

**Jackson State University  
College of Liberal Arts  
Department of Speech Communication  
Syllabus**

Course Number and Title: SPCH 201.04 & SPCH 201.18 -Speech Arts
Semester and Year: Spring 2015
Instructor: Yohance Myles
Office Location: Rose McCoy Rm # 201
Office Hours: Mon, Wed, & Fri. 2pm – 4pm; Tues & Thurs. 1pm - 4pm
Telephone Number: 601-979-1357
Email: yohance.f.myles@jsums.edu

-

**Required Text: Verderber/Verder/Sellnow, Communicate 14<sup>th</sup> Edition, Cengage**  
This loose leaf book **without a code** is found in Jackson State University's bookstore.

**Text book is required no later than:**

Wednesday January 21, 2014. If the financial aid office is the reason you cannot have your text book by this date, you must have a formal letter from Jackson State University's financial aid office stating this fact.

**Required Access to Blackboard:** All students must have a blackboard account.

**Required Scan Troms:** The student will need to purchase two Blue scantrons. : Midterm (1) and the Final exams (1) these can be found in the Jackson State Universities bookstore for a total price of 22 cent per blue scantron.

**SUPPLEMENTAL RESOURCES**

Students are encouraged to take advantage of the university's RICHARD WRIGHT CENTER (RWC). 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 academic audience. The RWC is located on the first floor of the H. T. Sampson Library. To find out the hours, workshops, and to make an appointment, visit [www.jsums.edu/wrightcenter](http://www.jsums.edu/wrightcenter), or call 601-979-6094.

**Course Description:** Speech as a discipline at Jackson State University serves as the focus not only for the Speech Department but also as the instrument all other disciplines must utilize. The Speech Arts course is designed to develop the students' ability to more easily communicate in various speaking situations: dyadic, group, and public. Emphasis is placed on pronunciation, articulation, speaking, listening, organization of thought, and vocabulary development. This practice will take place during and after class hours in preparation for class experiences.

Communication is an essential tool that enables us to function effectively in society. This tool may be demonstrated through oral and/or written expressions. The correlation between effective speaking and effective writing has been evidenced through major research findings; consequently, integrating writing activities into this Speech Arts course syllabus is essential.

**Course Objectives:** Jackson State University functions as a community of learners wherein teaching, research, and service are central to its total learning environment. The University embraces the core values of tradition, accountability, learning, nurturing, service, and responsibility.

**The student will be able to:**

1. The student will use appropriate language for various communicative settings.
2. The student will express ideas fluently and confidently before an audience.
3. The student will demonstrate their knowledge of communication models.
4. The student will demonstrate respect for the opinions of others within a group setting and during class discussions.
5. The student will organize ideas revealing their ability to think logically and critically within a group setting
6. The student will pronounce and articulate words acceptably and intelligibly during formal and informal communication.
7. The student will analyze and utilize non-verbal aspects of communication.
8. The student will gain efficiency in the use of voice and control of bodily expression during presentation practice and performance
9. The student will acquire and cultivate listening habits that will enable them to pay respectful attention to speakers for the purposes of learning, evaluating and criticizing. Through peer review and listening in class exercises
10. The student will use systematic research in the formulation of ideas for speaking.

**Course Content:**

1. Fundamentals of Communication Studies
2. Receiving Communication
3. Communication Contexts
4. Fundamentals of Public Speaking

## Course Criteria:

Each student will be **REQUIRED** to verbally delivery three in-class presentations:

1. Speech of Self- Introduction presentation (Grading rubric will be provided by professor several days before presentation day)
2. Informative or Persuasive presentation (Grading rubric will be provided by professor several days before presentation day)
3. A Team/Group presentation. (Grading rubric will be provided by professor several days before presentation day)
4. Each student will be required to establish **two different** typed Socratic Questions per chapter (These questions will require students to read daily and formulate questions that can stimulate class discussions and better clarification of chapter content.
5. Chapter activity: These activities can generate group collaboration and help formulate clarification of chapter content.
6. Each student will be required to complete a peer review for at least one presentation. (The Peer review form will be provided to each student by the professor several days before presentation day)

## COURSE REQUIREMENTS

Below is a breakdown of the course requirements and their worth during the semester:

ASSINGMENTS	POINTS ALLOTTED
1.Group/Self Introduction	50
2. Daily Socratic Questions (24 total) (2) typed per chapter	240 (10 points each)
3. Self- review on Group Presentation page 237	50 points
Peer review for Group presentation Page 236	100 points=Group review 5 people per group 20 points per review
4. Peer review on Persuasive Presentation page 433-434	50 points

4. 12 Chapter Activities	120 (10 points each)
5. Test #1	100
6 Test #2	100
7. Group Presentation	125
8. Group Outline/Paperwork	75
9. Persuasion video critique	50
10. Persuasion Presentation	125
11. Persuasion Outline	100
12. Daily verbal contributions/attendance	100
13. Midterm	150
14. Final Exam	150
TOTAL POINTS	1,685

### Course Grading Scale

Below is the grading scale used in this course.

Points	Percentage	Letter
1685-1645	90-100%	A
1644-1604	80-89	B
1603-1563	70-79	C
1562-1522	60-69	D
1521 or lower	59 or lower	F

Please note that extra credit opportunities that will be made will be at your professor's discretion and will be added to your points at the end of the semester. Do not count on extra credit to help you pass the class .Extra credit can **NOT** move you from a D to a B or from an F to a C. PLEASE keep this in mind.

### **Course Policies**

Regular attendance is required. You need to be present to learn and practice skills introduced in class. A student's final grade may be reduced by **one letter grade** after three absences. This means that you have been absent too many times to maintain continuity in improvement.

Please arrive to class on time. Tardiness is unprofessional and is not fair to me or to your classmates. You will have missed class if you are not there for the entire class period. That is, staying for only half the class, coming in 5-10 minutes before the end of class, or consistently coming in 5-10 minutes late does not mean that you attended.

If you come in after roll has been called, it is your responsibility to let the instructor know at the end of that particular class.

**Moreover, do not expect the instructor to cover any missed material during class time.**

### **1. Late Examinations**

There will be **no late examinations administered**. If you are away on official university

business on the day of an exam, you may take the examination **prior** to the day of the exam. However, you may **not take the examination after the time the examination is scheduled**. You must contact your professor to agree upon a time to take the examination to be missed.

2. If you are not present when scheduled to make your speeches, then you MAY receive an opportunity to make-up that presentation. Due to an EXTREMELY HIGH volume of students per class it is a HIGH chance that a make-up opportunity MAY not happen PLEASE, PLEASE keep this in mind.

3. The student will be required to dress professionally during all presentations.

### **Classroom Civility**

There are certain basic standards of classroom civility that should be adhered to, particularly in a communication course. Civility does not eliminate appropriate humor, enjoyment, or other features of a comfortable and pleasant classroom community. Classroom civility does, however, include the following:

1. Displaying respect for all members of the classroom community, both your instructor and fellow students.

2. Your professor is expected to give you constructive feedback for the assignments. If you are not in agreement with the feedback or would like to further discuss any comments, you may do so at the instructor's assigned conference hours not during class time or in the hallways after or before class.

3. Any disagreement expressed outside of conference hours that may appear disrespectful and/or threatening to your professor and/or classmates will be immediately reported to campus security and appropriate action(s) will be taken.

4. Attentiveness to and participation in lectures, group activities, workshops, and other classroom exercises.

5. Avoidance of unnecessary disruptions during class such as private conversations, reading campus or any type of newspaper, and doing work for other classes.

6. Avoidance of racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom community.

7. These features of the classroom civility do not comprise an exhaustive list. Rather, they represent the minimal sort of behaviors that help to make the classroom a pleasant place for all concerned.

8. There will be no eating or drinking during class time.

**ELECTRONIC DEVICES CAN BE DISRUPTIVE TO THE DISSEMINATION OF INFORMATION!! POINTS WILL BE DEDUCTED AT THE PROFESSORS**

**DISCRETION!! EXAMPLE: CELL PHONES GOING OFF DURING CLASS TIME AND ESPECIALLY DURING PRESENTATIONS.**

### **Special Needs Learners**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of the Americans with Disabilities Act (ADA) Coordinator and Compliance Officer, P. O. Box 17999, Jackson, MS 39217, telephone (601) 979-3704 as early as possible in the term

**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.

### **Method of Student Evaluation:**

These activities **may** change at the professor's discretion.

The following areas may be considered:

<b>WEEKS</b>	<b>Assignments</b>	<b>In-Class Activity</b>
Week 1 Day 1	GET REQUIRED COURSE BOOK	Introduction to course; go over course requirements
Day 2	GET REQUIRED COURSE BOOK	Create 8 groups of 4 members (32 students total) Exchange contact information Decide what group member will introduce each other Work within groups to gather information for introduction presentation of each other of each
Day 3	Rehearsal time for introduction presentations	Introduction of group members begin
Week 2 Day 1	Off/ Martin Luther King Day	Off/ Martin Luther King Day
Day 2	Rehearsal time for introduction presentations	Introduction of group members continues
Day 3	Rehearsal time for introduction presentations	Introduction of group members continues depending on how many students in the class
Week 3 Day 1	Create 2 typed Socratic questions for	Review chapter 9 by going over students generated questions which should

	chapter 9	generate class discussion covering chapter 9 and not a class lecture ONLY
Day 2	Typed Skill – Building Activity from chapter 9 Create 2 Socratic typed questions for chapter 10	Review chapter 10 by going over students generated questions which should generate class discussion covering chapter 10 and not a class lecture ONLY
Day 3	Create 2 Socratic typed questions for chapter 6 Typed Skill – Building Activity from chapter 10	Review chapter 6 by going over students generated questions which should generate class discussion covering chapter 6 and not a class lecture ONLY
Week 4 Day 1	Typed Skill – Building Activity from chapter 6	Take Test #1 Covering chapters 9,10 & 6
Day 2	Go over test #1	Go over test #1
Day 3	Create 2 typed Socratic questions for chapter 4	Review chapter 4 by going over students generated questions which should generate class discussion covering chapter 4 and not a class lecture ONLY
Week 5 Day 1	Typed Skill – Building Activity from chapter 4 Create 2 typed Socratic questions for chapter 5	Review chapter 5 by going over students generated questions which should generate class discussion covering chapter 5 and not a class lecture ONLY
Day 2	Typed Skill – Building Activity from chapter 5 Create 2 typed Socratic questions for chapter 1	Review chapter 1 by going over students generated questions which should generate class discussion covering chapter 1 and not a class lecture ONLY
Day 3	Typed Skill – Building Activity from chapter 1	Review chapter 11 by going over students generated questions which should generate class discussion

	Create 2 typed Socratic questions for chapter 11	covering chapter 11 and not a class lecture ONLY
Week 6 Day 1	Typed Skill – Building Activity from chapter 11 Create 2 typed Socratic questions for chapter 12	Review chapter 12 by going over students generated questions which should generate class discussion covering chapter 12 and not a class lecture ONLY
Day 2	Test #2	Test #2/ Covering 4,5,1
Day 3	Review test #2	Review test #2
Week 7 Day 1	Create 2 typed Socratic questions for chapter 13	Review chapter 13 by going over students generated questions which should generate class discussion covering chapter 13 and not a class lecture ONLY
Day 2	Typed Skill – Building Activity from chapter 13	Discuss typed Skill – Building Activity from chapter 13
Day 3	PREPARE TO BRING YOUR OWN GRADE-SHEET TO CLASS AS PROOF OF YOUR ASSIGNMENTS COMPLETED AND GRADES EARNED	IN-CLASS STUDENT GRADE REVIEW/WHERE YOU STAND AT THIS POINT IN THE CLASS
Week 8 Day 1	REVIEW FOR MIDTERM	REVIEW FOR MIDTERM
Day 2	TAKE MIDTERM	TAKE MIDTERM
Day 3	REST FROM MIDTERM	REST FROM MIDTERM
Week 9 Days 1-5 March 9 <sup>th</sup> – 13 <sup>th</sup>	SPRING BREAK	SPRING BREAK
Week 10 Day 1	Think of title for group presentation	Go over group presentation requirements/break in your groups and discuss information further
Day 2	Give group critique form/explain this form	Choose dates for group presentations/group discussion
Day 3	Begin working in your	Begin working in your group for your



	group for your presentation outside of class	presentation outside of class
Week 11 Day 1	Group rehearsal	Group rehearsal
Day 2	Group presentations begin	Group presentations begin
Day 3	Group presentations begin	Group presentations begin
Week 12 Day 1	Create 2 typed Socratic questions for chapter 14	Review chapter 14 by going over students generated questions which should generate class discussion covering chapter 14 and not a class lecture ONLY
Day 2	Create 2 typed Socratic questions for chapter 15	Review chapter 15 by going over students generated questions which should generate class discussion covering chapter 15 and not a class lecture ONLY
	Create 2 typed Socratic questions for chapter 17	Review chapter 17 by going over students generated questions which should generate class discussion covering chapter 17 and not a class lecture ONLY
Day 3	OFF GOOD FRIDAY	OFF GOOD FRIDAY
Week 13 Day 1	OFF EASTER MONDAY	OFF EASTER MONDAY
Day 2	Think of your persuasive presentation topic	Go over persuasive presentation requirements/choose dates for this presentation
Day 3	Get help from the RWC for your topic/outline	Get help from the RWC for your topic/outline
Week 14 Day 1	APPROVED TOPICS DUE	APPROVED TOPICS DUE IN CLASS
Day 2	Practice presentation	Practice presentation
Day 3	Practice presentation	Practice presentation
Week 15 Day 1-3	PERSUASIVE PRESENTATIONS BEGIN	PERSUASIVE PRESENTATIONS BEGIN
Week 16 Day 1-3	FINAL EXAM WEEK	FINAL EXAM WEEK

--	--	--

- DeVito, Joseph A. The Elements of Public Speaking: 5th ed., New York: Harper and Row, 1994.
- Fletcher, Leon. How to Design and Deliver a Speech. 5th Ed. New York: Harper Collins Publishers, Inc., 1995.
- Gamble, Teri K., and Michael Gamble. Communication Works. 5th ed. New York, New York: The McGraw-Hill Companies, Inc., 1996.
- Gregory, Hamilton. Public Speaking for College and Career. 4th ed. New York: The McGraw-Hill Companies, Inc., 1996.
- Gronbeck, Bruce E., Kathleen German, Douglas Ehninger, and Alan H. Monroe. Principles of Speech Communication. 12th ed. New York: Harper Collins College Publishers, 1995.
- Jaffee, Ciella. Public Speaking: A Cultural Perspective. New York: Wadsworth Publishing Company, 1995.
- Klopf, Donald W., and Ronald E. Cambra. Personal and Public Speaking. 5th ed. Englewood, Colorado: Morton Publishing Company, 1996.
- Morreale, Sherwyn, and Courtland Boree. Excellence in Public Speaking. Fort Worth, TX, 1998.
- Osborn, Suzanne, and Michael T. Motley. Improving Communication. Boston, MA. Houghton Mifflin Company, 2000.
- Osborn, Michael and Suzanne Osborn. Public Speaking, 5th ed. Boston, MA. Houghton Mifflin Company, 2000.
- Redmond, Mark V. Communication: Theories and Applications. Boston, MA. Houghton Mifflin Company, 2000.