

Summer 2016- CMST 1545 - Communication Foundations

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Course Description and Goals

University Course Description: CMST 1545. Communication Foundations is the study of the theories, strategies, and skills for competent participation in interpersonal, group, and public communication situations. Application exercises in interpersonal, group, and public communication situations are included. Prereq: Placement in ENGL 1550 based on Composition and Reading Test results, or successful completion of ENGL 1539 or ENGL 1540. 3 s.h.

Student Learning Outcome	Estimated Weeks*	Topics	Units	Assignments
1. Students will demonstrate understanding of effective/competent interpersonal communication.	2 (or 4 weeks in 12 week term)	Interpersonal relationships, gender, personal mediated communication, intercultural communication, language and nonverbal communication	1-6	in-class work, unit exam
2. Students will demonstrate understanding of effective/competent small group communication.	1 (or 2 weeks in 12 week term)	Critical thinking, leadership, problem solving, conflict, group presentations	7-12	group project with group RTM preparation, section exam, in-class activities
3. Students will demonstrate understanding of the basic principles and theories and the use of effective and competent public speaking skills. 4. These skills will include effective verbal and nonverbal delivery skills and the ability to overcome communication apprehension. 5. Students will develop, know how to differentiate the purposes and organize and present three types of speeches (informative,	3 (or 6 weeks in 12 week term)	Research, idea organization, informing and persuading, delivery, use of presentation technology	13-18	speeches with research and outlines, section exam, in-class activities

<p>persuasive and group) utilizing outline and research techniques and using 5 credible sources and supporting materials to synthesize information for their speeches.</p> <p>6. Through the use of audience analysis, students will conduct audience appropriate speeches.</p> <p>7. Students will also provide peer critiques of one another after each speech. They are required to critically and constructively evaluate the oral communication of other speakers. The speakers are also provided a taping of their speech so they can critically and 3 (or 6 weeks in 12-week term) Research, idea organization, informing and persuading, delivery, use of presentation technology 13-18 speeches with research and outlines, section exam, in-class activities constructively evaluate themselves.</p>				
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Departmental Course Description: CMST 1545 is the only course that fulfills the oral communication requirement in the University's General Education Requirements (Gen Ed Goal #1: Write and Speak Effectively). In this basic course in communication, you will learn theories and their associated skills in three contexts: interpersonal, public, and group. The course includes readings and lectures, a website to help you navigate your way through the course, and opportunities to apply the knowledge you gain. In CMST 1545, instructors are ready to help you develop communication skills; however, you must remember that improvement takes time and practice beyond this course. YSU helps you develop and improve your communication skills in a 2-step process. First, CMST 1545 provides a foundation for understanding and enhancing your spoken communication skills. Second, you will find opportunities through assignments and in-class discussions in your major/minor courses to build on the skills and strategies learned in CMST 1545.

Required Text: Your text and all course information are housed at <http://www.grtep.com>. Be sure to use Internet Explorer anytime you access the site. Access codes for the course website are available for purchase online or at YSU bookstores. A hardcopy version of the text is

included with your purchase at the bookstores.

Gen Ed Goal #1: Write and speak effectively: “Students demonstrate communication skills necessary to function in society and to compete in the global marketplace.”

To educate students to “speak effectively” in society, the Department of Communication has articulated three Student Learning Outcomes, with associated Topics & Assignments:

* = varies by instructor; based on 6 week term.

Course Policies

Read your syllabus/contract carefully – “I didn’t know” is not an acceptable excuse!

Grading. Grades are a private matter between you and your instructor and will not be discussed during class. If you need to talk with your instructor about your grade on a particular assignment or in the course, do so before or after class outside the classroom, or schedule an appointment. Final grades are determined using the following scale:

100%-90% = A, 89%-80% = B, 79%-70% = C, 69%-60% = D, < 60% = F.

Your grades will be continually posted and updated on WebCOM. Keep your own records and double-check your percentage grade at any time by dividing the number of points earned by points possible. *Do not call the department office about your grade at the end of the term; the secretaries will not be able to give you any information.

Assignment values: *must be completed to pass the course	% of Final Grade
* Informative Speech (20%) & Outline (5%)	25%
* Persuasive Speech (20%) & Outline (5%)	25%
* Group Presentation (10%), Group RTM (5%) & Group Outline (5%)	20%
Section Exams (3 @ 6% each) + website survey (2%)	20%
In-Class Activities – Ask your instructor about activities	10%
Total	100%

Grade of Incomplete. The final determination of issuing a grade of “Incomplete” rests with the instructor. The instructor’s decision includes, but is not limited to, University policies for issuing a grade of incomplete. The instructor is not obligated to assign a grade of “Incomplete.” The only valid reasons for an “Incomplete Grade” (I) are medical reasons or other tragic circumstances that cause you to be unable to complete the course after the last day to drop the course. If such circumstances cause you to miss too much class or specific assignments before the last day to drop, you are not eligible for an incomplete – drop the course. To be eligible for an incomplete in CMST 1545, you must have completed the first 65% of the course with a grade of “C” or higher.

Attendance. Research in higher education finds clear correlations between student attendance and higher grades; therefore, you are HIGHLY ENCOURAGED to attend class. Attendance is REQUIRED of all students on speech and group presentation days. There are no “excused” absences (see below).

Missed Classes. Do not ask your instructor to re-explain course content or assignments if you are absent. If you miss a class, you assume total responsibility for copying class notes, and learning about assignment descriptions from other students or the course website. There are no “excused” absences and no exceptions to assignment rules.

Graded Exams. You must take three exams and three pre-exams by the deadlines set by your instructor (no make ups).

End-of-Semester Survey. A survey concerning the course, book, website, activities and other facets of CMST 1545 will be posted beginning at 8:00 am on the Monday of finals week. It is your responsibility to complete this survey prior to the end of your scheduled final examination period in order to earn the final 2% of your final grade. See “Assignments” before for more information.

Written Assignments. All late written assignments are penalized one letter grade per class period.

Group Assignment. If you miss your group’s presentation, you will receive an “F” on the assignment and an “F” in the course. Missing group meetings may also result in a lower grade than the final group grade.

Public Speeches. Failure to complete a public speech on the date assigned by the instructor will result in the lowering of your grade on that speech one letter grade per class period. If there is time in the class schedule for you to complete the speech, you may be allowed to give it – with the above penalty imposed. As all oral assignments must be completed to pass the course, you will not pass CMST 1545 if there is no time in the course schedule for you to complete a missed speech.

In-class Activities. Your instructor may choose to use these points for attendance or in-class assignments.

Students With Disabilities: In accordance with University procedure, if you have a documented disability and require accommodations to obtain equal access in this course, please contact your instructor privately to discuss your specific needs. You must be registered with the Center for Student Progress/Disability Services office located at 275 Fifth Avenue, and provide a letter of accommodation to verify your eligibility. You can reach the CSP/Disability Services at 330-941-1372.

Additionally, the Marion G. Resch Center for Student Progress is a resource on Campus established to help students successfully complete their university experience. Please phone (330) 941-3538 or visit the Center for assistance in tutoring or for individualized assistance with social and academic success. The main Center is located in Kilcawley West below the bookstore.

Honors Credit: It is possible to apply for contract honors credit in this course. If you are interested, view the requirements here (link is on website) and then talk with your instructor.

Instructor Responsibilities: If your instructor does not follow this common course syllabus or fails to post on WebCOM contact information and office hour(s), a detailed course calendar, or your grades, please contact the Course Director, Jaietta Jackson (jjackson@ysu.edu) or at 330-941-2052. If you have any questions about the course or your grade, discuss them immediately with your instructor. Ms. Jackson is available for consultation by appointment only if you have unresolved issues or questions after talking with your instructor. If you feel a deviation in the syllabus affected your grade in the course and you cannot resolve the dispute with your instructor or Ms. Jackson, contacting the Student Grievance Committee is appropriate. In addition to following this syllabus, your instructor is required to respond to any form of academic dishonesty (including intentional or unintentional plagiarism) as directed by the YSU Student Code of Rights, Responsibilities, and Conduct.

Student Responsibilities: (See the *YSU Student Code of Rights, Responsibilities, and Conduct*)

- You are responsible for your own learning. It is your responsibility to read course material by the date assigned in the course calendar posted by your instructor. Keeping up with the readings will help you prepare your assignments and get you ready for activities and exams (also on the calendar). It is likely that your instructor will not cover all materials from the text that will be included on the exam.
- You guarantee the originality of your speeches and written work. If material is taken from another source, it is your responsibility to credit the original source. Students found to have plagiarized material are subject to failing the course and other additional penalties imposed by the University Discipline Committee.
- You are expected to come to class on time and remain for the entire period.
- You are to be considerate and respectful of others, including fellow students, student assistants, tutors and your instructor. Ask questions or make comments about course content or assignments that will benefit the entire class. Students are to exhibit acceptable and appropriate decorum in their e-mails, discussions, and on the course website. If you do not, you will be removed from having access to the web and all associated course materials. Finally, students are expected to turn off cell phones, pagers, watch alarms, etc. in the classroom.
- You are to be careful of all course equipment. Abuse of course equipment will result in suspensions of your rights to use it. Students who damage equipment will be assessed appropriate damage fees for repair or replacement.

CMST 1545 Lab Fee for Technology and Services enables course support:

- Installation and maintenance of all CMST 1545 classroom technological infrastructure and equipment (including DVDs, DVD recorders, recording equipment [cams, mics], computers and LCD projectors, DVD sleeves, and other elements of the teacher stations);

- Development and implementation of course-related online instructional materials beyond those materials offered as part of your purchase of the textbook and online access code (e.g., web videos, software, etc.).
- Wages for the course technology coordinator and students assisting with the administration of the course (including communication department student workers);
- Training for the basic course director and for those who teach and administer the course;
- Support of the YSU Writing Center Tutors. Contact the YSU Writing Center (ext. 3055) for help with speech outlines and/or PowerPoint construction;
- Support for department program initiatives connected to CMST 1545.

Assignments

General Assignment Guidelines

Your instructor may add further requirements to any of the course assignments. Be sure to follow course directions and any additional instructor directions for assignments!

All written assignments should follow CMST 1545 style guidelines:

- All are to be typed and double-spaced using Times New Roman 12-point font, and will be evaluated for college-level content, grammar, vocabulary, spelling, and writing style.
- Use MS Word, and APA or MLA writing style for all assignments.
- Use one-inch margins and do NOT add extra space between lines of text on any assignment.
- Do not use folders or covers for written work. Simply add a cover sheet and staple multiple pages at the upper left corner.

The Group Assignment – 20% of final grade

The purpose of this assignment is to (a) understand and practice interpersonal, group, and public communication skills, and (b) engage interest in your community, consistent with Gen Ed Goal 1, as well as YSU Mission and Vision Statements.

There are TWO options for this assignment.

Option 1 Topic Selection. Topic: “Finding Youngstown Solutions.”

Each group of 4-6 people chooses a specific problem occurring in the greater Youngstown area. Each group must agree on one clear problem question and receive instructor approval (see Topic Approval Form).

Example problem questions (these are just some ideas - be creative!):

What can be done about hunger in Youngstown? What can be done for at-risk youth? What can be done about animal cruelty? What can be done to increase voter turnout? Reduce violent crime? What can Youngstown do to further revitalize?

Group Application of RTM. Each group should complete the RTM utilizing at least six “credible” sources of information. Citations of information from these sources are required and a reference page listing the sources should be attached. Each group must provide answers for ALL questions on the RTM worksheet. Note: completion of the group RTM is a required component of the group project and is worth 5% of your final group grade. **WORK TOGETHER** to discover the best solution(s) to the problem.

Typed Outline. Groups will complete a typed outline. Note: completion of the outline for the group presentation is worth 5% of the final group grade. See the guidelines for preparing the typed outline below.

Presentation. Each group will coherently unify and present its information. Instructors will assign the desired format (e.g., informative or persuasive presentation, debate, panel discussion). Presentations are 20-30 minutes, depending on the size of the group. The presentation should include both a reference to the group’s RTM findings and a brief analysis of the group communication. Each student is expected to have a significant part in the presentation. Each group member receives the same grade for this assignment, although instructors reserve the right to make grade adjustments in unusual circumstances. Your instructor may require PowerPoint. Note: this presentation is worth 10% of your grade.

Option 2 Topic Selection. Topic: “Engaging in Youngstown Solutions.”

Each group of 4-6 people chooses a specific problem occurring in the greater Youngstown area that it can **DO SOMETHING ABOUT**. Agree on one clear problem question and receive instructor approval (see Topic Approval Form).

Example problem questions (these are just some ideas - be creative!):

What can we do to aid efforts regarding domestic abuse? What can we do to clean up our environment? What can we do to revitalize our community? What can we do to beautify our community? What can we do to educate youth about making good choices?

Group Application of RTM. Same as above, however, groups are required to complete the RTM utilizing only **TWO** “credible” sources of information. This may include, for example, an interview with the director or administrator for the service organization for which your group is volunteering.

Volunteer. Volunteer for a chosen organization. Members can volunteer together or separately, and may spend variable hours volunteering, but all group members must volunteer in some

capacity. Total group volunteer time must exceed 5 hours. Take photos and/or videos documenting your experience. If you want, create a space on the web to showcase your experience.

Typed Outline. Same as above. Note: completion of the outline for the group presentation is worth 5% of your final grade. See the guidelines for preparing the typed outline below.

Presentation. Same as above, but presentation must include representative photos or videos taken. Note: this presentation is worth 10% of your final grade.

The Informative and Persuasive Speeches – 50% of final grade

The purpose of this assignment is to improve in public speaking your (a) critical thinking, (b) organizational, and (c) delivery skills.

Informative (25% of final grade): You will prepare and deliver a well-organized and well-delivered 6- to 8-minute informative speech. This speech should NOT persuade. The topic for your speech must be appropriate to your audience and expand their knowledge and may be linked to your persuasive speech. The speech is worth 20% of your final grade and the outline is worth 5% of your final grade.

Persuasive (25% of final grade): You will prepare and deliver a compelling and argumentative 6- to 8-minute persuasive speech using Monroe's Motivated Sequence (see chapter 15 and use the "Persuasive Speech Outline Preparation Form" to prepare your outline). Clearly take a side on an issue and attempt to influence your audience. You must logically establish why the audience must change their behavior or attitude toward something. To make the most of Monroe's Motivated Sequence, you are required to follow the steps in sequence. The speech is worth 20% of your final grade and the outline is worth 5% of your final grade.

For both speeches:

1. Receive topic approval from your instructor (use the topic approval form on WebCOM).
2. Research a variety of credible sources to explain ideas clearly, fully, and memorably; you must use and cite at least 5 credible sources for this assignment - three of these sources must come from material published or posted within the last 3 years. Your instructor may require one personal interview.
3. Prepare a typed outline that reflects a logical organization of content (see below).
4. PowerPoint is required for the persuasive and informative speeches. Any additional speaking aids must be of professional quality (e.g., no poster boards). You must bring your own disk, CD, or jump drive containing your PowerPoint. We will not hook up your laptop computer or other device – you have to use the computer and technologies provided (no other software programs will be loaded on any computer in CMST 1545 classrooms).

5. Due the day of your speech: typed outline with reference page, the “The Informative and Persuasive Speech Evaluation Form,” and a clean hardcopy of your PowerPoint presentation (print 6 slides per page). Without ANY of these, you will not be permitted to give your speech, and late penalties will be applied by your instructor. Don’t forget your PowerPoint computer file, along with your speaking notes.

6. Evaluation: See the “[Informative and Persuasive Speech Evaluation Form](#)” for assessment/grading criteria. Note that some competencies are weighed more heavily than the others.

The Typed Outline: See Sample Outlines on WebCOM

The purpose of preparing a typed outline is to (a) concisely and logically organize what you have decided to say so it makes sense to you and your audience, and (b) to demonstrate to your instructor your speech preparation and content.

The typed outline contains all the material you prepare for your speech in outline form and is due the day of your speech unless your instructor requires it (or part of it) sooner.

Guidelines:

List your name, topic, and specific purpose (thesis) at the top of the outline

- Organize under headings “Introduction,” “Body,” and “Conclusion,” with numbering internal to each heading (beginning with Roman numeral I, under each heading)
- Follow traditional outlining form:
 - subordination of ideas (ideas must make sense as shown)
 - subordination of symbols (follow standard symbol order and indentation; use only one idea/sentence per symbol)
 - coordination (balance content across 2-5 main points within speech body)
 - parallelism/division (every A must have a B; every 1 must have a 2, etc.)

For the persuasive speech, each of the five steps in Monroe’s Motivated Sequence should be represented by a Roman numeral. Main points and sub-points should be represented by capital letters and numbers, respectively (see the “Persuasive Speech Outline Preparation Form”).

Write full sentences only for specific purpose statement (thesis), main points (anything next to a Roman numeral), and any quotations used (word-for-word). No other full sentences should appear; the rest of the outline (all supporting material) should be completed using only key words and phrases

Throughout the outline itself, indicate (in parentheses) transitions from one point to another and oral footnoting/source next to material being cited. Include a reference list using MLA or APA documentation style. For help understanding APA and MLA style guidelines, consult YSU library citation style resources at <http://maag.guides.ysu.edu/citations/apa>

Section Exams – 20% of final grade

There are three section exams. The exams administered on WebCOM will test your understanding of 1) interpersonal communication, 2) group communication, and 3) public

speaking. Each exam, consisting of 20 randomly generated questions, will count toward 6% of your overall grade. Your instructor will post and announce deadlines for completion. Mark your calendar: There will be no make-up times after deadlines have passed! All exams are defaulted to 20 questions and 30 minutes (you will have 90 seconds per question, so be sure to read before you take the exams).

NOTE: There are three pre-exams, one for each section in your book (interpersonal communication, group communication, and public speaking). You must first take the section pre-exams before you can take the graded unit exams. Please note that each pre-exam will take you approximately 30 minutes to complete. The pre-exams ***DO NOT*** count toward your final grade.

Completion of a course survey during finals week will comprise the last 2% of this assignment grade. The survey will be available beginning at 8:00 am the Monday of finals week. You must complete the survey prior to the end of your scheduled final exam period in order to earn the final 2% of your final grade.

In-Class Activities – 10% of final grade

Your instructor will explain the attendance policy and provide details for in-class activities (see announcements or drop box on WebCOM). In-class assignments are NOT to be used for work completed outside of class.