that date and you do continue to attend and participate in classes for which you are not officially enrolled, you will not receive a grade or academic credit at the conclusion of the semester.

If you are considering withdrawing from this course, please consult with a staff member in the Student Services Office, 134 Main Hall. Withdrawal from a course can affect financial aid, student status, or progress within your major. For withdrawal deadlines, please refer to http://www.registrars.kent.edu/home/TermUpdate/adj.htm.

Writing Policy: It is not enough just to have good ideas; you must be able to clearly and effectively communicate those ideas. Therefore, the quality of your writing is crucial in this and other communication courses. Grammar, spelling, punctuation, and format will be considered when grading your assignments. You are allowed three mistakes before points will be deducted.

All assignments must be typed unless otherwise specified. Use 12-point, Times New Roman font with 1” margins on all four sides. (NOTE: This is NOT the default in Microsoft Word.) Please double-space and staple your papers. You should adhere to APA style when formatting your papers.

Assignments…
There will be several graded assignments throughout the course of the semester. Grading rubrics and other resources for written assignments and presentations will be available on the course website.

Written assignments are due at the beginning of class, unless otherwise specified. Assignments turned in by 5 p.m. on the day they are due will receive a 5% grade reduction; assignments turned in later than 5 p.m. on the day they are due will receive a 10% grade reduction, unless it is due to an excused absence. When at all possible, please inform me ahead of time of an absence on a day an assignment is due. Try to make arrangements (e.g., drop it off to the faculty secretary earlier or send the assignment with a friend/classmate) to get your assignment to me on time if possible. I WILL NOT accept emailed assignments, so please plan accordingly. There are multiple computer labs located throughout the campus, including this building, in which you can print your assignments. All assignments should be typed unless otherwise specified.

Please make every effort to be in class on time and prepared for oral presentations. On speech days, late students will be turned away from class because such interruptions could disrupt speakers and hinder their successful performance. Presentations missed due to an unexcused or excused absence must be made up at the earliest time that fits into the course schedule (typically, the following class day). Missed presentations due to unexcused absences will receive a 10% deduction for each class period the presentation is missed. Those missed due to
excused absences will not receive deductions if documentation of the absence is presented on the day the presentation is made up.

Time limits are given for each presentation for a reason. You need to learn to speak within certain restraints, as these conditions are often present in your everyday life and future career. Also, sticking to the time limits will help our class sessions run more smoothly. Therefore, penalties for going over or under time will be applied to your grade. You will get 30 seconds of leeway, but beyond 30 seconds (over or under time), I will deduct 10% of your grade for every minute over or under time you run. You are encouraged to bring a stopwatch with you when you speak to help regulate your speaking time.

Readings

You are required to read the assigned chapter(s) before each class day. Our time together will not be fruitful if you are not prepared for class. Be ready to ask and/or answer questions in class, as well as participate in class discussions.

Exams (2 @ 125 points each)

There will be two exams covering class lectures and course readings. These exams will include both objective (multiple choice/matching) and short answer questions.

Informative Speech (90 points for delivery, 10 points for outline with references)

For your informative speech, you will choose a specific topic that pertains to you and relates to your audience to research and discuss in a 5-7 minute presentation. Your goal for this speech is to educate the class about an aspect of yourself through this presentation. You may wish to choose an interest, hobby, or characteristic about yourself, for example.

Using what you will learn in this course, you will:

- Choose an appropriate and engaging topic.
- Research your topic by seeking out the most credible, unbiased sources possible. Compile your research into a manageable amount of information to present in 5-7 minutes. You should cite a minimum of two credible sources in your speech (both orally and written in your outline).
- Organize your speech using one of the organizational patterns you will learn in this course. Remember to use transitions, preview statements, and summarizing statements throughout your presentation.
- Choose the most helpful and appropriate words to convey your ideas.
- PRACTICE! You should NOT memorize this speech. Instead, practice enough times to know your main points in order and be aware of the content of your speech.
- Use an extemporaneous delivery style in this presentation. You should know your speech and be prepared, but you should NOT have it memorized word-for-word or read your speech from your notes. You may use note cards or a keyword outline to assist in your presentation.
On the day of your presentation, you will turn in a typed outline of your presentation. An outline format will be available on the course website and will be discussed in class. We will learn more about outlining and what is required as the semester progresses. Your references should be cited throughout the outline and in a reference page at the end using a standard formatting style, such as APA or MLA.

**Persuasive Speech (110 points for delivery, 15 points for outline with references)**

The purpose of the Persuasive Speech is to argue a question of policy (that we should *do* something) in a 5-7 minute presentation. To do this, you should choose a campus, community, or societal issue that you are interested in, research it, and attempt to persuade us to do something about that issue.

**For this speech, you are required to use some type of presentation aid.** Be creative as you consider your options for presentation aids.

Using what you will learn in this course, you will:

- Choose a topic that is appropriate and that you are passionate about. Research your topic by seeking out the most credible, unbiased sources possible. Compile your research into a manageable amount of information to present in 5-7 minutes. You should cite a minimum of two credible sources in your speech (both orally and written in your outline). Consider how you will effectively argue your point in this speech. Also, you are required to use a presentation aid. Choose the best one to support your arguments.
- Organize your speech using one of the organizational patterns discussed in class and in the textbook. The Motivated Sequence is particularly useful in organizing speeches about questions of policy.
  - Remember to use transitions, preview statements, and summarizing statements throughout your presentation.
- Choose the most helpful and appropriate words to convey your ideas.
- **PRACTICE!** You should NOT memorize this speech. Instead, practice enough times to know your main points in order and be aware of the content of your speech.
- Use an extemporaneous delivery style in this presentation. You should know your speech and be prepared, but you should NOT have it memorized word-for-word or read your speech from your notes. You may use note cards or a keyword outline to assist in your presentation.

On the day of your presentation, you will turn in a typed outline of your presentation. Your references should be cited throughout the outline and in a reference page at the end.

**Group Culture Presentation (50 points for delivery, 25 points for the outline, 25 points for group participation)**

For your group project, you will choose a culture, research its customs, artifacts, norms, and rituals, and present them to the class. Consult at least three outside sources for this project, and be sure to cite at least these three sources both orally and
in your outline. Additionally, your fourth source should be your textbook. Using your textbook, you should analyze the dimensions of your culture, such as individual/collective, high-/low-context, power distances, etc. **All group members will receive the same grade on the delivery and outline of the presentation.**

**A WORD ON GROUP WORK:** For some, group projects are a joy. For others, they are a nightmare. But for all, they are a reality. This is most likely not the last class in which you will complete a group project, and almost all professionals work in groups to identify and solve problems. Working with others brings a diverse set of ideas to the table, almost always resulting in higher quality outcomes. Therefore, please take the group project seriously, using it as a learning opportunity and a forum for testing out the principles learned in this class. You are all adults, and I expect you to handle any conflicts among group members as adults.

**Delivery – 50 points**

For the 10-15 minute presentation, you are required to use some type of presentation aid. Be creative as you consider your options for visual and/or auditory aids. Each member of the group should contribute substantially to developing this project. Additionally, each member must be involved equally in the presentation.

Using what you have learned in this course, you will:

- Choose a culture and research its characteristics. Remembering that this is a communication course, you should closely examine the ways members of this culture communicate identity through rituals, customs, norms, etc. Also, how have or might researchers classify this culture, according to the differences outlined in Unit 2 of the textbook? You may wish to explore the food, dress, and art of this culture, as well. You are required to use at least three outside sources as research in this presentation, in addition to the course textbook as a fourth source. Also, you are required to use presentation aids in your presentation.

- Organize your presentation in a meaningful way using one of the organization patterns. Just as in the individual speeches, include an introduction, body, and conclusion. Use transitions effectively throughout. This is especially necessary in group presentations to keep the audience on track with your presentation.

- Choose the most helpful and appropriate words to convey your ideas.

- **PRACTICE!** You should practice your individual part of the presentation, and you should also practice as a group. Group presentations are often choppy and awkward in their transitions between speakers. Practicing multiple times with your group will prevent this from happening.

- Use all you have learned about being a compelling and engaging speaker in your delivery. Commit to you role in the presentation and use all means available to communicate that role to the audience. You may use note cards or a keyword outline to assist in your presentation. Be sure to speak extemporaneously!
Outline – 25 points
As a group, you should compile an outline for your presentation. On the day of your presentation, you will turn in your outline with all group members’ names included. Your references should be cited throughout the outline and in a reference page at the end. Use the same format for this outline as you did for your two individual presentations.

Group Participation – 25 points
Additionally, you will turn in a typed evaluation of your group members’ participation in the entire project, from start to finish. For each group member (including yourself), you will complete the document titled “Group Participation Evaluation” available in the course website. Please TYPE these evaluations and turn them in on the day of the presentation. Five points of your participation will come from your ability to critically evaluate your group members’ performances in the project. Twenty points will come from your group members’ evaluations of your performance.

Self-Critique (25 points)
After presenting your Informative Speech, you will write a 3-4 page double-spaced paper critiquing your performance. In this paper, be sure to include the following:

- An introduction that previews the main points of your paper.
- A paragraph or two explaining what you learned about your audience from the audience analysis survey and how you used that information in the developing and presenting of your speech.
- A paragraph or two describing the strengths and weaknesses of your speech. (Remember: ALL speeches have at least something good about them, and ALL speeches can be improved!)
- A conclusion summarizing your paper and explaining what you will do to improve for the next presentation, based on your analysis.

Your self-critique should be informed by what you have learned thus far in the course. Therefore, you should cite the textbook throughout the paper to demonstrate your knowledge of public speaking.

Participation Activities (25 points)
Participation is essential for advancing your understanding of the material, as well as your peers’ learning. Therefore, participation in class discussions and activities will be a part of your grade. You can earn participation points by asking and answering questions and participating in class discussions and activities. You can lose participation points by disrupting class, being disrespectful of others, and consistently arriving late to class. Missed participation points due to absences (whether excused or unexcused) cannot be made up; if you are not in class, you cannot earn the points.

Planned activities include homework for speech preparation, the audience analysis survey, and peer critiques. However, unplanned activities may pop up as the semester progresses.
Grading…

This course is a blend of theory and practice. To meet state standards, 60% of the grade is attributed to “theory,” whereas 40% is attributed to “practice.” You must attempt EACH of the three presentations (informative, persuasive, and group) to pass the course.

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<th>Points Possible</th>
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<td>Persuasive Speech – Outline</td>
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<td>Group Culture Presentation – Outline</td>
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<td>Group Participation</td>
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<td>Self-Critique</td>
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<td>Participation Activities</td>
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<td><strong>PRACTICE (40%)</strong></td>
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<td>Persuasive Speech – Delivery</td>
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<td>Group Culture Presentation – Delivery</td>
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Must earn at least 375 pts to pass the class
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The following schedule is subject to change, at the discretion of the instructor. Any changes in the schedule will be announced in class and on the course website.

| Date    | Topic                                                                 | Assignment Due                               |
|---------|                                                                      |                                             |
| July 12 | Course introductions                                                  | Units 1-2                                   |
|         | Preliminaries to human communication                                  |                                              |
|         | Culture and communication                                             |                                              |
| July 14 | Choose groups                                                         | Units 3, 14                                  |
|         | The self and perception                                               |                                              |
|         | Public speaking topics, audiences, and research                        |                                              |
| July 19 | Audience analysis surveys                                             | Units 15-16                                  |
|         | Supporting and organizing your speech                                  | Audience analysis survey due                 |
|         | Style and presentation in public speaking                             |                                              |
| July 21 | Review sources for informative speech                                 | Units 4, 16-18                               |
|         | The informative speech                                                | Two sources due                              |
|         | The persuasive speech                                                 |                                              |
|         | Listening in human communication                                     |                                              |
| July 26 | **Exam 1 (covers units 1-4, 14-17)**                                  | Exam 1                                       |
|         | Verbal messages                                                       | Units 5-6                                    |
|         | Nonverbal messages                                                    | Rough draft of info outline due              |
|         | Review informative speech outline rough drafts                         |                                              |
| July 28 | **Informative Speeches**                                             | Informative Speech Outline                   |
|         | Small group communication                                             |                                              |
|         | Members and leaders                                                   |                                              |
|         | Interpersonal and small group conflict                                |                                              |
|         | Interpersonal communication: conversation                             |                                              |
|         | Interpersonal relationship stages and theories                        |                                              |
|         | Review persuasive speech outline rough drafts                         |                                              |
| August 2|                                                                      | Self-Critique                               |
|         |                                                                      | Units 7-8, 10-12                             |
|         |                                                                      | Rough draft of persuasive outline due        |
| August 4| **Persuasive Speeches**                                               | Persuasive Speech Outline                    |
| August 9| **Exam 2 (covers units 4-8, 10-12, 18)**                              | Exam 2                                       |
|         | Group work time                                                       |                                              |
| August 11| **Group Culture Presentations**                                      | Group Presentation Outline                   |
|         |                                                                      | Group member evaluations due                 |