SCOM 123, Sections 33, 34 & 49  
Spring 2018 Syllabus | Katie Shedden  
  
Fundamental Human Communication: Group Presentations  
MWF, 8:00AM to 8:50AM (Section 33)  
MWF, 9:05AM to 9:55AM (Section 34)  
MWF, 1:25PM to 2:15PM (Section 49)  
Harrison Hall, Room 2102

**Course Description**

SCOM 123 (Group Communication): Fundamental Human Communication: Group Presentations. Study of human communication as a process. Overview of the principles and practices of communication in small group and public communication contexts. Emphasis on examining the role of self-concept, perception, culture, verbal and nonverbal dimensions in the communication process, using power and managing conflict, applying critical listening, practicing audience analysis, and constructing informative and persuasive group presentations. Public speaking required.

**Course Goals**

1. Explain the fundamental processes that significantly influence communication.  
2. Construct messages consistent with the diversity of communication purpose, audience, context, and ethics.  
3. Respond to messages consistent with the diversity of communication purpose, audience, context, and ethics.  
4. Utilize digital literacy skills expected of ethical communicators.

**Instructor Contact Information**

**Graduate Assistant Office Location Office Phone Number**  
Katie Shedden Roop G9  
**Email Address Office Hours**  
[sheddekj@jmu.edu](mailto:sheddekj@jmu.edu) M 10AM to 11AM  
 W 11AM to 1PM   
  
Before contacting me, please exercise ***resourcefulness*** by utilizing (1) this syllabus, (2) the [Canvas](file:///C:\Users\sheddekj\AppData\Local\Temp\canvas.jmu.edu) site, (3) your fellow class and/or group-mates, and (4) other appropriate resources for your question, such as the textbook. I expect that you are fully utilizing all information available to you, which I expect from students at this stage in their academic career. There is no excuse for being unfamiliar with the syllabus, as it includes assignment expectations and the course schedule.

If you cannot visit my office hours, please contact me to arrange an alternative time outside of office hours. I also expect that if you arrange a meeting with me, you will give me appropriate notice if you cannot come.

**Required Textbook**

Rothwell, J.D. (2016). In the company of others: An introduction to communication (5th ed.). New York: Oxford University Press.

**Philosophy on Learning**

As first year students, I have the unique opportunity to work with you in your transition from high school to university life. Throughout this syllabus and course, I have attempted to incorporate experiences from my undergraduate career which have made a lasting impression on my education and interests. I firmly believe that this course offers the opportunity to engage with timely and relevant topics from our daily lives and broader societal issues, which I will integrate into course material. I hope to learn alongside you as an educator and student, to make the most of this semester!

**Instructor Expectations**

**Late Work & Make-Up Policy**

Late work will not be accepted, and no make-ups or alternative due dates will be arranged following an assignment’s due date. Any work submitted late will be given the grade of zero (0). If any assignments are not submitted on-time due to a technical issue, send me a screenshot documenting the time and date of the problem. Exceptions to this policy will be made according the instructor’s discretion.

If any issues arise during the semester, please drop by my office and/or send me an email. There is little that I can do for you if you do not give me appropriate notice.

**Attendance Policy & Participation**

You are allowed 4 absences per semester, no questions asked. Absences are only excused if (1) you are representing the university in an official manner, (2) you have a documented illness which is provided to me within **7 days** of this absence, or (3) a family emergency, which may also require documentation. Any additional unexcused absences will incur a 1% penalty from your final grade. If you are sleeping, texting, or completing unrelated assignments in-class, you will be counted absent for the day.

Attendance is ***mandatory*** on presentation days, out of respect for your peers and to also provide feedback, unless the absence has been excused ahead of time. Points will be deducted from your final grade should this occur. Any members of a group who are not present on the day they are due to give their speech **will receive a 0%**.

Participation is also expected through various channels. I understand that not all students feel comfortable participating in similar ways, but will be gauged by assessing a number of variables: regular completion of assignments, providing thoughtful comments on course content in feedback and exercises, and engagement with others in-class. This does not necessitate speaking a certain number of times or putting a certain number of discussion board comments online. Throughout the semester, I treat Attendance as an assignment like any other – as a learning experience.

**Technology Policy**

I do not allow cell phone use in class, unless it is part of an assignment or expressly allowed by myself. You are allowed to have laptops in-class, however, ensure you are not visiting unrelated websites, playing games, or doing unrelated activities. It is disheartening to look out into a sea of pale phone-faces.

**Canvas**

Make sure you are regularly checking the Canvas site, as assignments will all be submitted and graded through this tool. Canvas can be accessed by navigating to [canvas.jmu.edu](http://www.canvas.jmu.edu), and our course can be added to your sidebar if you “view all” courses, and then highlight the star to the left-hand side of our course name.

**Please do not send me messages via Canvas, I prefer email (sheddekj@jmu.edu).** I do not always get notifications when messages are sent to me on Canvas, and I want to ensure I do not miss anything from you all.

If you are having trouble with Canvas, please contact CIT Support at 540-568-5312 (M-F, 8 AM to 5 PM) or citsupport@jmu.edu or visit http://sites.jmu.edu/citsupport/.

**APA Format**

All assignments for this course will be written in APA format, and evaluation will be partially based upon adherence to these guidelines. See the [Purdue OWL](https://owl.english.purdue.edu/owl/resource/560/01/) site for reference.

**Assignments**

**MREST**

The MREST Quizzes will be available to you as practice quizzes on Canvas. You will receive credit for this portion of the course upon the successful completion of the MREST. For more information about the MREST, please see: <https://www.jmu.edu/gened/MREST.shtml>.

**SONA Credit**

Throughout the semester, you will have the opportunity to take part in research conducted by Communication Studies faculty and students.

In order to participate, you must create a SONA account at the following URL:   
<https://jmu-scom.sona-systems.com/>

At the end of the semester, there will be very few studies remaining. I would recommend checking throughout the semester for opportunities to participate in studies. You are required to earn 2.5 SONA points throughout the semester, and to also send me a screenshot when you have completed them. If you have completed the alternative assignments, you must send me screenshots of all of the questions and answers – if you submit the assignment without doing so, I have no way of knowing whether you completed the assignment or not and cannot award you any points.

***Both SONA and MREST are due by 4/09, as well as accompanied screenshots*.**

**Reading Quizzes**

Reading quizzes will be due on Sunday at 11:59PM, before we discuss the week’s content starting on Monday. There will be a reading quiz for select chapters, which focuses on the content for the week, and will be available on Canvas. Each reading quiz will be 5 questions long, and you will be given 8 minutes to complete it – apart from a few quizzes which are 8 questions (11 minutes) long and contain content from more than one chapter.

You will be given a total of 2 attempts on reading quizzes, and the average score will be awarded for credit. I will open up secondary attempts for quizzes after we have discussed the chapter in-class.

Remember that you are bound by the JMU Honor code when taking reading quizzes. I am able to view when and where quizzes are taken and submitted.

**Participation**

As discussed under “Attendance & Participation”, participation is expected through various channels. This will be assessed through whether or not you as a student have: thoughtfully completed coursework, engaged with peers, discussed content in-class, and clearly contributed to group efforts.

Throughout the course, a **discussion board** will be open for participation to reflect on the course and to engage with your peers.

Your weekly prompt for your discussion post is any one of the following:

1. Choose a concept from this week’s chapter and/or in-class content and explain how it applies to your daily life (for example: current event, relationships, your interests, academics, popular culture).
2. Did the content from this week make you rethink or reaffirm any communication habits or behaviors that you have? How so?
3. Discuss how concepts from the reading for this week relate to those in another chapter. How do these concepts relate? How do these concepts enhance and/or complicate each other?
4. A timely prompt may be posted for the week about an ongoing social issue.

The minimum requirement for discussion board postings for all students is 6 times per semester (maximum of one post/week), and replying to at least 3 threads by your peers. Your responses should be approximately 500 words in length. If you are a student who speaks zero to two times per class period, I would expect additional participation through the discussion board channel. Discussion board posts will be due periodically throughout the semester, and due dates are listed on the syllabus.

You are also given the option to earn participation points through completion of a minimum of one and up to two **film review assignments**, due by 03/28. You may pick from the following documentary films:

Blackfish Dive! Fed Up Food Chains   
Cowspiracy GMO OMG DamNation Forks Over Knives  
Food, Inc. FrackNation The Hunting Ground A Place At The Table  
SEED: The Untold Story

Additional films may be approved through myself, though this permission must be secured from me in advance. Your responses should be complete and comprehensive (more than a sentence or two), in response to the following ten questions. Incorporate a reference to the question in each response. Be sure to use proper spelling, grammar, and punctuation.

1. Briefly describe what the film is about and the argument that it makes.

2. List six facts described in the movie that impressed you and explain how each fact relates to the film's argument (logos).

3. What were the strongest logical arguments given in support of the filmmakers’ position (logos)?

4. Did any of the reasoning given in support of the positions advocated in the film seem to be weak or misleading? If so, describe the concept put forward in the movie and why you thought the reasoning was flawed (logos).

5. Look for cinematic techniques such as camera angle, color, scene juxtaposition, and music. Select three scenes and describe how cinematic techniques support the positions advocated by the filmmakers.

6. List three scenes in the movie designed to appeal to a viewer’s emotions (pathos) and describe the ways in which they present their emotional appeal.

7. How did the filmmakers use the element of ethos, or appeal to authority? Was it effective? Explain your reasoning.

8. Describe a scene in the movie that serves as the cinematic equivalent of a concession (bringing up the opposing argument in order to refute it).

9. How well did the filmmakers use the Aristotelian rhetorical appeals to: logos, pathos, and ethos? Did any one predominate over the others? Justify your response.

10. What is the call to action in this movie? How do you think you will respond to that call? Describe your reasons.

|  |  |  |
| --- | --- | --- |
| *Participation Assignment* | *Criteria* | *Percentage of total* |
| Attendance | * Physically present in-class * 4 unexcused absences allowed * Any additional absences (past 4) incur 1% participation grade deduction, including excused absences without doctor’s note/required follow-up assignment * Any absences on speech days incur 0.5% participation grade deduction   *If you miss fewer than 4 classes, you will get full credit for 3% of your grade. If you miss 5 classes, you will receive a 1% deduction from this total, and so on. If classes missed total more than a 4% deduction, additional percentage points will be taken from the final grade score.* | **4%** |
| In-class participation | * Participation in-class: when asked questions during lecture & discussion facilitations, with others during discussion * Attentiveness: not on electronic device, sleeping, etc., looking up | **4%** |
| Discussion board posts | * 6 posts throughout the semester, 500 words minimum * 3 replies to others’ posts, 250 words minimum * Thoughtfully engages with course content and connects with textbook content * More than one post per week will not be counted, nor will posts below the word limit or those unrelated to class content | **4%** |
| Film review | * Addresses all questions thoroughly * Clear understanding of concepts from film and assignment | **3%** |
| Extra credit | Completion of 2nd film review: meets above criteria, adds potential 1% boost to total participation grade | **Total: 15%** |

In-class participation, discussion board posts, and the film review assignment will be graded based on the below rubric:

General Participation Rubric | SCOM 123

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Absent or missing | Below expectations | Meets expectations | Exceeds expectations |
| Adherence to criteria in Participation Assessment Rubric   * In-class participation * Film review | 0 points for criteria | 4 points for each criteria | 7 points for each criteria | 10 points for each criteria |

Total criteria points available for each Participation assignment:

In-class participation: 20 points 4%

Discussion board posts: 25 points 4%

Film review: 20 points 3%

Extra credit film review: Possible 0.5 to 1% increase if “meets/exceeds expectations”

**Group Presentation Reflection Meeting: Informative**

Your presentations will be recorded in-class, and a link will be sent to all group members so as to reflect upon the presentation and evaluate your individual and group performance. Meetings will be scheduled with myself following your informative group presentation, in which we will discuss your performance and notes that I have for your next speech. Attending and participating in this meeting will be worth 3% of your speech grade.

Think about the following questions prior to our meeting:

1. Please explain what parts of your group presentation you believe were compelling (the message was precisely stated, appropriately repeated, memorable, and strongly supported).
2. What could you have done differently to produce a more successful central message?
3. Please explain how effectively you used language in your group presentation. Were your language choices imaginative, memorable, or compelling? Did the language that you used enhance the effectiveness of the presentation? In what ways was the language appropriate for the audience?
4. What could you have done differently in terms of the language that you used?
5. Please explain what organizational pattern (e.g., topical, chronological, problem-solution, problem-cause-solution, or Monroe’s motivated sequence) you used in your group presentation. Why did you choose this organizational pattern and not another pattern?
6. What are the advantages and disadvantages of the organizational pattern that you chose? What organizational pattern would have been more effective?
7. Please explain what kinds of supporting materials you used. In what ways did these materials establish your credibility/authority on the topic?
8. What could you have done differently with your supporting materials that would have been more effective?
9. Did your delivery techniques make the group presentation compelling to the audience? Why or why not?

(10) What could you have done differently in terms of delivery techniques that would have made your group presentation more compelling and allow you to appear more polished and confident?

**Group Speech Presentations: Informative and Persuasive**

*Purpose*

For the informative presentation, your group will select an ongoing social issue to inform your peers about. These will need to be cleared by me ahead of time, to ensure they are not too broad to cover in 15 minutes and are not so controversial that an informative orientation is difficult to attempt. I would recommend choosing a novel topic which your peers do not already know about, or a new take on a familiar topic. It may also be helpful to think about an issue which relates to a local organization (ex: Mercy House, family homelessness; Cat’s Cradle, trap-neuter-return programs/reducing euthanasia; Gemeinshaft Home, halfway homes; Vine & Fig, alternative methods of rehabilitation) for your next speech – in fact, I would highly recommend it.

For the persuasive presentation, your group will select a local Harrisonburg organization to inform your peers about, including those on-campus at James Madison University. You may adopt “roles” in order to portray this information. Your group’s persuasive speech will be oriented towards “taking action”, and encouraging your peers to be involved with a particular organization. For example, this can be oriented towards a specific event, volunteering with their organization on a regular basis, or supporting their cause in a particular way. Make sure your persuasive goal is clear and specific.

*Time Limits*

Each group will have approximately 15 minutes to present the topic and approximately 3 minutes for questions or comments between the speakers and the audience. Groups should use a portion of the question and answer session to be analyze their classmates’ knowledge, attitudes, and beliefs about their topic. In doing so, groups will be more prepared as they individually prepare their assignment reflections. Points will be deducted if the group is not able to accomplish its purpose within the specified time limit. PRACTICE, PRACTICE, PRACTICE and time yourselves while preparing for your presentation.

*Evaluation*

The two group presentations are worth 130 points each. The group presentation is intended to be a group effort. Every member of the group receives the same number of group points. 25 points are based on the confidential Group Evaluation points given to each student by his or her fellow group members at the completion of the group presentation. If you do not submit a peer evaluation for your peers, you will be unable to earn any points for this portion.

*Outline*

Your group will need to provide a typed outline that conforms to the outline format shown in “Outline Format.” The outline will be worth 10 points.

*Refuting Counterarguments*

In order to develop an effective persuasive argument, you must demonstrate to your audience an awareness of possible objections to your position. In addition, you must refute these counterarguments and establish why your position is preferable.

*References*

A reference list of at least 10 sources must be included with the outline and must follow APA 6th edition guidelines. All references must be cited at some point during the presentation. You may utilize an interview from someone involved in the organization as a source, but can include no more than two interviews.

For your persuasive presentation, you must use at least three additional sources beyond the sources cited in your group presentation when preparing your speech. Attach a separate page entitled “References” to the outline and be sure that all references conform to the APA style guidelines. All of the sources that appear in the reference page must be incorporated into the persuasive speech and identified. For example, a speaker might say, “According to Dr. Vincent Rainey in his book, Keeping Fit published in 1996, it only takes 30 minutes of exercise three times a week to maintain good cardiovascular health.” Or a speaker might say, “In May 1998, Time magazine published an article written by staff correspondent Mildred Blair in which she describes four hints for living well at college on a student budget.”

This is a formal presentation that will be recorded. Dress appropriately for the situation and your topic.

You will be required to use PowerPoint (or Prezi, Google Slides, etc.) and incorporate at least one other audio/visual aid into your presentation. A visual aid might be an object, a clip from a movie, a clip from a television show or special broadcast, or an audio recording of a song, conversation, radio personality, etc. Be sure to practice your speech using the visual aid to make sure the equipment works and the audio/visual aid can be incorporated during the speech unobtrusively.

*Extra Credit Opportunity*

A total of 5 points can be earned if your group sends me a selfie at the Communication Center, and a screenshot of an appointment time made online at the following URL: <http://www.jmu.edu/commcenter/appointments.shtml>

The Communication Center is an excellent resource for all stages of presentation development, from outlining to practicing your final speech. It is abundantly clear which groups present together as a group, and which groups practice individual monologues which show little cohesion and preparation. Overall, students who utilize the Communication Center are typically better prepared for their speech, thus this opportunity will only help your group!

**Discussion Facilitation Assignment**

For this assignment, you will get together with your group to create 5 discussion questions that are relevant to course content and *promote engaging discussion*. When grading these facilitations, I am using a rubric on Canvas which largely focuses on the discussion component of this assignment. I have posted an example assignment from last semester which fulfills the requirements listed on the rubric.

This is an opportunity for you all to work together as a group, and develop your skills as competent communicators. The facilitation should be about 30-45 minutes in length. My expectation for this assignment is not that you summarize the chapter content, but instead come prepared with current event examples and compelling questions to discuss. **This is not meant to be lecture-oriented**.

Your group should come prepared with 5 discussion questions and email the questions to me (sheddekj@jmu.edu) before your section begins. Make sure you are selecting relevant quotes from the chapters alongside your questions, with page numbers. This will be helpful for following along in-class and for the exam. For example, “on page x, Rothwell says…”, accompanied by your question. I would encourage that your group meet with me before presenting your facilitation.

**At least one question should be connected to a current event, and provide a news article for the class**. Be sure to cite this in APA format and send to me with your questions, so I can display the article on the board. This can also be accompanied by a short video (5 minutes maximum).

Your group should also create a handout for the class with the discussion questions for the week alongside supporting quotations from your textbook, three main themes from the chapter, and key terms. If you would like me to print the handout, please email this to me by 5PM on the day before you present.

It can be difficult to create effective discussion questions. As a general rule, stray from asking questions which have concrete, specific answers. If the question can be answered in a sentence, it is unlikely to promote discussion.

Bad example: What are the five types of informative speeches?

Good example: What is the importance of competent informative speaking in the current political climate? How do we identify credible informative speeches – in your experience?

**Exams**

There are a total of two exams in this course, one of which being a common, cumulative final exam taken by all SCOM students. The midterm exam will cover content from chapters 1, 2, 3, 12, 13, 14, and 15.

The midterm exam will be taken via Canvas, focusing largely on application questions which focus not only on wrote definitions but how they play out in applied examples. This exam format intends to prepare you for the common final exam in utilizing a similar application format, to relay the importance and practicality of the material, and to reinforce key concepts. The exam includes both multiple choice and short answer questions.

**University Policies and Procedures**

**Late Course Additions**: Students are responsible for registering for classes and for verifying their class schedules on MyMadison. Late course additions will not be permitted.

All dates and deadlines can be found at the following URL: <https://www.jmu.edu/registrar/wm_library/fall_2017_bookmark.pdf>

No exceptions will be made to these deadlines.

**First-week Attendance Policy**: At the instructor's discretion, any student registered for a class in the College of Arts and Letters (and that includes this course) who does not attend the first two (2) scheduled meetings of the class may be administratively dropped from the class. Students dropped for non-attendance will be notified via e-mail by the Associate Dean of the College.

**Inclement Weather**: If it is determined that exams cannot be given because of inclement weather or other emergency, faculty will assign final grades to students based on the exams, tests and projects completed prior to the regularly scheduled exam date.

**Religious observations**: All faculty members are required to give reasonable and appropriate accommodations to students requesting them on grounds of religious observation. I (as the faculty member in charge of this class) determine what accommodations are appropriate for this course. Students should notify me no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with if mutually acceptable alternative methods exist for completing the missed classroom time or activity.

**Special needs**: JMU abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandates reasonable accommodations be provided for students with documented disabilities. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in Student Success Center, Room 1202 and you may call 540-568-6705 for more information. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate the accommodations you may need.

**Academic honesty**: Making references to the work of others strengthens your own work by granting you greater authority and by showing that you are part of a discussion located within an intellectual community. When you make references to the ideas of others, it is essential to provide proper attribution and citation. Failing to do so is considered academically dishonest, as is copying or paraphrasing someone else's work. The results of such behavior will lead to consequences ranging from failure on an assignment to failure in the course to dismissal from the university. Please ask if you are in doubt about the use of a citation. Honest mistakes can always be corrected or prevented.

Academic dishonesty is not limited to plagiarism. Other examples of academic dishonesty include cheating on tests or homework, taking an exam or writing a paper for someone else, and selling or uploading unauthorized documents from a class. Talk with your instructor if you have questions regarding academic honesty.

The JMU community uses a plagiarism detection system called Turnitin. Turnitin is integrated into Canvas and is available for use by all JMU faculty and students. For more information about Turnitin, refer to <http://www.jmu.edu/academicintegrity>.

Additional information about this policy can be found at the following sites:  
<http://www.jmu.edu/syllabus/>  
<http://www.jmu.edu/honorcode/code.shtml>

Be sure to familiarize yourself with these policies, as they are taken very seriously at James Madison University and within this course.

**Grading Scale and Evaluation of Student Work**

In this course, grades will NOT be given as rewards for coming to class, completing your readings and homework in a timely fashion, or having a great attitude. These behaviors are expected of all JMU students. Rather, grades will serve as both a quantitative and qualitative assessment of the quality of work you are producing. The following scale represents how I will be grading your work and the level of my expectations for the class.

“A” The assigned work is exceptionally well-prepared and executed, indicating unusual effort, individualized creative style, and a thorough grasp of the related material. This constitutes outstanding work. Only work handed in on time can earn an “A.”

“B” The assigned work is creative and well-prepared, demonstrating considerable effort, talent, or grasp of the material that is distinctly superior to an average or “C” effort. This is above average work.

“C” The assigned work is satisfactory and completed at a level of effort and competency normally expected of the majority of students (i.e., basic completion, average performance, reasonable effort and preparedness). This is average work that fails to stand out in any way.

“D” The assigned work is not completed satisfactorily, indicating either misperceived objectives or failure to grasp key concepts. The effort made is reasonable, but the work is below average.

“F” The student failed to complete assigned work or failed to grasp key concepts due to a lack of reasonable effort. The submitted work is below the minimum level of acceptance.

Grades will be assigned on a percentage of the total points possible, with the plus/minus system in effect. There is no curving of grades on exams, papers, or presentations in this class. I round the final course grades to the nearest percentage point. Here is what the breakdown looks like:

93-100 A 90-92% A-   
87-89% B+ 83-86% B 80-82% B-   
77-79% C+ 73-76% C 70-72% C-   
66-69% D+ 60-65% D   
<59% F

**Grade Breakdown**

*Assignments Percentage of Final Grade*  
MREST Completion 3%  
SONA Participation 3%  
Reading Quizzes 6%  
Participation 15%  
Group Discussion Facilitation 5%  
Group Speech Presentation: Informative 15%  
Group Speech Presentation: Persuasive 15%  
Group Speech Reflection Meeting 3%  
Midterm Exam 15%  
Final Exam 20%

TOTAL 100%

+ Extra Credit opportunities (scavenger hunt, film review, speech points)

**Tentative Course Schedule | Spring 2018**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **In Class Topic/Activity** | **Readings** | **Things Due** |
| 1 | 01/08 | Introductions |  |  |
|  | 01/10 | Overview of course and assignments, APA format |  | Personality Test submitted via Canvas: http://www.humanmetrics.com/cgi-win/jtypes2.asp |
|  | 01/12 | Communication activity:  Keep Talking and Nobody Explodes | Chapter 1 | Final groups: submitted via Canvas |
| 2 | 01/15 | *Complete scavenger hunt by Wednesday* |  | MARTIN LUTHER KING DAY  NO CLASS |
|  | 01/17 | Communication models and communication competence, speaking styles | Chapter 1 |  |
|  | 01/19 |  | Chapter 1 |  |
| 3 | 01/22 | Audience analysis, topic choice, researching your topic, ethical implications, competent outlining | Chapter 12 |  |
|  | 01/24 | **Group #1 Facilitation (Ch. 1 or 12)** |  | Group topics: emailed to me by one group member, CC all group members |
|  | 01/26 | Managing speech anxiety, speech delivery, introductions and conclusions, supporting material | Chapter 13 |  |
| 4 | 01/29 | Informative speaking | Chapter 14 |  |
|  | 01/31 | **Group # 2 Facilitation (Ch. 13 or 14)** |  | First draft of outline due, format is under Files on Canvas |
|  | 02/02 | *Out-of-class workshop day: Informative Speech* |  | Please email me with any questions! Send me a selfie to show that you have met. |
| 5 | 02/05 | Communication & culture | Chapter 3 |  |
|  | 02/07 | Communication & gender | Chapter 3 |  |
|  | 02/09 | **Group # 3 Facilitation (Ch. 3)** |  |  |
| 6 | 02/12 | Perception | Chapter 2 |  |
|  | 02/14 |  | Chapter 2 |  |
|  | 02/16 | Black Mirror: Perception |  | Discussion board post: Black Mirror episode |
| 7 | 02/19 |  |  | ALL OUTLINES DUE INFORMATIVE SPEECHES |
|  | 02/21 |  |  | INFORMATIVE SPEECHES |
|  | 02/23 |  |  | NO CLASS – I am attending a conference in Kentucky. |
| 8 | 02/26 | Introduction to persuasive speaking: goals, differences, the speech assignment | Chapter 15 |  |
|  | 02/28 | Persuasive Speaking: WEREWOLF ACTIVITY | Chapter 15 |  |
|  | 03/02 | **Group #4 Facilitation (Ch. 2)** |  | ***First three discussion board posts due*** |
| 9 | 03/05 |  |  | SPRING BREAK |
|  | 03/07 |  |  | SPRING BREAK |
|  | 03/09 |  |  | SPRING BREAK |
| 10 | 03/12 | Persuasive speaking strategies, appeals | Chapter 15 |  |
|  | 03/14 | CASE STUDY:  Persuasive Speaking | Chapter 15 | First draft of persuasive speech due |
|  | 03/16 | **Group #5 Facilitation (Ch. 15)** |  |  |
| 11 | 03/19 | The role of language in communication | Chapter 4 |  |
|  | 03/21 |  | Chapter 4 |  |
|  | 03/23 | **Group #6 Facilitation (Ch. 4)** |  |  |
| 12 | 03/26 |  |  | MIDTERM EXAM |
|  | 03/28 | In-class workshop period: Persuasive Speech |  | *Film Review Assignments due* |
|  | 03/30 | In-class workshop period: Persuasive Speech |  |  |
| 13 | 04/02 |  |  | ALL OUTLINES DUE PERSUASIVE SPEECHES |
|  | 04/04 |  |  | PERSUASIVE SPEECHES |
|  | 04/06 |  |  | PERSUASIVE SPEECHES |
| 14 | 04/09 | Competent listening | Chapter 6 | SONA & MREST DUE |
|  | 04/11 |  | Chapter 6 |  |
|  | 04/13 | CASE STUDY: Environmental Policy & Advocacy |  | Additional reading on Canvas |
| 15 | 04/16 | Nonverbal Communication | Chapter 5 |  |
|  | 04/18 |  | Chapter 5 |  |
|  | 04/20 | ***In-class final exam review*** |  |  |
| 16 | 04/23 | ***In-class final exam review*** |  |  |
|  | 04/25 | In-class de-brief discussion |  | ***Final three discussion board posts due***  Course Reflections (500 words) due via discussion board. |
|  | 04/27 |  |  | FINALS WEEK BEGINS |

PLEASE NOTE: This syllabus and schedule are subject to change. All changes will be announced in class and posted via Announcements in Canvas. It is the responsibility of each student to keep up with any changes.

**FINAL EXAM SCHEDULE**

***8AM SECTION:*** Friday, April 27th from 3:30 to 5:30PM in Ashby Testing Center

***9AM SECTION:*** Saturday, April 28th from 8:00 to 10:00AM in Godwin 343

***1PM SECTION:*** Saturday, April 28th from 10:30 to 12:30AM in Ashby Testing Center