Course syllabuses submitted for Undergraduate Curriculum and Academic Policy review and inclusion in the WSU Course Inventory should include the following elements.

I. College/School  College of Liberal Arts  
Department  Communication

II. Course Information  
Course Title: Essentials of Public Address  
Course Abbreviation and Number: COM 1010  
Course Credit Hours: 3  
Course Cross Listing(s) Abbreviation and Number:  
Check ("x") all applicable:  
General Education Course__ X ___ Writing Intensive Course_____ Service Learning  
Course___ Laboratory Course____ Ohio TAG (Transfer Assurance Guide) Course __X___  
Ohio Transfer Module Course___X__ Others (specify)_____

III. Course Registration  
Prerequisites:  
Corequisites:  
Restrictions: including, e.g., junior standing, majors only, etc.  
Other: including, e.g., "Or by permission of instructor"

IV. Student Learning Outcomes  
What students are expected to know or be able to do or demonstrate upon completing the course. For example, students will be able to explain a concept, demonstrate a procedure, evaluate alternatives, or recognize a bias.

Adapt rhetorical processes and strategies for audience, purpose, and type of task:  
As is evident in the catalogue description and the core content and competencies of COM 1010, the course is designed to assist the student in achieving this learning outcome. Three different presentation-oriented assignments direct the student in creating presentations that work toward a goal of introductory speaking, informative speaking, and persuasive speaking. Within each of these assignments, differences of purpose, fundamental organizational differences, and research and supporting material differences exists. While the audience of each of these presentations remains constant, the dimensions of audience analysis that guide the students’ preparation and research differ with each assignment. These differences are explained in written audience analyses that are required, along with a full-sentence outline, for major class presentations. A written self-assessment assignment focuses attention on reflexive behavioral analysis in terms of personal effectiveness toward goal achievement. Questions concerning the proper outlining format, appropriateness and fit of support material and elements of audience analysis are included in course quizzes and the final exam.
Organize and produce texts that meet the demands of specific genres, purposes, audiences, and stances:

COM 1010 requires the creation of written texts that support competencies tied to genres, purpose, audience and stances. Each presentation is accompanied by a properly constructed full-sentence outline that must meet the presentation goals. Speeches of Introduction are constructed and delivered much differently than Informative and Persuasive speeches. The increasing complexity of each assignment, and outline, are reflected in the increased number of points assigned to these assignments. While a general outline format remains consistent throughout the course, the content of that outline changes dramatically from assignment to assignment. Informative speech outlines must demonstrate a command of objective language that is free of significant inference or persuasive intent. Conversely, the persuasive outline may include evaluative and inferential language in order to achieve the assignment goal. Each outline must be accompanied by an audience analysis which gives meaning to audience data gathered by the students and links that data to the creation and delivery of their outline and their presentation performance. Finally, the Persuasive speech outline must follow the constraints of Monroe’s Motivated Sequence, while utilizing the students’ knowledge of audience and research in order to support their personal stance on the subject of their choice. Each text created in the course is designed to support the linkage between cognition and behavior toward individual and course goals.

Employ appropriate mechanics, usage, grammar, and spelling conventions:

COM 1010 uses rubrics to ensure that students are utilizing proper grammar and usage conventions for both the written and spoken word, as well as appropriate mechanics and spelling conventions. COM 1010 rubrics are meticulously designed to ensure that students are aware of each element of written evaluation. Spelling, grammar, usage and APA citation format are all explicitly stated within the rubric structure of each written assignment, providing guidance for the student and consistency across instructors.

Find, analyze, evaluate, summarize, and synthesize appropriate source material from both print and electronic environments:

COM 1010 balances media literacy, online research, and traditional research within its competency and assignment structure. In order to be an effective communicator, it is essential that students are aware of the benefits and drawbacks of both virtual and traditional research practices and sources. The Informative and Persuasive speech assignments require students to find, integrate, and properly cite external source material that contributes to the development of a successful rhetorical argument. The course utilizes an online textbook that includes an online tutorial for electronic research, proper citation methods, and the creation of a full sentence outline. The effectiveness of the support material the student chooses to integrate into their presentations is evaluated as part of the overall grade for each assignment and is explicitly stated in the grading rubrics. Course quizzes and final examination questions measure the students’ cognitive competencies in relation to research processes and practices.
Present focused, logical arguments that support a thesis:
All presentations in COM 1010 are created utilizing the same basic structure of a tripartite outline: Introduction, Body, and Conclusion. Within the introduction, the student must include their thesis statement, which is supported through the main points included in the body of the presentation and reiterated in the conclusion. Coherence, balance, and unity are three guiding principles for presentation design, all of which are tied to the development and illustration of the thesis statement. The grading rubric for all presentations and presentation outline specifically addresses the presence of and the effectiveness of the argument developed to support the thesis statement. Quiz and final examination questions are included to further emphasize this vital cornerstone of an effective rhetorical presentation and outline.

Use reliable and varied evidence to support claims, incorporate ideas from sources appropriately, and acknowledge and document the work of others appropriately:
COM 1010 includes course material that addresses plagiarism, research practices and norms, and the utilization of APA and MLA citation formats. As with all analytical communication, written and oral, it is important to consider the audience to which the work is addressed. COM 1010 links the elements of audience analysis to research and citation, incorporating elements of source credibility and reliability into the rhetorical construction of speaker ethos. The need for these competencies is built into each assignment and addressed specifically in each grading rubric along with quiz and final examination questions. Students are required to include information from various sources in their outlines and presentations, explaining the relevance and reliability of their sources to their audience. Oral source citations are required in each speech, and parenthetic in-text citation is required in the written elements of each assignment. Grading rubrics include sections that address all citation elements for each assignment.

Use electronic environments to draft, revise, edit, and share or publish texts:
Online tools for topic development, research guides, and outlining templates are used in COM 1010 to assist students in the preparation of their presentations. Written portions of assignments may be submitted using Desire2Learn, and shared in the discussion forums built into the course shells. Using the online tools is an important element of the media and technology competencies built into the course. In Fall of 2012, an Teaching Enhancement grant will allow all sections of COM 1010 to digitally record each presentation and upload those recordings onto shared drive space for access by students and instructors. These recordings will enable the instructors to provide more specific feedback on presentations and will enable students to analyze the nonverbal elements and the meta-messages their presentations present. This will also allow for more complete and accurate behavioral assessment data as the course is continually reviewed and improved. Retention of the digitized presentations will allow for the general assessment of General Core outcomes.

V. Suggested Course Materials (required and recommended)
Textbooks, Articles, Videos, Computing and/or Internet Resources, etc.

VI. Suggested Method of Instruction
Lecture, Seminar, Distance Learning, Web-Based, etc.

Lecture/performance supplemented by online course materials, quizzes, and written material submission

VII. Suggested Evaluation and Policy
Tests, Quizzes, In-Class Writing, Out-of-Class Writing, Journals, Individual/Group Projects, Attendance Policy, etc. (numerical points or percentage distribution)

Course evaluated activities:
Individual Performances, written outlines, quizzes, final exam, written analysis

Course Policies:

- **No Shows fail the assignment.** It is expected that the student fulfill their assignments on the date they are scheduled to do so. If an illness or other problem prevents you from attending class on the day an assignment is due, you must contact me PRIOR to the class to avoid receiving a “0” on the assignment. Those missed assignments cannot be “made up.”

- **You must complete all speaking assignments in order to pass the course.** This is a public speaking course. Therefore it is necessary that you complete all speaking assignments in order to pass the course.

- **Attendance:**
  - Excused absences will be granted by the instructor PRIOR the date of the absence. Plan ahead and communicate with your instructor regarding absences.
  - Attendance is required for all performance days. There will be NO opportunities to make up missed points if you miss a performance or a peer review for unexcused absences.
  - Be prompt on performance days. No late arrivals will be allowed, therefore, be on time so that you do not miss your opportunity to speak or to write your peer review.

- **Class Members.** Only those individuals who are registered for the course are allowed in the classroom unless approved by the instructor.

- **Disability Services:** The Office of Disability Services offers services, programs, and activities that allow students with disabilities to participate in all facets of university life. Students with disabilities are encouraged to develop independence to the fullest extent possible and to assume responsibility for their chosen lifestyles. Please see http://www.wright.edu/students/dis_services/services.html for more information.

- **Academic Integrity**

It is the policy of Wright State University to uphold and support standards of personal honesty and integrity for all students consistent with the goals of a community of scholars and students seeking knowledge and truth. Furthermore, it is the policy of the University to enforce these standards through fair and objective procedures governing instances of alleged dishonesty, cheating, and other academic misconduct.
A. The following recommendations are made for students:

1. Be honest at all times.

2. Act fairly toward others. For example, do not disrupt or seek an unfair advantage over others by cheating, by talking, or by looking at other individuals' work during exams.

3. Take group as well as individual responsibility for honorable behavior. Collectively, as well as individually, make every effort to prevent and avoid academic misconduct, and report acts of misconduct that you witness.

4. Do not turn in the same work in more than one class unless permission is received in advance from the professor.

5. Unless permitted by the instructor, do not collaborate with others on graded course work, including in class and take-home tests, papers, or homework assignments.

6. Know what plagiarism is and take steps to avoid it. When using the words or ideas of another, even if paraphrased in your own words, cite the source(s). (Note: see Section III, page 4 – Definitions)

7. Know the policy-ignorance is no defense. If you have any questions regarding academic misconduct, contact your instructor. Those who violate campus rules are subject to disciplinary action.

   - **Appropriate Visual Aids:** Be certain to speak with your instructor regarding appropriate visual aids. Generally speaking, visual aids should be inoffensive to the audience and should enhance your message. Visual aids that endanger the health and well-being of your audience or violate the WSU student code of conduct will not be allowed in the classroom.

VIII. Suggested Grading Policy

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<th>% of Final Grade</th>
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<tr>
<td><strong>Tests:</strong></td>
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<td>1</td>
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<td>2</td>
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<td>Comprehensive Final Exam</td>
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<td><strong>Speeches:</strong> You must complete all speech assignments in order to pass the course.</td>
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<td>Informativ</td>
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<td>Persuasive</td>
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<td>Speech of Introduction</td>
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<td><strong>Written Assignments:</strong></td>
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<td>Self-reflection</td>
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Peer-Reviews 5
Instructor’s Choice 5

90-100 A
80-89 B
70-79 C
60-69 D
50 < F

IX. Suggested Assignments and Course Outline

Organized by week (14 week academic calendar and final exam) or other defined schedules.
Topic and/or typical assignments (textbook assignments, journal articles, internet resources, etc.)

Week 1, 2:
- Chapters 1,2,3,4,5, 6, 7
- Activity: Groups will create speech outlines, develop audience analyses
- Online Materials:
  - The Bedford Speech Outliner
  - PRCA
  - PRPSA

Topics: managing speaking anxiety, ethics, the communication model, analyzing the audience, selecting a topic and purpose

Week 3:
- Chapters 11, 14, 15
- Activity: Groups will help members develop outlines for mini-speeches, suggest proper support material
- Online Materials:
  - Relaxation Audio Download
  - Video Central Public Speaking
  - Quiz 1

Topics: citing sources, outlining, developing the introduction and conclusion

Week 4:
- Speeches of Introduction

Week 5:
- Chapters 12, 13, 8, 9, 10
- Activities: Groups will work on proper support material and research suggestions. Groups will practice proper APA citation format.
- Online Materials:
  - Speech Topics
  - Speech Topic Research Links
Topics: Speech organization, developing support materials, doing effective online research, plagiarism

Week 6:
- Chapters 16, 20, 21, 22, 23
- Activities: Groups will identify objective VS biased/persuasive language. Groups will view video speeches and dissect them according to structure and delivery points. Groups will work with visual aids, critique positives/negatives of prepared slides, artifacts, etc.
- Online Materials:
  - How to Guide for Using PowerPoint
  - Video Central Public Speaking
  - Sample Speeches

- Quiz 2
  Topics: language, presentation aids, elements of the informative speech

Week 7, 8:
- Informative Speeches
  - Outline and audience analysis due to WebCT assignment dropbox prior to speaking
  - Self-Reflection paper due the day after speaking
  - Peer review due each audience day

Week 9:
- Chapters 17, 18, 19
- Groups will have “Extreme Delivery” session, where types of delivery modes are demonstrated and exaggerated to exemplify positives and negatives of each. Groups will work on developing persuasive speech theses, sample outlines, and support material
- Online Materials:
  - Breaking News
  - Evaluating Online Sources Tutorial

Topics: delivery methods, voice, body movements

Week 10, 11:
- Chapters 24, 25, 26
- Groups will work on refining arguments and persuasive content for speeches
- Quiz 3
  Topics: Persuasive speaking, Speeches of special occasion

Week 12, 13 and 14:
- Persuasive Speeches
  - Outline and Audience analysis due to WebCT assignment dropbox prior to speaking
Peer review due each audience day

Final Exam

X. Other Information

For Writing Across the Curriculum Program courses: statement of writing across the curriculum goals, criteria for evaluating writing assignments, and how writing assignments relate to the final course grade.
For combined undergraduate/graduate courses: identify, throughout the above or separately, additional work/responsibilities/grading applied to graduate students.

This is a sample course syllabus guideline. Course materials, method of instruction, evaluation and policy, grading policy, assignments, and other course matters can differ by specific course sections and individual professors. Additional information can be obtained by contacting the appropriate college and department.

Approved:
Undergraduate Curriculum and Academic Policy Committee ____________________________
Faculty Senate ____________________________