Jackson State University
Department of Speech Communications and Theatre

Public Speaking, SPCH 216 80, 90713, Online
   Fall, 2014
   Credit Hours: 3

Instructor Information

Instructor Name:	Laura Kay McDavitt
Office Location:	Rose E. McCoy Building, Office 107
Office Hours:	T-TH 10-11, 2:30-5, W- 12-5; By Appointment
Phone:	662-312-7149 (cell) or 601-979-3329
Email:	Laura.k.mcdavitt@jsums.edu or lkmcdavitt@bellsouth.net (Responses to email will be provided within 24-48 hours during weekdays.)

Course Description

Public Speaking is an intensified study of and training in speech composition and techniques of delivery.

Course Prerequisites: None

Course Objectives

Upon successful completion of Public Speaking, you should be able to demonstrate an increased understanding of and appreciation for the communication process as it relates to speaker and audience interactions. We seek to develop speaking and listening skills for effective speech composition and delivery.

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

- demonstrate increased development of critical insight into the evaluation of spoken discourse
- identify and appreciate how spoken communication is used to critically examine facts, values and policies
- apply the ethical codes that govern discourse which includes a tolerance for reasonable differences of opinion, the preference for civility and a willingness to put evidence and arguments to tests of rationality
- report increased self-confidence towards the process of public speaking
- express your ideas with verbal fluency
- demonstrate critical thinking skills in sending and receiving messages
- demonstrate organizational skills

- identify messages and behaviors in different communication contexts
- apply listening and responding skills adapted to different communication contexts
- demonstrate an understanding and respect for cultural and social diversity

Required Texts

The required textbook for this course is Lucas *The Art of Public Speaking* 11th edition. Over the duration of the term, you will also be required to complete a variety of assignments that will be delivered via McGraw-Hill Connect. Altogether, assignments completed in McGraw-Hill Connect will make up part of your total grade in this course so it is imperative that you purchase access.

While there are many purchase options, the best bargain for obtaining everything you will need to be successful in this course may be found in the value-added bundle available in the campus bookstore.

Details of this bundle are as follows:

Lucas *The Art of Public Speaking* 11th edition with Connect Plus (Loose-leaf version) ISBN 9780077920586

Lucas *The Art of Public Speaking* 11th edition Connect Plus (includes integrated eBook) ISBN 9780077428228

 If you are comfortable forgoing use of a hard-copy text in favor of an electronic version, you may instead purchase stand-alone access to McGraw-Hill Connect*Plus*. This will provide you with access to all of the assignments in McGraw-Hill Connect, <u>plus</u> an integrated e-book version of the required textbook. If the campus bookstore is not carrying stand-alone access codes for McGraw-Hill Connect*Plus*, you may ask them to order one for you or you may purchase access directly online (see below for further details).

Once you have purchased your materials from the bookstore or if you are ready to purchase access directly online, login to Blackboard and navigate to any active McGraw-Hill Connect assignment in the course. The first time you click on an active McGraw-Hill Connect assignment, you will be prompted to register. Follow the instructions on the site to complete your registration.

If you run into any technical difficulties, please call McGraw-Hill's Customer Experience Group by dialing 1(800)331-5094 or submit the "*Contact Us*" form found online at www.mhhe.com/support.

The following will help you with spring 2014 registration:
Course: PUBLIC SPEAKING SPCH 216 01: 90808 with LearnSmart
Instructor: Laura McDavitt
Section: SPRING 2014
Online registration instructions: Go to the following web address and click the "register now" button. http://connect.mcgraw-hill.com/class/l_mcdavitt_spring_2014
This is a unique address for: SPRING 2014
Having trouble registering? Get help here: http://bit.ly/StudentRegistration

Other Requirements

- Complete the steps listed in the **Distance Learning Orientation Checklist**, if this is your first distance learning course at JSU.

- Complete the **Verification Syllabus Receipt Form**. Fax or mail it back to the instructor.

Additional resources

System Requirements

To have a successful experience in Jackson State University's online courses, the following is the minimum computer configuration needed:

Computer Hardware Recommendations

The following hardware are the minimum specifications to work Blackboard: **PC** with**:** Windows XP, Vista, Windows 7 or **Apple Macintosh with:** Mac OS X 10.5 or 10.6. One (1) Gigabyte of free disk space recommended. **Internet Connection**: Broadband, Cable, DSL, or 56 K modem or higher.

Web Browser Compatibility

- It is very important that you use a certified or compatible Web browser when viewing and working in Blackboard so that information and course tools display correctly. Compatible web browsers for Windows enabled PCs include Internet Explorer 8, Chrome, and Firefox 3.6 or later. Compatible web browsers for Macintosh enabled PCs include Safari 4, Safari 5, Chrome and Firefox 3.6 or later.

- Firefox 1.5 and 2.0 are NOT supported for Blackboard Learn. Firefox 1.5 and 2.0 users need to upgrade to Firefox 3.0 to access the latest security patches and Mozilla support.

- Mac OS 10.3 is NOT supported for use with Blackboard Learn.

Other Browser considerations

- Blackboard is not compatible with the **AOL browser**. If you use the AOL service to connect to the Internet, download and install a certified or compatible browser listed in the above matrix. Once connected to the Internet, minimize your AOL browser, and then open the other browser to access Blackboard.

- Turn off pop-up blockers when using Blackboard, or provide an exception for your institution's Blackboard Web site (URL). Often, you will have two pop-up blockers: one within your browser and one within a search toolbar like Google or

Yahoo.

- JavaScript and Cookies must be enabled on any browser.

- Be sure to review the recommended plug-in information below and download as appropriate.

Browser Plug-Ins

It is recommended that you have a high-speed Internet connection and the following free multimedia plug-ins: Adobe Acrobat Reader, Apple QuickTime Player, Adobe Shockwave Player, Microsoft Windows Media Player, Real Networks RealPlayer for Windows, Real Networks RealPlayer for Mac OS X, Sun Java Runtime Environment (all platforms) is required for the use of Blackboard's Web Equation Editor as well as the Virtual Classroom and Text Chat. Click the link to choose the appropriate plug-in for your computer and to begin the download and install process. A new browser window will open.

You must have speakers installed and working properly on your computer before beginning the course.

Productivity Software

You will need access to Microsoft Word, PowerPoint, or Excel to complete assignments. If you do not have access to the Microsoft Office applications, you may download the Open Office Freeware, an open productivity suite. You will be able to complete your assignments using this freeware and save your files with Microsoft Office file extensions.

Recording Your Speeches

You will need to have access to a device that can record you and your speeches. You can use a cell phone, laptop or any other device that can record video. Be sure to have 4 or 5 people in your audience. You will need to pan the audience prior to starting your speech and at the end. Once you have recorded the video you will need to compress your speech prior to uploading to McGraw-Hill's Connect. Minimum Student Technical Skills

Participation in a distance learning course requires some basic knowledge of computer technology. You should be able to:

- Navigate and use Blackboard (see Blackboard Student Orientation, if you need assistance).
- Understand basic computer usage, including keyboard, mouse, CD drive, and printer.
- Access the Internet via DSL, cable modem, or a network interface.

- Use the computer operating system (Windows/Mac OS) to:

    1. Create folders.
    2. Find, copy, move, rename, and delete files.
    3. Launch, run, and switch between software applications.

- Use a word processing program to (see Word 2010, Word 2007 or 2003 tutorials for PC users; Word 2008 for Mac users, if you need assistance):

    1. Create, format, edit, spell check, save, print, and retrieve a document.
    2. Cut, copy, and paste information within and between documents.
    3. Save a word processing document in text or rtf format.

- Use a Web browser to:

    1. Open, print, and/or save Web pages to a local or removable storage drive.
    2. Open and save Adobe Acrobat files (PDF files).
    3. Create, maintain, and manage a list of Web pages (Favorites/Bookmarks).
    4. Use a search engine's basic features to find information on the Web.

- Download and install programs from remote servers.

- Use email to:

    1. Send, receive, store, and retrieve messages.
    2. Send, receive, and open file attachments.

Technical Support

To obtain assistance with technical issues (removing pop-up blockers, opening pages or quizzes, etc.) or if you are unable to see the course content or have other questions regarding the course itself, please visit the JSU Distance Learning Website or call the Blackboard Help Desk at (601) 979-0245 during normal business hours, Monday through Friday, from 8:00 am to 5:00 pm CST.

If you run into any technical difficulties with McGraw-Hill's Connect, please call McGraw-Hill's Customer Experience Group by dialing 1(800)331-5094 or submit the "*Contact Us*" form found online at www.mhhe.com/support.

Course Schedule

See the Course Schedule for a list of module topics, assignments, and due dates. Please refer to the JSU Academic Calendar for other important due dates.

Public Speaking Course Schedule* There are 13 modules-try to complete one module every week. **All assignments are due Friday, November 20, 2014.** Be aware that if you wait until the end of the semester you to start your work you will have great difficulty finishing your work.				
Module Start Date	**Topic**	**Readings Note: Reading prior to attempting assignments**	**Assignments**	**Due Date & Total Possible Points**
WEEK 1 MODULE 0 & 1	Module 0 Introductions & Course Overview and Module 1 Basic Principles of Speech Communication	Syllabus, Welcome Read Chapter 1 of *The Art of Public Speaking*	**Module 0:** 1. Watch Welcome Video 2. View the Public Speaking Syllabus. 3. Complete the Syllabus Verification Form (5 pts) 4. View your Course Schedule 5. Purchase for the required textbook, *The Art of Public Speaking*, 11th edition by Stephen Lucas and register with McGraw-Hill's Connect online. 6. Complete the Distance Learning Online Student Orientation. 7. Discussion: Student Introductions (15 pts) **Module 1, Chapter 1:** 1. Great Speeches Video Clip 2. The Power of Public Speaking Video Clip,	Module 0= 20 points Module 1= 135 points Total Week 1 Points= 155

			Chapter 1 3. How I feel about taking Public Speaking Worksheet (20 pts) 4. LearnSmart Chapter 1- Speaking in Public (5 pts) 5. Discussion on Dealing with Nervousness (15 pts) 6. Developing Confidence Matching Game (10 pts) 7. Chapter 1 Review Questions (35 pts) 8. Chapter 1 Quick Quiz (50 pts)	
WEEK 2 MODULE 2	Giving Your First Speech and Ethics & Public Speaking	Read Chapters 2 & 4 of *The Art of Public Speaking*	**Chapter 2** 1. LearnSmart Chapter 2: Ethics & Public Speaking (5 pts) 2. Avoiding Plagiarism Worksheet (20 pts) 3. Ethics & Plagiarism Matching Game (10 pts) 4. Chapter Review Questions (25 pts) 5. Chapter 2 Quick Quiz (50 pts) **Chapter 4** 1. LearnSmart Chapter 4: Giving Your First	Chapter 2 = 110 pts Chapter 4= 55 pts Module 2 total pts= 165

			Speech (5 pts) 2. First Speech Matching Game (5 pts) 3. Chapter 4 Ethical Speechmaking Exercise (20 pts) 4. Chapter 4 Review Questions (25 pts)	
WEEK 3 MODULE 3	**Introductory Speeches**	Review Chapter 4's Media Files	1. Introductory Speech Checklist (5 pts) 2. Self-Introduction Video: There's and App for That & Questions (20 pts) 3. Exerts from Self-Introduction Speech: Gotta Dance Video Clips 4. Introductory Speech & Peer Review (150 pts) 5. Discussion on Introductory Speeches (15 pts)	Module 3 total pts =190
WEEK 4 MODULE 4	Speaking to Inform And Analyzing the Audience	Chapters 15 & 6 of *The Art of Public Speaking*	**Chapter 15** 1. LearnSmart Study for Chapter 15: Speaking to Inform (5 pts) 2. What Not to Do Informative Speech Video: The Brave New World of Medical Robot and What To Do Informative Speech Video: The	Chapter 15 pts = 150 Chapter 6 pts = 35 Module 4 Total pts = 185

			Brave New World of Medical Robot. (35 pts) 3. Informative Speech Matching Game (10 pt) 4. Informative Speech Outline Exercise (5 pts) 5. 4 Types of Informative Speeches Exercises (20 pts) 6. Chapter 15 Review Questions (25 pts) 7. Chapter 15 Quick Quiz (50 pts) **Chapter 6** 1. LearnSmart for Chapter 6: Analyzing the Audience (5 pts) 2. Adapting to the Audience Video Clips 3. Informative Speech Video: Ramadan Video (20 pts) 4. Audience Analysis Matching Game (10 pts)	
WEEK 5 MODULE 5	Choosing Topics and Purposes & Gathering Material	Chapters 5 & 7 of *The Art of Public Speaking*	**Chapter 5** 1. LearnSmart Chapter 5: Selecting a Topic and a Purpose. (5 pts) 2. Choosing a Speech	Chapter 5 pts = 140 Chapter 7 pts = 30 Module 5 total pts =

			Topic Video Clips	170
			3. Choosing a Topic Matching Game (5 pts)	
			4. Discussion on Speech Topics (15 pts)	
			5. Writing Specific Purpose Statements Exercises (35 pts)	
			6. Chapter 05 Review Questions (30 pts)	
			7. Chapter 5 Quick Quiz (50 pts)	
			Chapter 7 1. LearnSmart Chapter 7: Gathering Materials. (5 pts)	
			2. Gathering Materials Matching Game (10 pts)	
			3. Using Periodical Databases Exercise (10 pts)	
			4. Informative Speech Library Research Worksheet (5 pts)	
WEEK 6 MODULE 6	Organizing the Body of the Speech & Introductions and Conclusions	Chapters 9 & 10 of *The Art of Public Speaking*	**Chapter 9** 1. LearnSmart Chapter 9: Organizing the Body of the Speech (5 pts)	Chapter 9 pts = 105 pts Chapter 10 pts = 140 pts Module 6 Total pts = 245
			2. Organizing the Body Video Clips	

			3. Organizing the Speech Body Video: Bursting the Antibacterial Bubble, Chapter 9 (35 pts) 4. Outline Exercise (5 pts) 5. Organization is Important and Connectives Matching Game (10 pts) 6. Chapter 09 Review Questions (25 pts) 7. Organizational Methods Exercises (25 pts) **Chapter 10** 1. LearnSmart Chapter 10: Beginning and Ending the Speech (5 pts) 2. Introductions & Conclusions Video Clips 3. Introduction & Conclusion Speech Video: The Horrors of Puppy Mills (25 pts) 4. Beginning & Ending of the Speech Matching Game (5 pts) 5. Chapter 10 Review Questions (35 pts) 6. Relating to Your	

			Audience Exercise (20 pts)	
			7. Chapter 10 Quick Quiz (50 pts)	
WEEK 7 MODULE 7	Outlining the Speech & Using Visual Aids	Chapters 11 & 14 of *The Art of Public Speaking*	**Chapter 11** 1. LearnSmart for Chapter 11: Outling the Speech (5 pts) 2. Outlining Exercise (20 pts) 3. Outlining the Speech Matching Game (5 pts) 4. Chapter 11 Review Questions (25 pts) 5. Chapter 11 Quick Quiz (50 pts) **Chapter 14** 1. LearnSmart for Chapter 14: Using Visual Aids (5 pts) 2. Visual Aid Video Clips 3. Chapter 14 Video: The Brave new World of Medical Robots (15 pts) 4. Chapter 14 Video: A Heart Worn on My Hand (20 pts) 5. Visual Aid Matching Game (10 pts) 6. Chapter 14 Review Questions (20 pts)	Chapter 11 pts = 105 Chapter 14 pts = 85 Module 7 Total pts = 190

			7. Visual Aid Discussion Board (15 pts)	
WEEK 8 MODULE 8	Using Language & Delivering the Speech	Chapters 12 & 13 of *The Art of Public Speaking*	**Chapter 12** 1. LearnSmart for Chapter 12: Using Language (5 pts) 2. Chapter 12 Video Clips 3. Chapter 12 Video: My Crazy Aunt Sue (30 pts) 4. Using Language Matching Game (15 pts) 5. Chapter 12 Short Answer Questions (20 pts) 6. Exercises in Using Language (50 pts) **Chapter 13** 1. LearnSmart for Chapter 13: Delivery (5 pts) 2. Delivering the Speech Video Clips 3. Chapter 13 Video: Making a Difference through the Special Olympics (25 pts) 4. Chapter 13 Video: Question of Culture (20 pts) 5. Delivering the Speech Matching Game (20	Chapter 12 pts = 120 Chapter 13 pts = 140 Module 8 total pts = 260

			pts)	
			6. Chapter 13 Review Questions (20 pts)	
			7. Chapter 13 Quick Quiz (50 pts)	
WEEK 9 MODULE 9	Using Supporting Materials	Chapter 8 of *The Art of Public Speaking*	**Chapter 8** 1. LearnSmart for Using Supporting Materials (5 pts) 2. Using Supporting Materials Video Clips 3. Chapter 8 Video: Bursting the Antibacterial Bubble (20 pts) 4. Chapter 8 Video: Phony Pharmaceuticals (20 pts) 5. Chapter 8 Video: Acupuncture: New Uses for an Ancient Remedy (20 pts) 6. Using Supporting Materials Matching Game (15 pts) 7. Chapter 8 Review Questions (30 pts.) 8. Using Supporting Material Exercises (25 pts) 9. Chapter 8 Quick Quiz (50 pts)	Module 9 total pts = 185

WEEK 10 MODULE 10	Listening to Speeches	Chapter 3 of *The Art of Public Speaking*	**Chapter 3** 1. LearnSmart for Chapter 3: Listening (5 pts) 2. Listening Matching Game (5 pts) 3. Chapter 3 Review Questions (30 pts) 4. Listening Exercise (10 pts) 5. Watch Steve Jobs Speech. 6. Steve Jobs Discussion Board (30 pts) 7. Chapter 3 Quick Quiz (50 pts) 8. Watch bonus speeches for inspiration.	Module 10 total pts = 130
WEEK 11 MODULE 11	Informative Speech		1. Informative Speech Video: The Hidden World of Chili Peppers (35 pts) 2. Informative Speech Video: yoga: Uniting Mind, Body and Spirit (25 pts) 3. Informative Speech Plagiarism Checklist (1pts) 4. Speaking with Confidence Informative Speech	Module 11 total pts = 379

			Checklist (1 pts)	
			5. Using Supporting Materials Checklist (4 pts)	
			6. Specific Purpose & Central Idea Checklists (2 pts)	
			7. Organization of Informative Speech Checklist (5 pts)	
			8. Informative Speech Evaluating Internet Documents Checklists (1 pts)	
			9. Informative Speech Preparation Worksheet (55 pts)	
			10. Informative Speech and Outline (250 pts)	
WEEK 12 MODULE 12	Introduction to Persuasive Speaking & Methods of Persuasion	Chapter 16 & 17 of *The Art of Public Speaking*	**Chapter 16** 1. LearnSmart of Chapter 16: Speaking to Persuade (5 pts) 2. Persuasive Speaking Video Clips 3. Chapter 16 Video: The Dangers of Cell Phones (20 pts) 4. Chapter 16 Video: Making a Difference through the Special Olympics (20 pts) 5. Persuasion Matching	Chapter 16 = 150 pts Chapter 17 = 90 pts Module 12 total pts = 240

			Game (20 pts)	
			6. Chapter 16 Review Questions (35 pts)	
			7. Chapter 16 Quick Quiz (50 pts)	
			Chapter 17 1. LearnSmart of Chapter 17: Methods of Persuasion (5 pts)	
			2. Methods of Persuasion Video Clips	
			3. Chapter 17 Video: Bursting the Antibacterial Bubble (20 pts)	
			4. Method of Persuasion Matching Game (15 pts)	
			5. Chapter 17 Review Question (30 pts)	
			6. Method of Persuasion Exercises (20 pts)	
WEEK 13 MODULE 13	Persuasive Speech		1. Speaking with Confidence Checklist (1 pt)	Module 13 total pts = 317
			2. Persuasive Speech Plagiarism Checklist (1 pt)	
			3. Evaluating Internal Documents Checklist (1 pts)	

			4. Using Supporting Materials Checklist (4 pts) 5. Persuasive Speech Organizing Checklists (5 pts) 6. Persuasive Speech Worksheets (55 pts) 7. Persuasive Speech and Outline (250 pts)	
WEEK 14	EXAM WEEK		No final exam.	

Course Presentation

This course is organized into **13** learning modules; each module contains assigned readings from the textbook and may contain a quiz, an assignment, and/or an activity. The modules presented on a **1 week basis**. The module pages include information about all of the materials and assignments for that module. Each module may include multimedia lectures, readings, discussions, assignments, and/or assessments.

Course Policies and Procedures

1. **Threaded Discussions**. A Discussion Board is available in Blackboard. You will be able to ask questions about course content and share information with each other. A classmate may be able to answer a question about content more quickly than your instructor. In addition, posting content questions in the Discussion Board will allow everyone to view the answers to frequently asked questions. The instructor monitors the Discussion Board with the intention of providing responses every workday when deemed necessary. Discussion created as assignments deem required contributions to the discussion board. Students are expected to post responses to module questions and peers' postings on a regular basis.

   Utilize the discussion rubric as it will be used in evaluating your discussion board postings. Discussion board postings should be of quality rather than quantity. For example, a response that basically says "I agree" with no additional information or documentation will earn 0 points; responses that possess a higher standard of

quality will be graded accordingly.

2. **Class Communication.** Common procedural or curricular questions that arise each semester are answered on the syllabus. For correspondence to the professor, students are required to use only the *Mail* tool, which is located on the Course Tools menu in Blackboard, upon logging into the course. The discussion board has several threads available for communicating. Each student is required to participate in the *Introduction* forum to introduce oneself to the course. A thread is also available for *Frequently Asked Questions*. Please use this thread to ask questions regarding the syllabus, assignments, exams, etc. The questions and answers can be shared with the entire class. If you have personal concerns, please use the *Mail* tool. View the Blackboard Tutor link on the course homepage for assistance using the mail or discussion board tools.

3. **Course E-Mail**. Unless otherwise noted, you should only contact your instructor using the *Mail* feature in Blackboard. Common procedural or curricular questions that arise each semester are answered on the syllabus. If you are unable to find the answers you need, you may contact the instructor via the Blackboard *Mail* tool. If needed, view the *Blackboard Tutorials* for assistance using the *Mail* tool. Be sure to follow the course netiquette rules mentioned above when composing emails.

4. **Late Assignments or Projects.**

   Due to the nature of this class it is very important that you keep up with your assignments. Each module builds on the other and must be completed prior to moving on to the next. You will notice in Connect that I have divided the course into 2 major due dates. These are firm dates that need to be met. Modules 1-5 are due October 5, 2013 and the remaining are due on December 10, 2013. These are not the recommended dates for you to complete your modules but the dates that these assignments will no longer be available and will automatically be submitted. Please note that there are lots of assignments and you will not be able to complete your work in time if you wait until the last minute.

Netiquette

Student to Student Etiquette. There are course expectations concerning etiquette or how we should treat each other online. It is very important that we consider the following values during online discussions and when emailing fellow students:

- **Respect.** Each student's viewpoint is valued as an opinion. When responding to a person during the online discussions, be sure to state an opposing opinion in a diplomatic way.
- **Confidentiality.** When discussing topics, be sure to be discreet on how you discuss children, teachers, and colleagues. Do not use names of people or names of facilities.

Student to Instructor Etiquette. In addition to the above values, I expect that each student will submit completed assignments in a timely manner.

Instructor to Student Etiquette. Students can expect that the instructor will also follow the values listed above by checking and responding to emails and grading assignments in a timely manner.

Method of Student Evaluation

ASSIGNMENT TYPE	TOTAL POSSIBLE POINTS
Discussion Boards	105
LearnSmart Practice Questions	85
Matching Games	180
Chapter Review Questions	410
Chapter Quick Quizzes	500
Worksheets	160
Practice Exercises	265
Checklist	31
Speech Videos and Questions	425
Speeches	650
TOTAL POINTS	2811
Grading Scale	
2530 - 2811 points	A
2250 - 2530 points	B
1970-2250 points	C
1690-1970 points	D
Less than 1690 points	F

Online Grading Rubrics

Presentation Grading Criteria					
	"A" Presentation Criteria	"B" Presentation Criteria	"C" Presentation Criteria	"D" Presentation Criteria	"F" Presentation Criteria
Organization (specific introduction and conclusion, sequenced material within the body, and transitions)	Organizational pattern is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern is clearly and consistently observable within the presentation.	Organizational pattern is intermittently observable within the presentation.	Organizational pattern is rarely observable within the presentation	Organizational pattern is not observable within the presentation
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices show little evidence of being well thought-out and only partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and rarely support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery (posture, gesture, eye contact, and vocal expressiveness)	Delivery techniques make the presentation compelling, and speaker appears polished and confident.	Delivery techniques make the presentation interesting, and speaker appears comfortable.	Delivery techniques make the presentation understandable, and speaker appears tentative.	Delivery techniques is used only minimally make the presentation understandable, but speaker appears uncomfortable.	Delivery techniques detract from the understandability of the presentation, and speaker appears uncomfortable and unprepared.
Supporting Material (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities)	A variety of types of supporting materials were used to make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility on the topic.	Supporting materials were used to make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility on the topic.	Supporting materials were used to made appropriate reference to information or analysis that partially supported the presentation or establishes the presenter's credibility on the topic.	Insufficient supporting materials were used to make reference to information or analysis that supports the presentation or establishes the presenter's credibility on the topic.	Failure to utilize supporting materials or make reference to information or analysis that supports the presentation or establishes the presenter's credibility on the topic.
Central Message	A compelling central message was used that was precisely stated, appropriately repeated, memorable, and strongly supported.	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.	Central message can not be deduced, but is not explicitly stated in the presentation.
*Criteria based on the Association of American Colleges and Universities' Oral Communication Value Rubric					

Writing Assignments will be Graded on the Following Criteria				
	"A" Paper Criteria	"B" Paper Criteria	"C" Paper Criteria	"D" Paper Criteria	"F" Paper Criteria
Context of & Purpose of Writing	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s).	Demonstrates awareness of context, audience, purpose, and to the assigned task(s).	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s)	Does not demonstrate attention to context, audience, purpose or the assigned task(s).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Does not use appropriate or relevant content to develop simple ideas.
Genre & Disciplinary Conventions	Demonstrates detailed attention to and successful execution of a wide range of conventions including organization, content, presentation, formatting, and stylistic choices found in this field.	Demonstrates consistent use of important conventions including organization, content, presentation, and stylistic choices found in this field.	Follows expectations appropriate for basic organization, content, and presentation in the field of communications.	Little attempt to use a consistent system for basic organization and presentation in this field	No attempt to use a consistent system for basic organization and presentation.
Sources & Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas.	Demonstrates consistent use of credible, relevant sources to support ideas.	Demonstrates an attempt to use credible and/or relevant sources to support ideas.	Rarely demonstrates an attempt to use sources to support ideas in the writing.	Did not demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax & Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	Uses language that impedes meaning because of errors in usage.
*Criteria based on the Association of American Colleges and Universities' Oral Communication Value Rubric				

Discussion Rubric

	1	2	3	4
Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 24 hour period; requires occasional prompting to post	Consistently responds to postings in less than 24 hours; demonstrates good self-initiative
Delivery of Post	Utilizes poor spelling and grammar in most posts; posts appear "hasty"	Errors in spelling and grammar evidenced in several posts	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings
Relevance of Post	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Consistently posts topics related to discussion topic; cites additional references related to topic
Expression Within the Post	Does not express opinions or ideas clearly; no connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Opinions and ideas are stately clearly with occasional lack of connection to topic	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic
Contribution to the Learning Community	Does not make effort to participate in learning community as it develops; seems indifferent	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic

Exams

Weekly quizzes, activities and speeches will be combined and compose your final exam grade.

Library Services

All students, those on campus and at a distance, have access to the resources available at the JSU Libraries. Please visit the JSU Libraries or the JSU Library Services for Distance Learners web sites for more information.

Additional Course Resources

Richard Wright Center (RWC)

This course is a writing intensive course and a large proportion of your grade will be based on written assignments. Prior to submitting a written assignment you are encouraged to make an appointment at the Richard Wright Center to receive personal assistance with the development of your writing and research skills.

The Richard Wright Center for Writing, Rhetoric, and Research provides an environment for intellectual engagement beyond the classroom. At any stage of the creative and research processes, students may interact with trained tutors using technology to develop written, oral, and visual representations of their ideas for an academic audience. Location: H. T. Sampson Library, 1st floor. For hours, workshops, and to make an appointment, go to www.jsums.edu/wrightcenter, or call 601-979-6094.

Mentoring

I am available to assist you with any concerns you may have about the course or your career development. If you wish to schedule an appointment for an in-depth consultation please contact me at 662-312-7149 or at laura.k.mcdavitt@jsums.edu.

Additional Resources

Additional assistance is available through me if needed. Feel free to schedule a one-on-one session with me as needed. I am also available via email or text from the hours of 8 AM until 9 PM. You can contact me at laura.k.mcdavitt@jsums.edu or 662-312-7149.

Jackson State University Policies

Diversity Statement: Jackson State University is committed to creating a community that affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential. We recognize that there are differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. All persons are encouraged to respect the individual differences of others.

JSU Honor Code: I will be honest in all of my academic course work and will not indulge in or tolerate the academic dishonesty of my counterparts or peers. I will not partake in any type of misconduct, misrepresentation, or immoral behavior that will harm, damage or endanger any person, property or myself or reflect negatively against me or hinder my academic continuance. I will strive to achieve excellence and to complete degree requirements without hesitation. I am a valuable part of the Jackson State University family, and proud of it.

Academic Dishonesty

Cheating includes:

- Submitting material that is not yours as part of your course performance, such as copying from another student's exam, allowing a student to copy from your exam;
- Using information or devices that are not allowed by the faculty; such as using formulas or data from a home computer program, or using unauthorized materials for a take-home exam;
- Obtaining and using unauthorized material, such as a copy of an examination before it is given;
- Fabricating information, such as the data for a lab report;
- Violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation;
- Collaborating with others on assignments without the faculty's consent;
- Cooperating with or helping another student to cheat;
- Participating in or performing other forms of dishonest behavior, such as having another person take an examination in your place; or altering exam answers and requesting the exam be regarded; or communicating with any person during an exam, other than the exam proctor of faculty.

Plagiarism includes:

- Directly quoting the words of others without using quotation marks or indented format to identify them.
- Using sources of information (published or unpublished) without identifying them.
- Paraphrasing materials or ideas of others without identifying the sources.
- Themes, essays, term papers, tests and other similar requirements that are not the work of the student submitting them.
- When direct quotations are used, they must be indicated and when the ideas of another are incorporated in papers they
- When a student is unsure about something that he/she wants to do or the proper use of materials, a faculty member should be consulted for clarification.
- Generally, if a student writes while looking at a source or while looking at notes taken from a source, a footnote should be given. Whenever any idea is taken from a specific work, even when the student writes the idea entirely in his/her own words, there must be a footnote giving credit to the author responsible for the idea. The student should never retain a sentence pattern and substitute synonyms for the original words. Paraphrasing means alteration of sentence pattern and changing of words. Any direct quotation should be footnoted or documented in an acceptable fashion. Methods of documentation vary, and it is possible to cite in the text

itself, rather than in a footnote. The student should give credit in a manner specified by the instructor.

Compliance with the Americans with Disabilities Act: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and ADA Coordinator (as early as possible in the term) located in the Jacob L. Reddix Building (old student union), rooms 101 and 102. The office hours are: 8:00 a. m. to 5:00 p.m., Monday through Friday. The telephone number is (601) 979-3704 or (601) 979-6919 (TTY) and the facsimile number is (601) 979-6918. The mailing address is: Office of Support Services for Students and Employees with Disabilities, P.O. Box 17156, Jackson State University, Jackson, MS 39217.

See the Office of Disability Services web site for more information.

For more information on the Jackson State student policies, see the Student Handbook.

Grievances

Any student who has a grievance and/or complaint must first discuss the grievance and/or complaint with the professor and complete a student complaint form with the professor. If there is no resolution at the student/professor level, the student can then address his/her complaints through the appropriate channels of administration:

Department Chair: Dr. Mark Henderson (McCoy Building)

Dean of College of Liberal Arts   Dr. Deborah H. Barnes. (Liberal Arts Building)

Bibliography/References (current knowledge)

Sharon Asckaiek, "Conquer Your Fear of Public Speaking," Toronto Sun, March 16, 2005

Steve Ungerleider, Mental Training for Peak Performance, rev. ed. (Emmaus, PA: Rodale Books, 2005).

Steve Heyman, Free Speech and Human Dignity (New Haven, CT: Yale University Press, 2008).

Judi Brownell, Listening: Attitudes, Principles, and Skills, 3rd ed. (Boston, MA: Pearson/Allyn and Bacon, 2006), p. 86.

Judith S. Kaye, "Gathering Dreams and Giving Them Life," Vital Speeches, 73 (2007), pp 239-242.