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## Jackson State University

### Department of Speech Communications and Theatre

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**Public Speaking, SPCH 201 101, 92289, Online 8 Week Course**  
**Fall, 2015**  
**Credit Hours: 3**

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#### Instructor Information

Instructor Name:	Laura Kay McDavitt
Office Location:	Rose E. McCoy Building, Office 107
Office Hours:	Tuesday: 9:00-1:00, Thursday 9:00-11:30, additional times available by appointment.
Phone:	662-312-7149 (cell) or 601-979-3329
Email:	<a href="mailto:Laura.k.mcdavitt@jsums.edu">Laura.k.mcdavitt@jsums.edu</a> or <a href="mailto:lkmcdavitt@bellsouth.net">lkmcdavitt@bellsouth.net</a> (Responses to email will be provided within 24-48 hours during weekdays.)

#### 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 Prerequisites: None**

#### 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. Use appropriate language for various communicative settings.
2. Express ideas fluently and confidently before an audience.
3. Demonstrate their knowledge of communication models.
4. Demonstrate respect for the opinions of others.
5. Organize ideas revealing their ability to think logically and critically.
6. Pronounce and articulate words acceptably and intelligibly.
7. Analyze and utilize non-verbal aspects of communication.
8. Gain efficiency in the use of voice and control of bodily expression.
9. Acquire and cultivate listening habits that will enable them to pay respectful attention to speakers for the purposes of learning, evaluating and criticizing.
10. Use systematic research in the formulation of ideas for speaking.
11. Apply the essential theory and principles of discussion

**Required Texts**

The required textbook for this course is Lucas *The Art of Public Speaking* 12<sup>th</sup> edition. Over the duration of the term, you will also be required to complete a variety of assignments that are delivered via McGraw-Hill Connect. Altogether, assignments completed in McGraw-Hill Connect will make up a significant 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:

***The Art of Public Speaking* 12<sup>th</sup> edition (Lucus) Connect ISBN: 0077797566**

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, plus 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.

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](http://www.mhhe.com/support).**

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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.**

## 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.

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- 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](http://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.

<b>Module</b>	<b>Topic</b>	<b>Assignments (M) Mandatory (O) Optional</b>	<b>Total Points</b>
MODULE 0 & 1	Module 0: Introductions & Course Overview  and  Module 1: Basic Principles of Speech Communication	<p><b>Module 0:</b> View the Public Speaking Syllabus and complete the Syllabus Verification Form (M)</p> <p>Complete the Distance Learning Online Student Orientation. (O)</p> <p>Discussion: Student Introductions (30 pts)</p> <p><b>Module 1:</b> <b>Readings:</b>  Chapter 1: Speaking In Public (M)</p> <p><b>Lecture Notes:</b>  Speaking In Public Power Point (M)</p> <p><b>Discussion Questions:</b>  Module 1 Discussion: Why I Live in Mortal Fear of Public Speaking (M-30 points)</p> <p><b>Assessments:</b>  Chapter 1 Speaking in Public Learn Smart (M-100 points)  Chapter 1 Test (M-135 points)</p> <p><b>Additional Resources:</b>  Tips for Dealing with Speech Anxiety (O)</p>	Module 0= 30 points Module 1= 265 points
MODULE 2	Giving Your First Speech	<b>Readings:</b>	Module 2 total pts= 525

	and Ethics & Public Speaking	<p>Chapter 2: Ethics and Public Speaking (M)</p> <p>Chapter 4: Giving Your First Speech (M)</p> <p><b>Lecture Notes:</b></p> <p>Chapter 2 Ethics and Public Speaking Power Point (M)</p> <p>Chapter 4 Giving Your First Speech (M)</p> <p><b>Discussion Questions:</b></p> <p>Module 2 Discussion: How to Speak so that Others Will Want to Listen(M- 30 points)</p> <p><b>Assessments:</b></p> <p>Chapter 2 Ethics and Public Speaking LearnSmart (M-100 pts)</p> <p>Chapter 4 Giving Your First Speech LearnSmart (M- 100 points)</p> <p>Chapter 2 Test (M-105 points)</p> <p>Chapter 4 Test (M-90 points)</p> <p><b>Additional Resources:</b></p> <p>Ethical Public Speaking Checklist (M-50 points)</p> <p>Speaking with Confidence Checklist (M-50 points)</p>	
MODULE 3	<b>Introductory Speeches</b>	<p><b>Assessments:</b></p> <p>Self-Introduction Speech (M-150 points)</p>	Module 3 total pts =200

		<b>Additional Resources:</b>  Presenting an Online Speech Checklist (M-50 points)  How to Compress Your Speech (O)  Student Guide to Preparing Your Speech (O)  Joe Kowan: How I Beat Stage Fright Video (O)	
MODULE 4	Speaking to Inform And Analyzing the Audience	<b>Readings:</b>  Chapter 15: Speaking to Inform (M)  Chapter 6: Analyzing the Audience (M)  <b>Lecture Notes:</b>  Chapter 15: Speaking to Inform Power Point (M)  Chapter 6: Analyzing the Audience Power Point (M)  <b>Discussion Questions:</b>  Module 4 Discussion: How Your Body Language Shapes Who You Are(M-30 points)  <b>Assessments:</b>  Chapter 15: Speaking to Inform LearnSmart (M-100 points)  Chapter 6: Analyzing the Audience LearnSmart (M-100 points)  Chapter 15 Test (M-105 points)	Module 4 Total pts = 435



		Chapter 6 Test (M-100 points)	
MODULE 5	Choosing Topics and Purposes & Gathering Material	<p><b>Readings:</b></p> <p>Chapter 5: Selecting a Topic and a Purpose (M)</p> <p>Chapter 7: Gathering Materials (M)</p> <p><b>Lecture Notes:</b></p> <p>Chapter 5: Selecting a Topic and a Purpose Power Point (M)</p> <p>Chapter 7: Gathering Materials Power Point (M)</p> <p><b>Discussion Questions:</b></p> <p>Module 5 Discussion: What's Wrong with what We Eat? (M-30 points)</p> <p><b>Assessments:</b></p> <p>Chapter 5: Selecting a Topic and a Purpose LearnSmart(M-100 points)</p> <p>Chapter 7: Gathering Materials LearnSmart (M-100 points)</p> <p>Chapter 5 Test (M-100 points)</p> <p>Chapter 7 Test (M-100 points)</p> <p><b>Additional Resources:</b></p> <p>McGraw Hill Library (O)</p>	Module 5 total pts = 430
MODULE 6	Organizing the Body of the Speech & Introductions and	<p><b>Readings:</b></p> <p>Chapter 9: Organizing the Body of the Speech (M)</p>	Module 6 Total pts = 455

	Conclusions	<p>Chapter 10: Beginning and Ending the Speech (M)</p> <p><b>Lecture Notes:</b></p> <p>Chapter 9: Organizing the Body of the Speech Power Point (M)</p> <p>Chapter 10: Beginning and Ending the Speech Power Point (M)</p> <p><b>Discussion Questions:</b></p> <p>Module 6 Discussion: Why Your Deeds Don't Define Who You Are (M)</p> <p><b>Assessments:</b></p> <p>Chapter 9: Organizing the Body of the Speech LearnSmart (M-100 points)</p> <p>Chapter 10: Beginning and Ending the Speech LearnSmart (M-100 points)</p> <p>Chapter 9 Test (M-120 points)</p> <p>Chapter 10 Test (M-105 points)</p> <p><b>Additional Resources:</b></p> <p>Organizing Your Speech Outline (M-30 points)</p>	
MODULE 7	Outlining the Speech & Using Visual Aids	<p><b>Readings:</b></p> <p>Chapter 11: Outlining the Speech (M)</p> <p>Chapter 14: Using Visual Aids (M)</p> <p><b>Lecture Notes:</b></p> <p>Chapter 11: Outlining the Speech</p>	Module 7 Total pts = 510

		<p>Power Point (M)</p> <p>Chapter 14: Using Visual Aids Power Point (M)</p> <p><b>Discussion Questions:</b></p> <p>Outlining Exercise (M-60 points)</p> <p><b>Assessments:</b></p> <p>Chapter 11: Outlining the Speech LearnSmart (M-100 points)</p> <p>Chapter 14: Using Visual Aids LearnSmart (M-100 points)</p> <p>Chapter 11 Test (M-120 points)</p> <p>Chapter 14 Test (M-130 points)</p>	
MODULE 8	Using Language & Delivering the Speech	<p><b>Readings:</b></p> <p>Chapter 12: Using Language (M)</p> <p>Chapter 13: Delivery (M)</p> <p><b>Lecture Notes:</b></p> <p>Chapter 12: Using Language Power Point (M)</p> <p>Chapter 13: Delivery Power Point (M)</p> <p><b>Discussion Questions:</b></p> <p>Module 8 Discussion: The Brain on Love (M-30 points)</p> <p><b>Assessments:</b></p> <p>Chapter 12: Using Language LearnSmart (M-100 points)</p> <p>Chapter 13: Delivery LearnSmart (M-100 points-100 points)</p>	Module 8 total pts = 490

		Chapter 12 Test (M-125 points) Chapter 13 Test (M-135)	
MODULE 9	Using Supporting Materials and Listening	<p><b>Readings:</b></p> <p>Chapter 8: Using Supporting Materials (M)</p> <p>Chapter 3: Listening (M)</p> <p><b>Lecture Notes:</b></p> <p>Chapter 8: Using Supporting Materials Power Point (M)</p> <p>Chapter 3: Listening Power Point (M)</p> <p><b>Discussion Questions:</b></p> <p>Module 10 Discussion: The Secret Structure of a Great Talk (M-30 points)</p> <p><b>Assessments:</b></p> <p>Chapter 8: Using Supporting Materials LearnSmart (M-100 points)</p> <p>Chapter 8 Test (M-125 points)</p> <p>Chapter 3: Listening LearnSmart (M-100 points)</p> <p>Chapter 3 Test (M-115 points)</p> <p><b>Additional Resources:</b></p> <p>Using Examples, Statistics, Testimony and Citing Sources Checklist (M-100 points)</p> <p>Evaluating Internet Documents Checklist (M-50 points)</p>	Module 9 total pts = 620

		Steve Jobs Inspirational Stanford Speech (O)  The Best Motivational Video Ever Great Speech (O)  Neil Gaiman- Inspirational Commencement Speech (O)	
MODULE 10	Exam Week: Informative Speech	<b>Assessments:</b>  Informative Speech (M-200 points)  Informative Speech Outline (M-100 points)  <b>Additional Resources:</b>  Informative Speech Checklist (M-100 points)  How to Compress Your Speech (O)  A B C D of a Speech Grade (O)  McGraw-Hill's Speech Topic Helper (O)  EasyBib (O)	Module 11 total pts = 400

## Course Presentation

This course is organized into **10** learning modules; each module contains assigned readings from the textbook and may contain a quiz, an assignment, and/or an activity. 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

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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 may. 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 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. I recommend that you complete one module per week. Each module builds on the other and must be completed prior to moving on to the next. All modules are due December 2, 2015. 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 many assignments and you will not be able to complete your work in time if you wait until the last minute.

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## Student Etiquette

**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	270
LearnSmart	1500
Chapter Test	1610
Outlining Exercises	90
Chapter Checklist	250
Speech Checklist	150
Speech Outlines	100
Speeches	350
<b>TOTAL POINTS</b>	<b>4320</b>
Grading Scale	
4320 - 3888 points	A
3888 - 3456 points	B
3456 - 3024 points	C
3024 - 2592 points	D
Less than 2592 points	F

## Online Grading Rubrics

Presentation Grading Criteria					
	"A" Presentation Criteria	"B" Presentation Criteria	"C" Presentation Criteria	"D" Presentation Criteria	"F" Presentation Criteria
<b>Organization (specific introduction and conclusion, sequenced material within the body, and transitions)</b>	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
<b>Language</b>	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.
<b>Delivery (posture, gesture, eye contact, and vocal expressiveness)</b>	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.
<b>Supporting Material (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities)</b>	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 make 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.
<b>Central Message</b>	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
<b>Context of &amp; Purpose of Writing</b>	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).
<b>Content Development</b>	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.
<b>Genre &amp; Disciplinary Conventions</b>	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.
<b>Sources &amp; Evidence</b>	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 demonstrate an attempt to use sources to support ideas in the writing.
<b>Control of Syntax &amp; Mechanics</b>	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
<b>Promptness and Initiative</b>	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
<b>Delivery of Post</b>	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
<b>Relevance of Post</b>	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
<b>Expression Within the Post</b>	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 stated clearly with occasional lack of connection to topic	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic
<b>Contribution to the Learning Community</b>	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.

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## 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](http://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](mailto: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](mailto: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.

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## *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 or 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. Mario Azevedo (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, 3<sup>rd</sup> 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.