CMST 100 SPEECH COMMUNICATION  
Master Syllabus

COURSE OVERVIEW
Oral communication is one of the most important skills you can have in your career and personal life. This course is designed to help you learn the theory and techniques of public speaking and to practice them in the classroom setting.

<table>
<thead>
<tr>
<th>Instructor Information</th>
<th>Course Information</th>
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<tr>
<td>Name:</td>
<td>Section:</td>
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<td>Office:</td>
<td>Location:</td>
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<td>Phone:</td>
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COURSE LEARNING OUTCOMES and AREA COMPETENCIES
CMST 100 is a required liberal studies course and it is designed to lay foundational skills for your future course work. Student learning outcomes will be assessed during and after this course, through the evaluation of speeches, quizzes, and exams. One of the goals of the new liberal studies program is that you will build on oral communication competencies in the next liberal studies courses you take. In other words, you may do a presentation in a history class, and your instructor will use the skills you built in this course for your future presentations. Area competencies will be assessed as you go on to take these other liberal studies courses that build on oral communication skills.

Course Learning Outcomes
Upon completion of CMST 100, you will be able to:
1. Determine an appropriate orientation to a speech, choose a topic, and create speech outcomes.
2. Analyze particular audiences and select appropriate communication strategies.
3. Create and present a variety of speeches, such as informative, persuasive, impromptu, and special occasion speeches.
4. Research the speech and practice critical thinking skills when selecting evidence and support for arguments.
5. Identify a variety of organizational patterns and techniques and choose an appropriate pattern for particular speeches.
6. Employ language appropriate to the audience and situation.
7. Use a variety of delivery styles and effective delivery behaviors.
8. Use visual aids to support a speech effectively.
9. Use listening skills such as recognizing main ideas and supporting information and make critical judgment about information.
10. Identify basic techniques for effective group and interpersonal interaction.

Area Competencies
Upon completion of CMST 100, you will be able to:
1. Understand and clearly state the purpose and thesis of your speeches;
2. Analyze particular audiences and select appropriate ethical communication strategies;
3. Identify, assess, select, evaluate, and cite supporting information for a speech;
4. Present a clearly organized set of ideas;
5. Use clear and engaging language and delivery;
6. Understand critical listening and interpersonal communication techniques;
7. Plan, prepare and conduct an effective group presentation.

COURSE FORMAT
As you know from your schedule, this is a three-credit hour course, yet you only meet for two fifty-minute periods per week. Although we don’t meet for a third time period, you will be given a weekly assignment to do in that time. Your in-class meetings will include discussion, activities, speeches, and the final exam.

Outside of class, you will complete your four quizzes, and various other activities, including discussion board participation and group meetings.

You will work in groups for 5 of the outside activities, and your group will have to find a meeting time that fits everybody’s schedule. The first time to try and meet is in the time frame of your class; if you have class from 9:00-9:50 Monday and Wednesday, you should first see if 9:00-9:50 Friday works for a meeting time.

COURSE MATERIALS
Textbook
The course textbook is *The Engaging Speaker: An Interactional Approach to Public Speaking* by Tim Borchers, Theresa Hest, and Denise Gorsline. You may purchase this book in the MSUM Bookstore in McLean Hall. This textbook is significantly different from the earlier versions, so you will need to buy a new copy.

Desire2Learn
You’ll also use an Internet-based course management system called Desire2Learn (D2L). You’ll find the following course materials on D2L:
- You can check your grades at any time via the Internet.
- All of the quizzes you take in the course will be administered and scored on the Internet.
- D2L includes a discussion board that you may use for some activities.
- D2L allows your instructor to send your class a group email with announcements, etc.

Accessing D2L
- You can access D2L by going to the MSUM home page, Technology, and then Desire2Learn. Your user name is your Dragon ID, with the leading zeroes. Your password is your birth date in this format: YYMMDD. So, if you were born on July 3, 1986, your password is 860703.
- If you have trouble logging in to Desire2Learn, you should contact Barb Hoppe at 477-2596 (during regular office hours) or the Tech Support Team at 477-2125.
- You can also contact the Course Director, Denise Gorsline, at 477-4623.
- Your instructor will send you a test email; if you don’t receive that email, you should change your address within the system. Instructions for doing this are posted on your course welcome page.
- The course includes a practice quiz so you can make sure your computer will allow you to take the quizzes. It’s a good idea to take this practice quiz so you can avoid any last minute problems, or potentially miss the first quiz.
- Correct answers for quizzes will be released several days after all students have taken the quiz. Generally, this will be the Tuesday after the quiz closes on Thursday.
ASSIGNMENT SUMMARY
Successful completion of the course requires six speeches, four quizzes, and a final exam. The speech assignments include an introductory speech, a reading speech, an informative speech, an impromptu speech, a persuasive speech, and a special occasion speech. Each prepared speech will require an outline and list of references. More information about the assignments is included later in this syllabus, and your instructor may give you additional details as each assignment is explained. Education majors must complete a speech on the general topic of drugs and/or alcohol.

<table>
<thead>
<tr>
<th>Assignment</th>
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<tbody>
<tr>
<td>Introductory Speech</td>
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<tr>
<td>Delivery Speech</td>
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<tr>
<td>Impromptu</td>
<td>20</td>
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<tr>
<td>Informative</td>
<td>80</td>
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<tr>
<td>Persuasive</td>
<td>120</td>
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<tr>
<td>Special Occasion Speech</td>
<td>30</td>
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<tr>
<td>Quizzes</td>
<td>4 @ 25 each</td>
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<tr>
<td>Final Exam</td>
<td>50</td>
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<tr>
<td>Outside Activities</td>
<td>12 @ 10 each</td>
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<tr>
<td>Instructor Assigned Participation/Activity</td>
<td>60</td>
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<td>Total</td>
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GRADING

<table>
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<td>C</td>
<td>70-79 %</td>
<td>420-479</td>
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<tr>
<td>D</td>
<td>60-69 %</td>
<td>360-419</td>
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<tr>
<td>F</td>
<td>Below 60 %</td>
<td>0-359</td>
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(Individualized instructor +/- policy will be stated here.)

COURSE POLICIES (Individualized instructor attendance policy is inserted here. This is a sample.)
Attendance will be required of all students for every class session. University-excused absences will be accepted. However, make-up for those days will be required before the absence. If for any reason you will not be able to turn in your assignment on the assigned day, notify me in writing before that class period or call my office and leave a message. Abusive tardiness will not be tolerated. Missed assignments without notification of the instructor will result in a 0 for the assignment grade. Legitimate excuses will be considered at the instructor’s discretion.

Plagiarism and academic dishonesty will not be tolerated. Plagiarism is the deliberate use of another's work as your own. Any student found guilty of such action may be dismissed from the course with a failing grade.

If questions about grades cannot be resolved between the instructor and the student, the university grade appeals policy will be followed.

Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disability Services at 477-5859 (Voice) or 1-800-627-3529 (MRS/TTY), CMU 222 as soon as possible to ensure that accommodations are implemented in a timely fashion.

OFFICE HOURS

CMST 100 ASSIGNMENT INFORMATION

Introductory Speech
Purpose: To build a sense of community in our course, and to provide you with the opportunity to meet your classmates.

Directions: Your instructor will give your direction on the specific focus he/she would like you to take for this assignment.
Delivery Speech (StEP 6C, D)
Purpose: To provide you with the opportunity to practice your delivery skills, without having to worry about developing your own message or content.

Directions: Your instructor will give you direction on the specific item he/she would like you to use for the content of this speech. The content may be a children’s story or song-lyrics, or some other item which lends itself to being read aloud.

Evaluation: Your speech will be evaluated based on the following components:
- Vocal Expression
- Volume
- Adherence to time limits
- Your instructor may add additional criteria.

Impromptu Speech
Purpose: To introduce you to the speaking process by allowing you to give a short speech based on your personal knowledge of the topic.

Directions: You will have 4 minutes to prepare a 1-2 minute speech on an informative topic. You will draw two topics and then prepare the speech in the hallway while another student is giving his/her speech. The process will continue until all have spoken. You will be given a time signal to let you know that you have spoken for 1 minute.

Evaluation: Your speech will be evaluated based on the following components:
- Introduction
- Organization
- Conclusion
- Support for your ideas

Informative Speech (StEP 6C, D, H, I, K)
Purpose: To present a speech to an audience designed to educate or enlighten them about a topic, through a training format, a briefing format, or a lecture format, as explained by your instructor.

Directions: You will present a 4-5 minute informative speech on a topic of your choosing. The speech should be delivered from an outline. Speaking order will be determined prior to the speech. You will turn in a typed outline of the speech (introduction, body, and conclusion) and list of references for the speech.

Evaluation: Your speech will be evaluated based on the following components:
- Topic choice
- Introduction (including central idea and preview)
- Organization
- Research and support for ideas
- Conclusion
- Adherence to time limit
- Significance to audience
- Delivery

Persuasive Speech (StEP 6C, D, H, I, K)
Purpose: To present a speech designed to change an audience’s beliefs, attitudes, or behaviors about a topic.

Directions: You will present a 7-8 minute persuasive speech on a topic of your choosing. The speech should be delivered from an outline. Speaking order will be determined prior to the speech. You will turn in a typed outline of the speech (introduction, body, and conclusion) and list of references for the speech. You must use PowerPoint with this speech. Your instructor will give you information on the number of slides he/she expects.

Evaluation: Your speech will be evaluated based on the following components:
- Introduction
Special Occasion Speech (StEP 6C, D, H, I, K)

Purpose: To present a speech that fulfills the expectations of a specific speaking situation.

Directions: You will present a special occasion speech. The type of speech will be determined prior to the speech and you will choose a topic for their speech. Speaking order will be determined prior to the speech. The speech should be 2-4 minutes long.

Evaluation: Your speech will be evaluated based on the following components:

- Introduction
- Organization
- Language use
- Conclusion
- Delivery
- Adherence to guidelines for a specific type of special occasion speech
- Adherence to time limit

Quizzes

You will take 4 quizzes. The quizzes will be objective (multiple choice, true/false, and/or matching) and will be administered via computer. Answers will be discussed in class after the quiz is due. Quizzes may be taken at any time during a specified time period. The deadline for quizzes is 5:00 p.m. on the day they are due. We don’t anticipate problems with the testing software, but be sure to give yourself plenty of time to finish the test. Taking the practice quiz well before the first quiz due date will help make sure you won’t have any problems.

Quiz 1 (Chapters 1-4)
Opens Wednesday, January 25, 8:00am
Closes Thursday, February 10 5:00pm

Quiz 2 (Chapters 5-8)
Opens Wednesday, February 15, 8:00am
Closes Thursday, March 2 5:00pm

Quiz 3 (chapters 9-12)
Opens Wednesday, March 22 8:00am
Closes Thursday, April 6 5:00pm

Quiz 4 (Chapters 13-16)
Opens Wednesday, April 12 8:00am
Closes Thursday, April 27 5:00pm

Final Exam

The final exam will be cumulative and consist of objective questions. The test will be closed-note and closed book and administered in class during the final exam period specified by the final exam schedule.

Daily Schedule Monday-Wednesday classes (separate syllabus is provided for T-Th classes)

Wednesday, January 11
Orientation to class
Explanation of introduction speech assignment

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Week 1  
Monday, January 16  
Holiday-Martin Luther King Day

Wednesday, January 18  
Introduction speeches

Outside Class Component 1  
Practice Quiz  
Students will answer questions on D2L and participate in discussion about public speaking experience, and react to introduction speeches. Students must answer posted questions and respond to posts of at least 3 classmates.

Week 2  
Monday, January 23  
Chapter 1: Intro to Public Speaking

Chapter 2: Communication Competencies  
- Ethical responsibilities of a speaker  
- Ethical behavior as an audience member  
- Nervousness  
- Listening behavior

Wednesday, January 25  
Chapter 3: Determining Your Purpose and Topic  
- Determine the orientation for your speech  
- Choosing a topic  
- Audience expectations

Chapter 4: Knowing Your Audience  
- Demographic audience analysis  
- Segmenting an audience  
- Psychographic audience analysis  
- Impact of the situation  
- Adapt elements of speaking process to audience analysis

Explanation of group assignment

Outside Class Component 2  
Students will meet in groups and complete team building and naming exercise. If the whole group cannot find a time to meet, then students can meet in sub-groups of two or three. Bring activity results to class, Monday January 30

Week 3  
Monday, January 30  
Chapter 5: Organizational Patterns and Outlining  
- Main points  
- Organizational pattern  
- Connectives  
- Outline for informative speech

Chapter 6: Introductions and Conclusions  
- Creating introductions  
- Creating conclusions

Wednesday, February 1  
Chapter 7: Supporting Information  
- Being Credible  
- Motivational appeals  
- Source material  
- Statistical measures
Using images as a form of support

**Chapter 8: Gathering and Evaluating Information**
Accessing relevant, timely, and accurate information:
periodicals, books, newspapers, online sources

**Chapter 9: Using Information in Your Speech**
Evaluating evidence
Develop and support ideas
Citing sources

Outside Class Component 3
Students will be given questions about on-line and library research and complete on-line quiz. Additional library information will be collected on Monday.

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Week 4

Monday, February 6
Delivery Speeches

Wednesday, February 8
Delivery Speeches

Quiz 1, due 5:00pm February 9

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Week 5

Monday, February 13
**Chapter 10: Using Language**
Differences between an oral and written style of language
Using words to clearly communicate your ideas
Creating metaphors
Stylistic techniques
Sensory communication
Inclusive communication

**Chapter 11: Presenting Your Speech**
Nonverbal aspects of delivery: gestures, eye contact, movement, facial expressions
Using visual aids: charts, graphs, photographs, drawings, objects, models, the speaker
Using media
Delivery styles: manuscript, memorized, extemporaneous, impromptu
Vocal aspects of delivery: volume, pitch, rate, fluency, articulation, energy

Explanation of interpersonal skills used in peer feedback

Wednesday, February 15
**Chapter 12: Interacting with Your Audience**
Audience interaction techniques
Choosing a technique

**Chapter 13: Informative Speaking**
Goals of informative speaking
Types of informative speaking
Research needed for informative speaking
Delivery of an informative speech

Outside Class Component 4
Peer Coaching Meeting for Informative Speeches
Students will meet in groups or sub-groups to review informative outlines and preparation. Feedback forms will be collected on Monday.

Week 6
Monday, February 20 Informative Speeches
Wednesday, February 22 Informative Speeches
Outside Class Component 5 (StEP 6F, G) Students will answer questions on D2L regarding peer feedback and the preparation process for the informative speech.

Week 7
Monday, February 27 Informative Speeches
Wednesday, March 1 Informative Speeches
Quiz 2, due 5:00pm March 2

Week 8
Monday, March 6 Informative Speeches
Wednesday, March 8 Informative Speeches
Outside Class Component 6 Effective Introduction activity with on-line discussion. Students will find an effective introduction from a speech available on-line, post the introduction, and the source, and explain why they thought it was effective. Students must comment on a minimum of 3 other students’ introductions to receive full credit for this activity.

Week 9
Monday, March 13 Spring Break
Wednesday, March 15 Spring Break

Week 10
Monday, March 20 Discuss persuasive speaking assignment. Discuss peer feedback and coaching sessions to be used for persuasive speeches.

Chapter 14: Creating Persuasive Arguments
Components
Burden of proof and presumption
Fallacies in persuasive speaking

Chapter 15: Presenting Arguments
Different types
Organization
Using language to persuade others
Refuting the arguments presented by others

Wednesday, March 22

Chapter 16: Impromptu Speaking
Audience analysis
Choosing a topic
Organizational pattern
Supporting ideas with personal experiences
Outside Class Component 7
Students will each post top 3 choices for persuasive speech topics, reason for their interest in topics, and potential main arguments. Students will respond to minimum of 3 classmates to receive full credit for this activity.

Week 11
Monday, March 27  Impromptu Speeches
Wednesday, March 29  Impromptu Speeches

Outside Class Component 8
Peer Coaching Meeting for Persuasive Speeches
Students will meet as a group or in sub-groups and practice speeches for each other and/or review outlines. Feedback forms will be collected in class on Monday.

Week 12
Monday, April 3  Persuasive Speeches
Wednesday, April 5  Persuasive Speeches

Quiz 3 due 5:00pm Thursday April 6

Week 13
Monday, April 10  Persuasive Speeches
Wednesday, April 12  Persuasive Speeches

Outside Class Component 9
Students will meet with special occasion partners to plan speeches. Feedback form will be collected on Monday.

Week 14
Monday, April 17  Persuasive Speeches
Wednesday, April 19  Persuasive Speeches

Outside Class Component 10
Students will meet within group to prepare “feedback presentation” for Monday. Each group will be given a specific topic to discuss

Week 15
Monday, April 24  Make-up speeches, if necessary
Q & A about special occasion speeches
Class Feedback Group Presentations

Wednesday, April 26  Special Occasion Speeches

Quiz 4 due 5:00pm Thursday April 27
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<thead>
<tr>
<th>Day</th>
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<tbody>
<tr>
<td>Monday, May 1</td>
<td>Special Occasion Speeches</td>
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<tr>
<td>Wednesday, May 3</td>
<td>Special Occasion Speeches</td>
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<tr>
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<td>Review for Final</td>
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<td>TBA</td>
<td>Final Exam</td>
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