Jackson State University
Department of Speech Communications and Theatre

Public Speaking, SPCH 216 80, 10589, Online
   Spring, 2016
   Credit Hours: 3

Instructor Information

Instructor Name:	Laura Kay McDavitt
Office Location:	Rose E. McCoy Building, Office 107
Office Hours:	Tue: 9:00-1:00, Thurs.: 9:00-11:30, additional times available by appointment.
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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 by Dr. Shane Gunderson and is called *Dimensions of Public Speaking* **ISBN # 978-0-9911409-6-1**. Over the duration of the term, you will also be required to complete a variety of assignments that are delivered via Connect For Education, Inc. Altogether, assignments completed in this book will make up a significant part of your total grade in this course so it is imperative that you purchase access to this book. You cannot pass the course without a complete access to the online version of this book and the online assignments, quizzes and test.

During this course, you will be completing three surveys about the use of this online book. Thanks to your participation, you will be eligible for bonus points and a discount on the book once you have completed the first survey if you purchase it directly from Connect for Education at http://mywebtext.com/shop-2. To complete the survey go to http://c4e.survey-1-jackson-state-university.sgizmo.com/s3/ and once completed you will be given a discount code. If you want to purchase the book from the bookstore, you can but you still will need to complete the survey.

Purchasing your course materials

You may purchase the course materials from your campus bookstore or our online store. Additionally, you may call us at (703) 880-1180 x111 Monday through Friday 9:00 AM–5:00 PM Eastern Time.

Packages contain a student access code. The access code can only be registered once. If the tear strip is removed, the product cannot be returned for refund, transferred, or sold to another user.

Preparing for your Connect For Education Course

Purchasing Your Access Code

In order to access the course materials, you will need to purchase and Access Code. You may purchase your Access Code from the campus bookstore or you may purchase your Access Code directly from Connect For Education's online store

(http://mywebtext.com/shop-2). Please note: if you are using financial aid, you may need to purchase the access code from the campus bookstore.

Provided below are instructions to purchase the Dimensions of Public Speaking (DPS) Access Code from the C4E online store:

1. Access the DPS Access Code webpage (http://mywebtext.com/product/dimensions-of-public-speaking).

2. Click the '**Add to Cart**' button to add the Access Code to your cart.

3. The **Terms & Conditions** of the purchase will be displayed. Please be sure to read and understand the **Terms & Conditions** of the purchase.

Returns for Online Access Codes

The access code may be returned for a refund within 30 days of purchase if it has not been registered. To request a refund, please forward your order confirmation email to orders@connect4education.com and include a refund request in the message. After we verify the code has not been registered, we will issue a refund and send an email confirmation. Please allow 2-5 business days for the refund to post to your account.

4. Insert your **Coupon Code** and click '**Apply Coupon**.' Then click the '**Proceed to Checkout**' button to enter your Shipping and Billing Information.

	PRODUCT	PRICE	QUANTITY	TOTAL
✖	Dimensions of Public Speaking	$79.95	1	$79.95

⊘ "Dimensions of Public Speaking" has been added to your cart.   Continue Shopping

Coupon co | APPLY COUPON   UPDATE CART   PROCEED TO CHECKOUT

5. Once you have read and understood the **Terms & Conditions**, you will need to check the box to indicate that you accept the **Terms & Conditions** of your purchase.

I've read and accept the terms & conditions ☐   PLACE ORDER

6. Once you complete the purchase process, your 14-digit Access Code will appear on the Confirmation screen after your payment has been confirmed. It will also be emailed to the email address provided during the purchase process. If you do not see the email, be sure to check your Spam / Junk Mail folders.

   Note: If you are unable to find the Access Code in your Inbox, please check your email's spam/junk mail folders. You can also request the Access Code to be re-sent to you by contacting orders@connect4education.com or by calling (703) 880-1180 x111.

Registering Your Access Code

Once you have purchased your 14-digit Access Code, you will need to register it on the Connect For Education Student Registration Page (http://register.mywebtext.org/).

1. Access the Student Registration Page at http://register.mywebtext.org/.

2. Select your **School** first, followed by the **Instructor**, **Semester**, and **Course**. The fields below will auto-populate with the available selections. Please double your selections to ensure you are registered for the correct course.

3. Enter the Access Code you purchased in the 'Access Code' field.

4. Select a Login Name and Password for your account.

   NOTE: Login names and passwords are case sensitive.

5. Enter your First Name, Last Name, Email Address, and Phone Number in the respective fields.

6. Once you have read the Terms & Conditions of the Registration, check the box to agree to the terms.

7. Click the 'Submit Registration' button to complete your registration. A confirmation email will be sent to you to confirm your registration.
   Note: All fields on this form are required!

Accessing Your Course

Once you have successfully registered you Access Code on the Student Registration page, you can immediately proceed to the Connect For Education Course Site to begin your course work. You will log into the Connect For Education Course Site using the Login Name and Password created during the Registration process.

Note: If you are unsure of your password, simply click the 'Don't know your password?' link. An email will be sent to the email associated with your account allowing you to reset your password.

Technical Questions or Issues

In the event you have, any questions or issue(s) related to the course and require additional assistance, please contact Connect for Education Technical Support for assistance:

Email: support@connect4education.com

Phone: 703-880-1180 x200

Hours: Monday - Friday, 9 a.m. ET to 6 p.m. ET

Refunds

Once your Access Code is registered you may not return it for a refund under any circumstance. If the Access Code has not been registered, you may return it for a full refund within 30 days of the purchase date. To request a refund please forward your Access Code fulfillment via email. Please include your order number and request for a refund in the message. After we verify the Access Code has not been registered we will issue a refund and send an email confirmation verifying that credit has been issued. Please allow 2-5 business days for the credit to reflect on your account.

Technical Support

Technical Support Hours: Monday through Friday 9 AM - 6PM Eastern Time

If you encounter a technical problem in the course, please visit the Student Support website. A majority of the technical problems can be resolved quickly by visiting the Student Support site at http://mywebtext.com/student-support-landing. It's highly recommended you try the Frequently Asked Questions link first. If you're unable to find a resolution to your problem, please contact Connect for Education's Technical Support by email or phone. All email inquiries are responded to within 24 hours during support hours. If you do not receive a response within 24 hours, please send another email or call.

Please visit our online technical support resources for FAQs and troubleshooting, or email us. Additionally, you may call us at (703) 880-1180 x200 Monday through Friday 9:00AM–6:00PM Eastern Time.

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 upload your speeches to the website. Please contact me or other technical assistance if you cannot complete this step.

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.

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.

Module	Topic	Assignments (M) Mandatory (O) Optional	Total Points
MODULES 0 & 1 Week 1 August 22-26	Module 0: Introductions & Course Overview and Module 1 Chapter 01: Introduction to Public Speaking	**Module 0:** View the Public Speaking Syllabus and complete the Syllabus Verification Form (M) Complete the Distance Learning Online Student Orientation. (O) **Complete online survey at http://c4e.survey-1-jackson-state-university.sgizmo.com/s3/ (O- 50 pts bonus)** **Once you have accessed your book:** Read and watch all materials in the Getting Started Module and Welcome to Public Speaking modules of Dimensions of Public Speaking. (This is important because it will ensure you understand the tools the course has available for you and the knowledge	Module 0= 30 points Module 1= 50 points (50 available Bonus Points) Due August 29th

		you need to complete your assignments) Discussion **(All discussion are located on Blackboard)**: Student Introductions (M 30 pts) **Module 1:** **Readings:** Chapter 01: Introduction to Public Speaking (M) **Assessments (All assessments and assignments are located in The** *Dimensions of Public Speaking* **online book:** Chapter 1 Quiz (M-50 points) **Additional Resources:** Watch the Great Speeches Video	
MODULE 2 Week 2 August 29-September 2	Chapter 02: Topic Selection and Audience Analysis	**Readings:** Chapter 02: Topic Selection and Audience Analysis (M) **Discussion Questions:** Module 2 Discussion: How to Speak so that Others Will Want to Listen (M- 30 points) **Assessments:** Chapter 02 Assignment: Weaknesses (M-50 pts) Chapter 2 Quiz (M- 50 pts)	Module 2 total pts= 130 Due September 5th
Module 3 September 5-10	Chapter 03: Controlling Nervousness	**Readings:** Chapter 03: Controlling Nervousness (M)	Module 3 total pts = 80 Due September

		Discussion Questions:	12th
		Module 3 Discussion: Why I Live in Mortal Fear of Public Speaking (M-30 points)	
		Assessments:	
		Chapter 3 Quiz (M-50 pts)	
		Additional Resources:	
		Tips for Dealing with Speech Anxiety (O)	
MODULE 4 Week 4 September 12-16	Chapter 04: Organizing Speeches and Creating Outlines	**Readings:** Chapter 04: Organizing Speeches and Creating Outlines (M) **Discussion Questions:** Module 4 Discussion: How Your Body Language Shapes Who You Are (M-30 pts) **Assessments:** Chapter 4 Speech Outline Assignment (M- 100 pts) Chapter 4 Quiz (M- 50 pts)	Module 4 Total pts = 180
MODULE 5 Week 5 September 19-23	Chapter 05: Content and Visual Presentation Aids	**Readings:** Chapter 05: Content and Visual Presentation Aids (M) **Discussion Questions:** Module 5 Discussion: What's Wrong with what We Eat? (M-30 points) **Assessments:** Chapter 5 Visual Aid Presentation Assignment (M- 100 pts)	Module 5 total pts = 230

		Chapter 5 PowerPoint Speech Reflection (M- 50 pts) Chapter 5 Quiz (M- 50 pts)	
MODULE 6 Week 6 September 26-30	Chapter 06: Delivery and Nonverbal Communication	**Readings:** Chapter 06: Delivery and Nonverbal Communication (M) **Discussion Questions:** Module 6 Discussion: Why Your Deeds Don't Define Who You Are (M) **Assessments:** Chapter 6 Quiz (M- 50 pts) Watch The Best Motivational Video Ever Great Speech (O)	Module 6 Total pts = 50
MODULE 7 Week 7 October 3-7	Chapter 07: Storytelling and Narrative Speeches	**Readings:** Chapter 07: Storytelling and Narrative Speeches (M) **Discussion Questions:** Module 7 Discussion: The Brain on Love (M-30 points) **Assessments:** Personal Story Speech and Outline Assignment (M-150 pts) Personal Story Reflection Assignment (M- 50 pts) Chapter 7 Quiz (M- 50 pts) **Additional Resources:** A B C D of a Speech Grade (O)	Module 7 Total pts = 280
MODULE 8	Midterm Week	**Readings:**	Module 8

Week 8 October 10-14		Review Chapters 1 - 7 (M) **Assessments:** **Survey Response (link to be provided by instructor) (O- 50 Pts Bonus)** Midterm Test (M- 150 pts)	total pts = 150 (50 Bonus Points Available)
MODULE 9 Week 9 October 17-21	Chapter 08: Informative Speeches	**Readings:** Chapter 08: Informative Speeches (M) **Discussion Questions:** Module 9 Discussion: How Juries are Fooled by Statistics (M-30 points) **Assessments:** Informative Speech and Outline Assignment (M- 200 pts) Informative Speech Reflection (M- 50 pts) Chapter 8 Quiz (M- 50) **Additional Resources:** A B C D of a Speech Grade (O)	Module 9 total pts = 280
MODULE 10 Week 10 October 24-28	Chapter 09: Ethical Practices in Communication And Chapter 11: The Use of Humor in Public Speaking	**Readings:** Chapter 09: Ethical Practices in Communication (M) Chapter 11: The Use of Humor in Public Speaking (M) **Discussion Questions:** Module 10 Discussion: The Secret	Module 10 total pts = 80

		Structure of a Great Talk (M-30 points)	
		Assessments:	
		Chapter 9 Quiz (M-25 points)	
		Chapter 11 Quiz (M-25 points)	
		Watch Steve Jobs Inspirational Stanford Speech (O)	
MODULE 11 Week 11 October 31-November 4	Chapter 10: Persuasive Speeches	**Readings:** Chapter 10: Persuasive Speeches **Assessments:** Persuasive Speech and Outline (M-200 pts) Chapter 10 Quiz (M- 50 pts)	Module 11 total pts = 250
MODULE 12 Week 12 November 7-11	Chapter 12: Public Speaking in Workplace Organizations	**Readings:** Chapter 12: Public Speaking in Workplace Organizations (M) **Assessments:** Chapter 12 Outlining Assignment (M-50 points) Chapter 12 Quiz (M- 50 points)	Module 12 total pts = 100
MODULE 13 Week 13 November 14-17 **Note: Week 14 is Fall Break and Thanksgiving**	Chapter 13: Public Speaking Scenarios in Crisis Management And Chapter 14: Public Speaking for Politics and Community Engagement	**Reading Assignments:** Chapter 13: Public Speaking Scenarios in Crisis Management (M) Chapter 14: Public Speaking for Politics and Community Engagement (M) **Assessments:** Chapter 13 The Deepwater Horizon	Module 13 total pts = 150

		Explosion Assignment (M-50 points)	
		Chapter 13 Quiz (M- 25 points)	
		Chapter 14 Majora Carter Speech Assignment (M- 50 points)	
		Chapter 14 Quiz (M- 25 pts)	
Module 14 Week 15 November 28- December 2	Chapter 15: Special Types of Speeches	**Reading Assignments:** Chapter 15: Special Types of Speeches (M) **Assessments:** Special Occasion Speech and Outline (M-200 points) Chapter 15 Quiz (M- 50 points) Overall Speech Reflection (M- 50 points) Watch Neil Gaiman- Inspirational Commencement Speech (O) **Survey Response (link to be provided by instructor) (O- 50 Pts Bonus)**	Module 15 total pts = 300 (50 Bonus Points Available)
Module 15 December 5-10	EXAM WEEK	Final Exam on chapters 8-15 (M-180 pts) Note: final exam will not be available until December 5th. **Total Points Available:**	Module 16 Total Pts = 180 **2520**

Course Presentation

This course is organized into **15** 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

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 set aside a specific time each week to complete your reading, assignments and quizzes. Each module builds on the other and must be completed prior to moving on to the next. All modules have due dates that can be seen on the above class schedule and on the assignments themselves. 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. Full credit will not be given to late assignments and I reserve the right to not accept assignments from a student that is consistently late. If you are have difficulty you need to contact me as soon as possible.

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	240
Chapter Quizzes	600
Chapter Assignments	600
Speeches and Outlines	750
Midterm	150
Final	180
TOTAL POINTS	**2520**
Grading Scale	
2520 - 2268 points	A
2268 - 2016 points	B

2016 - 1764 points		C
1764 - 1512 points		D
Less than 1512 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, midterm, final 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. 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, 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.