Presentational Speaking in the Organization
COURSE SYLLABUS
Fall 2008

Professor: Michele S. Foss-Snowden, Ph.D.
Office: MND 5015
Office Phone: (916) 278-6134
Email: msf43@saclink.csus.edu (preferred)

Lecture: T 1:30 – 2:45pm, MND 1003
Section: Th 1:30 – 2:45pm, room varies
Office Hours: T 11am – 1pm, F 10:30 – 11:30am
Mailbox: COMS Office, MND 5014

Catalog Description:

Learning Objectives:
This course is designed to prepare you for the most common speaking situations in the business world. You will have the chance to develop not only your formal presentation skills, but also your ability to speak in impromptu and interview settings, and your ability to work in a group. You will find these skills useful long after your completion of this course, in your other classes and in your career, regardless of industry. Almost all employers recognize the necessity of exceptional communication skills in today’s workplace.

Prerequisites:
You should have completed your general education oral communication requirement prior to taking this course.

Assignments:
Speeches
Formal speaking assignments will account for a large portion of your grade. You will be evaluated on your ability to research, organize, and deliver each speech to your audience. You are expected to pay attention to the time limits for each presentation (they will vary in length). Time penalties for each presentation will also vary.

You will be required to submit a typed outline prior to the delivery of each speech, and this outline will be counted as a part of your grade for that speech. You will not be allowed to speak without submitting an outline, and handwritten outlines will NOT be accepted. For each assignment, you will receive an evaluation sheet that will include the grading criteria and everything you will need to know to complete the assignment successfully.

Please plan your schedule so you have time to think about each assignment before it is due. You would be wise to leave yourself enough time to create multiple drafts. All speeches (even impromptu speeches) take careful thought and clear language. Often the difference between an "A" speech and a "B" speech is not that something is right or wrong, but that the "A" speech is more carefully constructed.

If you miss a speech due to an unexcused absence, your grade for that assignment will be zero. Make-up speeches will only be granted for a documented emergency (such as a sudden serious illness or accident).

As we move through the term, point values for each speech will increase. This structure is designed to reward your improvement.
Written Assignments
No handwritten work will be accepted, period. All written assignments (including the references for your outlines) must use the APA (American Psychological Association) reference format. The APA publication manual can be found in the bookstore and the CSUS Library. You might find the APA website (www.apastyle.org) helpful. Avoid automatic formatting programs, as they are often incorrect and they impair your ability to learn how to do it yourself.

Read your work when you feel it is complete, then use spell-check, and then read it again, and then ask a friend to read it for you. Remember, you are expected to perform at a college level in your written work. Misspelling simple words and ignoring obvious typographical errors (even on an outline) will cause your grade to be lowered. Take pride in your work.

Assignments must be turned in AT THE BEGINNING OF CLASS on the due date (except in cases of documented emergency). However, I do understand that your lives will go on regardless of what we do here in class, and that “things” happen. The person grading you will tend to be much more gracious with a student who comes to her/him with a situation in advance than she/he will be with a student who creates her or his excuse 30 seconds before class begins. In other words, if you see a problem, talk to your GA or me about it when it happens, not the minute before your assignment is due. Without prior arrangements or documented emergency (and for the record, a printer that runs out of ink does not count as an emergency), grades on assignments will be lowered by a full letter grade for each calendar day they are turned in late. These rules apply even if you are absent on the day assignments are due.

Group Assignments
Some people enjoy working in groups very much; other people despise being forced to work with others. Regardless of how you feel about group work, cooperation and collaboration is an unavoidable reality of the professional world. You might not enjoy it, but you are expected to commit to the group process. As such, your attendance is critical.

Examinations:
We will have two examinations this term. The questions on these examinations will be designed to test very basic information, so if you have done the reading and if you have taken notes during lecture, you should be able to answer the questions. The questions will be short answer, multiple choice, and/or true/false in nature. Examinations may not be made up if you are absent without a documented excuse.

Participation:
A speaker needs an audience. To ensure that every student has the same chance to garner a variety of feedback, attendance is required and will be counted as part of the participation portion of your final grade. You earn points just for being in class. Absences will only be excused under documented emergency situations. Appointments that you have scheduled during class time will not be excused. Absences that cannot be documented (dated and signed by an authority figure) will not be excused. Your cousin’s wedding is not an emergency.

If you do miss class, it is YOUR responsibility to find out (outside of class time, please) what you missed (including your assigned speaking time). I will not repeat my lecture, nor will your GA, so don’t even ask.

Some discussions may presume you understand major news events. In order to participate, you will need to open yourself to this kind of information.
Participation, continued:
Your graduate assistant will grade your participation in this class using the following guide:

- An “A” student is always prepared and attentive. She/he is enthusiastic, and her/his comments/questions are **frequent** and **relevant**. She/he expresses ideas clearly, and supports and encourages her/his classmates’ ideas. In general, she/he is helpful in creating a positive learning environment.
- A “B” student is usually prepared and attentive. She/he contributes to class discussion, but not consistently. She/he responds well when asked direct questions, but is somewhat reluctant to volunteer. Sometimes, she/he has difficulty expressing ideas clearly.
- A “C” student is often unprepared. She/he is unable to respond relevantly or with much insight. She/he sometimes interrupts other students, makes inappropriate remarks, or does not even listen. In general, this student is uncooperative and inhibits the learning process.
- A “D” student is unprepared. She/he exhibits intense or frequent “C” type behaviors.
- A failing student does not attend class.

**Earning your grade:**

- **Speeches**
  - Introduction 5%, due _____________ *
  - Informative 10%, due _____________
  - Persuasive 15%, due _____________
- **Group Presentation** 10%, due _____________
- **Examinations**
  - Examination #1 15%, due _____________
  - Examination #2 15%, due _____________
- **Written Assignment**
  - Interview Paper 15%, due _____________
- **Participation**
  - Attendance 5%, evaluated daily _____________
  - Discussion/In-class activities 10%, evaluated daily _____________

* Total 100% _____________

* Please use these spaces to record your scores on each assignment. You will then know as much as we do about how you are progressing in the class and what your final grade should be (no surprises).

Here’s the math: if you earn a B+ on your Speech of Information, you can enter (on the line provided or somewhere else) a score of 3.3 (the value of the B+) multiplied by .10 (or 10%, the value of the assignment), which equals .33. At the end of the semester, add up all of the values and you will have a number somewhere between 0.0 and 4.0, which will correspond to your grade for the course (according to the same four point scale listed above). If you earn a final score of 3.227, for example, your grade for the course will be a B (it’s like *The Price is Right*, but in reverse: instead of winning when you are closest to the actual retail price without going over, you earn the grade by going over the actual numerical value).

**Grading:**

Grading in this class will be based on a strict four point grade scale. There will be no curve. The only person you must compete with to earn a good grade in this class is yourself. I will not offer extra credit assignments, for if you complete all assignments on time, you will not need them.
This grading policy reflects the assignment of grades under typical circumstances, but I will reserve the right to adjust final grades (in either direction) based upon my assessment of factors such as your general attitude toward learning and each other, improvement, and effort. Students who do not participate outside of their own work should not expect the benefit of the doubt at the end of the semester.

I will figure the grades for each assignment and your final grade using the following guide:

| 4.0 = A | 3.0 = B | 2.0 = C | 1.0 = D |
| 3.7 = A– | 2.7 = B– | 1.7 = C– | 0.7 = D– |
| 3.3 = B+ | 2.3 = C+ | 1.3 = D+ | 0.3 and below = Fail |

**Required Text:**

**Note:** You are expected to complete all of the assigned readings in the textbook. Lectures will include information not covered in the textbook, and you are responsible for both come examination time.

**Classroom Etiquette:**
Please turn off your cell phone or any other audible device you might have when you enter the classroom. Even the sound of a vibrating phone is distracting to those around you. If the phone is off, you will not be tempted to use it for text messaging. Please do not allow me the opportunity to show you how creative I can be when your phone rings in the middle of my lecture or, in the worst case scenario, during a classmate’s presentation.

Due to past problems, you will not be allowed to use any computers or similar electronic devices during class without instructor permission. Though taking notes on your laptop might be faster, we will never move so fast that you cannot catch everything you need with simple pen/pencil and paper.

If you cannot avoid being late to class, PLEASE do not enter the classroom while a student is delivering a speech. Please wait until the speaker finishes before entering (look for the sign on the door and listen for the sound of applause if the door is closed). The same rule applies to leaving class early.

The more you actively attend to the speaker or information being delivered, the more you will get from this class. In other words, if you are chatting with your neighbor or reading the paper or visiting alien planets in your mind, you are not only missing important information, but you are also keeping your classmates from that information.

I expect you to be good citizens and active participants in the learning process, which means you should use common sense as to what is and what is not acceptable in the classroom. Please come to class prepared for the day’s activities. Please respect the opinions of others. You may not always agree with the views of your classmates and/or instructor, but we must all agree to respect diversity in experiences, thoughts, and comments. Such respect strengthens us as a class, a campus, and a people.
Other Important Information:
All assignments listed above must be completed for you to receive a passing grade in this course. An Incomplete will be awarded only to individuals who have completed at least 80% of the course, and only with a valid, verified emergency.

You should make a copy of every assignment you turn in.

Start thinking about each assignment as soon as possible. The semester will move quickly and you will thank yourself later for planning ahead now.

If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with your graduate assistant or me after class or during office hours early in the semester.

Changes:
I reserve the right to make changes to this syllabus should I determine that such changes would better meet your needs as students in this class.

Course Information Contract:
This syllabus represents a shared agreement between students and instructor. Please keep the syllabus with the rest of your materials for this class, as you will need to refer to it at various times during the semester. I will ask you to complete and sign the last page of this syllabus to indicate that you have read and understood the class policies and procedures.

Plagiarism and Academic Honesty:
At CSUS plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution. Regardless of the means of appropriation, incorporation of another's work into one's own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge. For more detail, go to: http://www.csus.edu/admbus/umanual/UMA00150.htm.

In Communication Studies classes, plagiarism is defined as the use of somebody else's material as your own in a speech, film, or research paper without giving credit to the author. It includes, particularly, the following:

1. Use of somebody else's exact wording, whatever the material, without indication of the source and quotation marks or other accepted typographical devices. Changing a few words here and there is not sufficient to avoid plagiarism;
2. Borrowing the whole pattern of organization and points of view of a source without giving credit via standard in-text written citation;
3. Borrowing facts, figures, or ideas which originated with and are the property of a particular source, rather than a matter of common information available in many sources;
4. Collaborating with other students to the extent that two or more assignments are identical in pattern of organization, points of view, or wording.

Dr. Foss-Snowden's Policy on Academic Honesty:
ANY USE OF PLAGIARIZED MATERIAL OR ANY INSTANCE OF CHEATING WILL RESULT IN A GRADE OF "F" FOR THE ENTIRE COURSE, NOT JUST FOR THE ACT IN WHICH SUCH DISHONESTY OCCURS. Save yourself (and me) the headache and learn to respect academic honesty now.
**Tentative Schedule:**

**WEEK ONE:**
- **September 2**  
  **Lecture**: Introduction to course
- **September 4**  
  **Section**: Introduction to GA, section, each other
  **Readings**: Syllabus
  **Assignments due**: Purchase book and clicker if you have not already done so

**WEEK TWO:**
- **September 9**  
  **Lecture**: Introduction to communication in the organization
- **September 11**  
  **Section**: Discuss Speeches of Introduction
  **Readings**: Hamilton, Ch. 1 – 2
  **Assignments due**: Audience Survey Form

**WEEK THREE:**
- **September 16**  
  **Lecture**: Delivery
- **September 18**  
  **Section**: Internal/External Obstacles to Communication
  **Readings**: Hamilton, Ch. 6 (pp. 154 – 170)
  **Assignments due**: 

**WEEK FOUR:**
- **September 23**  
  **Lecture**: Organization
- **September 25**  
  **Section**: Speeches of Introduction
  **Assignments due**: Discuss Group Presentation assignment
  **Readings**: Hamilton, Ch. 10 and Ch. 12 (pp. 351 – 359)

**WEEK FIVE:**
- **September 30**  
  **Lecture**: Research, Support, and Citation
- **October 2**  
  **Section**: Speeches of Introduction
  **Readings**: Hamilton, Ch. 12 (pp. 334 – 351)
  **Assignments due**: 

**WEEK SIX:**
- **October 7**  
  **Lecture**: Interviewing
- **October 9**  
  **Section**: Group Presentations
  **Readings**: Hamilton, Ch. 7 – 8
  **Assignments due**: 

**WEEK SEVEN:**
- **October 14**  
  **Lecture**: Examination 1 (Covers material from Weeks 1 – 6)
- **October 16**  
  **Section**: Group Presentations
  **Readings**: Hamilton Ch. 11
  **Assignments due**: 

**WEEK EIGHT:**
- **October 21**  
  **Lecture**: Nonverbal Communication
- **October 23**  
  **Section**: Speeches of Information
  **Readings**: Hamilton, Ch. 5
  **Assignments due**: 

WEEK NINE:
October 28  Lecture: Presentation Aids
October 30  Section: Speeches of Information
                Discuss Persuasive Presentation Assignment
Readings: Hamilton, Ch. 13
Assignments due: ______________________

WEEK TEN:
November 4  Lecture: Logic and Proof
November 6  Section: Speeches of Information
Readings: Hamilton, Ch. 14
Assignments due: ______________________

WEEK ELEVEN:
November 11 Lecture: Veteran’s Day – classes will not be held
November 13 Section: Speeches of Persuasion
Assignments due: ______________________

WEEK TWELVE:
November 18 Lecture: Diversity
November 20 Section: Speeches of Persuasion
Assignments due: ______________________
Assignments due: Interview Paper

WEEK THIRTEEN:
November 25 Lecture: Listening
November 27 Section: Thanksgiving – classes will not be held
Readings: Hamilton, Ch. 4
Assignments due: ______________________

WEEK FOURTEEN:
December 2  Lecture: Special Occasion Speeches
December 4  Section: Speeches of Persuasion
Assignments due: ______________________

WEEK FIFTEEN:
December 9  Lecture: Examination 2 (Covers material from weeks 8 – 14)
December 11 Section: Speeches of Persuasion
Assignments due: ______________________

<table>
<thead>
<tr>
<th>Grade Policy from CSUS catalog</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  Exemplary achievement of the course objectives. In addition being clearly and significantly above the requirements, work exhibited is of an independent, creative contributory nature.</td>
</tr>
<tr>
<td>B  Superior achievement of the course objectives. The performance is clearly and significantly above the satisfactory fulfillment of course requirements.</td>
</tr>
<tr>
<td>C  Satisfactory achievement of the course objectives. The student is now prepared for advanced work or study.</td>
</tr>
<tr>
<td>D  Unsatisfactory achievement toward the course objectives, yet achievement of a sufficient proportion of the objectives so that it is not necessary to repeat the course unless required to do so by the academic department.</td>
</tr>
<tr>
<td>F  Unsatisfactory achievement toward the course objectives to an extent that the student must repeat the course to receive credit.</td>
</tr>
</tbody>
</table>
Student Information Sheet and Course Information Contract:

NOTE: All responses will be kept confidential. If you have any concerns or questions, please come see me or your graduate assistant.

Name: ____________________________________________________________

Class level (Fr., Soph., Jr., Sr., Other): ________________________________

Major and Concentration: _____________________________________________

Telephone number (in case of emergency only): ____________________________ C or H (circle one)

E-mail address: ______________________________________________________

Why are you taking this course?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

What are your learning objectives for this course (i.e., what do you want to learn)?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

How will you know if/when you have achieved these objectives?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

What are your strengths and weaknesses as a student?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

What are your current career objectives?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

What should I know about you as a student? How are you unique?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

After reading the syllabus, do you have any questions (relevant or otherwise) for me or the GA?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Please read and sign the following statement:
I understand that I am responsible for the information contained within this syllabus. Specifically, I understand the importance of classroom etiquette and academic ethics (particularly concerning plagiarism).

Signed: ___________________________  Date: ___________________________