

Syllabus for
COM 101—Oral Communication
3 Credit Hours
Summer 2008

I. COURSE DESCRIPTION

An investigation of basic principles of communication and their application to intrapersonal, interpersonal, small group, and public communication.

Prerequisite: None.

Course fee: \$5.

Oral Communication is the first college course and assumes no previous speech training or experience. The course provides a practical interweaving of communication theory, principle and practice as it explores many of the communication situations the student encounters in his or her career, personal relationships and ministry. The course consists of three separate but interrelated units. Intercultural considerations and ethical responsibility are integrated throughout the course.

- A. Unit I: *Foundations of Communication* examines communication within the individual. It includes lectures and class exercises on perception, self-concept, thinking, speaking, listening and nonverbal communication. One objective is to help the student recognize that communicative information possessed by the student is to a great extent unique, personal, biased, selective, and perhaps even distorted, and to discover how the Christian salvation experience modifies the student's self esteem and channels thinking about his or her world.
- B. Unit II: *Communication In Context* examines communication as it transpires between two persons to build, evaluate and improve relationships. The dyadic communication needs for career, marriage, family and relational evangelism are carefully examined for perfecting. Also examined are the purposes and the process of the small group for discipleship, education and personal growth; and guides the development of the student's skills as both a participant and a leader. The student will be assigned to small groups and given the opportunity to assist that group in making a presentation on an assigned topic. This unit also explores the functions, effects and responsibility of mass media communication.
- C. Unit III: *Public Communication*. This portion of the course builds on the concepts discussed in previous intrapersonal and interpersonal communication units. Lectures, text readings, class discussion, and activities work together to help the student in public communication. The student will be assigned a five-minute informative and a seven-minute persuasive speech. This assignment is a major project of the course, and the student should begin examining current magazines, newspapers and journals for significant topics immediately. A major purpose for this unit is to be able to give reason for the hope that is within the student and to enable the student to witness for Christ in larger groups and using mass media.

II. COURSE GOALS

- A. The purpose of this course is to enable the student to do the following:
 - 1. Understand the importance of the spoken word by the student, others and God in all

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walks of life.

2. Understand the current communication concepts, and become aware of communication limitations and capabilities in daily life, career opportunities, cross cultural situations, and in personal ministry.
3. Obtain useful criteria for improvement of communication skills from the student's own guided introspection, from peers, from the instructor, and from observing video taped performances.
4. Learn individual adjustment to communication situations, both public and interpersonal, with the student, his or her roommate and friends, the family and God.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

As a result of successfully completing this course, the student will be able to do the following:

1. Discuss the value, theories and transactional process of intrapersonal, interpersonal, and public communications. (SC 1) (GC 1 and 6)
2. Explain the theories of the development of verbal communication and apply the principles of language development, choice, gender differences, appropriateness, and style to the student's verbal linguistic usage. (SC 2, 3, and 4)
3. Explain and appropriately and correctly use the various types of listening behaviors needed for successful personal and career development being aware of cultural barriers and necessary adjustments. (SC 5, 6 and 8) (GC 6)
4. Integrate knowledge concerning the interrelationship of race, gender, ethnicity, religion and culture upon the student's perception of self and his or her external environment. (SC 5 and 6)
5. Discuss the complexities and value of the messages communicated nonverbally, and seek to analyze and appropriately match his or her nonverbal communication with the intended verbal message. (SC 11) (GC 6)
6. Discuss the interpersonal communication needs, attraction factors, guidelines for appropriate disclosure and feedback, and utilize constructive behaviors for building relationships and maintaining healthy family bonds. (SC 4 and 11)
7. Discuss and effectively use appropriate strategies for avoiding or reducing or resolving conflict in interpersonal relationships, for being assertive and for evaluating and repairing personal and professional conflict in communication relationships. (SC 3 and 11) (GC 6)
8. Communicate effectively in a small group, employing the guidelines governing the roles and responsibilities of both leaders and participants to aid meaningful contributions to the student's society, church, family and place of employment. (SC 3 and 4)
9. Establish a communication climate in his or her group that encourages critical thinking, creativity, reflection, and evaluation for effectively solving a problem. (SC 7) (GC 6)
10. Analyze the speaker, the audience, and the occasion to research, organize, outline, and deliver a speech that appropriately meets those needs. (SC 2 and 10) (GC 4)
11. Prepare and present significant messages for a public speaking format, using an extemporaneous delivery style, effective communication skills and powerful multimedia presentational aids and personal delivery style. (SC 3 and 9) (GC 4 and 6)
12. Evaluate the preparation, organization, issue analysis, argumentation, and delivery (for the speech presentations) of both the student and peers, in written and oral form. (SC 8)(GC 8)
13. Discuss the multiple variables and components of the unique and complex process of

communication. (SC 1) (GC 6)

14. Integrate his or her intrapersonal and interpersonal communication qualities with his or her public speaking skills to attain personal and professional growth and for sharing the gospel message of Christ in different cultural situations. (SC 7 and 11)

B. Unit Objectives

A note about objectives: All exam questions come from learning objectives. The objective number is typed in parentheses at the end of every question on all tests. All test questions are five-choice multiple choice questions. When students study the objectives, they must ask themselves, "How would this objective be made into a five-choice multiple choice question?" Students shouldn't just study the answers to the objectives, as this would be preparing the student for a "short answer" type test instead of a multiple choice test. The multiple choice test is used so that we can make use of ORU's computer grading system. More information on the Oral Communication testing system can be found toward the end of this syllabus. Exam questions come from the textbook alone and not class lecture or discussion, because of the multiple sections of the course.

Unit 1—Basic Principles of Communication

As a result of successfully completing this unit, the student will be able to do the following:

Chapter 1—Understanding The Communication Process

General Behavioral Objectives

- 1.1 Learn the importance of communicating effectively.
- 1.2 Understand that oral communication is really three distinct areas, each having unique approaches, skills and requisite information.
- 1.3 Appreciate the process nature of communication.
- 1.4 Construct a personal definition of speech communication.
- 1.5 Create, label, and explain his or her own communication model.

Specific Behavioral Objectives

- 1A. Define the key terms on page 33.
- 1B. List 4 areas of our lives in which communication is important. (5-6)
- 1C. Discuss 4 facets of communication that make its definition complex. (7-9)
- 1D. Recreate and explain the basic elements in a communication model. (11-24)
- 1E. List and explain the 3 dimensions of mediation that alter the interpretation of the message. (15-17) (Table 1.1)
- 1F. Differentiate between internal noise and external noise, and give several examples of each. (17-18)
- 1G. List several reasons that feedback is important to successful communication. (18-19)
- 1H. List the 3 aspects of context and explain the importance of each on the communication situation. (19-24)
- 1I. List and explain the possible personal value of each of the 5 categories of communicative settings. (20-23)
- 1J. Discuss culture and co-culture as they relate to a communication experience you have had since coming to O.R.U. (23-24)
- 1K. List and explain the 4 qualities that make communication a dynamic process. (24-27)
- 1L. Explain the value of civility, diversity, and ethics as essential characteristics in effective communication. (27-31)
- 1M. Discuss the use of ethics and Christian principles and Biblical guidelines in your communication behavior. (29-31)

Chapter 2—Constructing the Self Through Communication

General Behavioral Objectives

- 2.1 Appreciate the relationship between the student's perceptions and the student's self-image as the student sees who he or she is in Christ.
- 2.2 Analyze and improve self-concept as the student sees who he or she is in Christ.

Specific Behavioral Objectives

- 2A. Define the key terms on page 62.
- 2B. List the contributing factors to the development of self-concept through the process of various communications (38-41)
- 2C. List the 3 common categories of identity from which we shape our self-concept. (42-46)
- 2D. Discuss 3 assumptions concerning identity that demand our understanding as we consider our self-concept. (47-49)
- 2E. List and explain the process of each of the 4 ways that we can handle our self-awareness. (49-55)
- 2F. Draw, label and explain each quadrant in the Johari Window model for self-awareness and self-disclosure. (49-52)
- 2G. List and describe the component parts of the 3 factors that influence the communication of our authentic self to others. (55-60)
- 2H. Explain the relationship of facework, the reactions of others, saving face, and front and back context to a communication situation in your life. (56-59)

Chapter 3---Perceiving and Communicating with Others

General Behavioral Objectives

- 3.1 Appreciate the importance and value of perception, culture and experience to the formulation of our worldview.
- 3.2 Realize the variations and fallibility of the student's perceptions, the existence of the student's ethnocentric and racist views, and discover the methods for the student's necessary, Christ-centered modifications.
- 3.3 Manage your perceptions to be a responsible communicator.

Specific Behavioral Objectives

- 3A. Define the key terms on page 87.
- 3B. List and describe the influence of the 3 new additional factors that filter our perception. (66-68)
- 3C. Identify 10 physical factors that affect perception. (67)
- 3D. List the 3 steps in the process of perception. (68-83)
- 3E. Name and explain the operation of the 3 salient and 4 vivid components by which we select and attend to stimuli. (69-71)
- 3F. Name and explain the 4 categories of the mental system for organizing our perceptions and knowledge, proposed by George Kelly, the Theory of Constructivism. (75-78)
- 3G. Discuss perception shifts made by others and yourself. (78-79)
- 3H. List and explain the 4 strategies used to interpret our perceptions. (79-83)
- 3I. Discuss attribution examples in your own life, including internal, external, and the 4 bias types. (80-83)
- 3J. List and explain the value of the 4 areas of evaluating your perception, enabling you to become a more responsible communicator. (83-85)
- 3K. Make a list of 10 statements you intend to follow to become a more responsible evaluator of your perceptions, based upon the previous suggestions. Begin each intention statement with, "I will . . ."

Chapter 4—Listening and Responding to Others

General Behavioral Objectives

- 4.1 Appreciate the complexity, difficulty and importance of effective listening.
- 4.2 List his or her own weaknesses in listening to others and to God.
- 4.3 Apply techniques for becoming a better listener for lectures, for empathic ministry, and for pleasure and to evaluate others' messages for accuracy and logic, truth and sound reasoning.

Specific Behavioral Objectives

- 4A. Define the key terms on page 118.
- 4B. Discuss the reasons that listening effectively is a valuable skill to develop. (92)
- 4C. List and explain the 4 stages of the listening process. (93-96)
- 4D. List the characteristics that distinguish active listening from passive listening. (97-99)
- 4E. Discuss 3 areas of concern and suggestions for overcoming each obstacle for external distractions. (99-101)
- 4F. Discuss 4 areas of concern and suggestions for overcoming each obstacle for attitudinal distractions. (101-105)
- 4G. List the 5 steps you need to take to become a more effective listener. (105-116)
- 4H. Name and explain the 4 listening goals. (105-110)
- 4I. List 4 steps to help you prepare to listen actively. (110)
- 4J. List the 2 alternative standards that Fisher proposed to evaluate stories. (111)
- 4K. List the steps suggested for each of the 2 skills necessary to improve comprehension when listening. (113-114)
- 4L. List 3 guidelines for responding appropriately to a listening experience. (114-115)
- 4M. List 2 ways to aid your memory when listening actively. (115-116)
- 4N. Make a list of 10 intention statements for becoming a better listener.
Begin with "I will . . ."

Chapter 5—Understanding and Shaping the World Through Verbal Communication

General Behavioral Objectives

- 5.1 Appreciate the complexity of the effect of thinking and language on communication.
- 5.2 Realize the fluidity of language.
- 5.3 Improve the power and clarity of the student's language style.
- 5.4 Use appropriate and ethical language within a Christian Worldview.

Specific Behavioral Objectives

- 5A. Define the key terms on page 146.
- 5B. List and identify examples of the 6 fundamental properties of words. (122-129)
- 5C. Draw, label, and explain the triangle of meaning of Ogden and Richards. (123)
- 5D. Explain the linguistic relativity hypothesis of Sapir and Whorf and how it affects your personal world. (127-129)
- 5E. Explain the characteristics that distinguish denotative word meanings from connotative word meanings, and the use of Hayakawa's abstraction ladder to clarify the relationships. (129-131)
- 5F. Explain the use of codes in our communication, and their value in our culture, and the dangers of breaking them. (131-134)
- 5G. Explain the value of argot for members of a co-culture, and how code-switching aids non-dominant groups. (134-136)
- 5H. Discuss the uses of taboo words in your culture, listing some additional categories or words that your family or church co-culture prohibits. (136-137)
- 5I. Discuss both the value and unethical use of the power of words the use of deception, euphemisms, doublespeak, and gossip. (137-141)
- 5J. List and give suggestions for implementing the 4 methods for using language responsibly. (141-144)

- 5K. Write 10 intention statements for you to behave appropriately, ethically, and effectively in your verbal communication. (122-144) Begin each with “I will . . . “ Be specific!

Chapter 6—Appreciating and Using Nonverbal Communication

General Behavioral Objective

- 6.1. Appreciate the importance of nonverbal communication and its impact upon the student’s total communication.
- 6.2. Realize the extent and types of nonverbal communication.
- 6.3. Use nonverbal communication to responsibly and ethically convey effective and accurate messages.

Specific Behavioral Objectives

- 6A. Define the key terms on page 176.
- 6B. List and explain the 5 basic characteristics of nonverbal communication. (150-156)
- 6C. Discuss the use of nonverbal messages to communicate positive relationships and dominance in relationships. (152-154) Add messages of both types that you have personally experienced or used.
- 6D. Discuss the general gender differences in the use of nonverbal communication. You might make a 2 column chart to contrast them. (155) What additional differences would you add based on your personal observations in your co-culture?
- 6E. List, explain, and give examples of the 6 functions of nonverbal communication. (156-160)
- 6F. Explain the use and purpose of emoticons. (160)
- 6G. List and be able to label examples of the 9 types of nonverbal communication. (160-171)
- 6H. Explain the value of facial expressions in nonverbal communication, and list and explain the 5 general display rules. Underline the one(s) you are most likely to use to manage your facial communication. (161)
- 6I. Describe the interpretations and value of the eye contact variances on nonverbal communication. (161-162)
- 6J. List 3 purposes for using gestures in communication, and explain the use of each, giving at least 1 example of how you personally communicate for each of those purposes. Include a greeting that is special to your co-culture. (163-165)
- 6K. Discuss the use of space to communicate, including Hall’s 4 distance zones for North America, and territoriality purposes and behaviors. (165-166) What personal markers are you currently using to personalize space that belongs to you?
- 6L. List and define the 4 types of positive touch, and discuss the value of haptics in communication. (166-167)
- 6M. List and define or give examples of the 6 behaviors included in the category of “vocalics”. (167-168)
- 6N. Discuss the use of odor as an aspect of nonverbal communication. (168-169) Name 3 distinct smells that send a unique personal message to you.
- 6O. Discuss the use of chronemics to culturally communicate status and competence. (169-171)
- 6P. List 10 objects that communicate nonverbally in your co-culture. (171)
- 6Q. List the 3 general strategies for using your nonverbal communication effectively and responsibly. (172-174) Which suggestion(s) is the most important for you personally to remember?

Unit II—Interpersonal communication

As a result of successfully completing this unit, the student will be able to do the following:

Chapter 7—Communicating in Interpersonal Relationships

General Behavioral Objectives

- 7.1 Develop a sound foundation for effective interpersonal communication.
- 7.2 Enhance the trust and supportiveness within each member of the class.
- 7.3 Use self-disclosure and feedback effectively and responsibly for improved interpersonal relationships.

Specific Behavioral Objectives

- 7A. Define the key terms on page 206.
- 7B. List and explain giving examples of the 3 basic characteristics of interpersonal communication. (181-187)
- 7C. Explain the gender expectations and behavior differences found in interpersonal communication. You might list them in a chart format. (184-187)
- 7D. Explain the concept of breadth and depth as measurement of intimate interpersonal relationships, including the application of the social penetration theory of Altman and Taylor. (187-188)
- 7E. Name and explain the operation of the 3 listed basic factors of interpersonal attraction. (188-193)
- 7F. List, define and explain using examples of the 5 stages of the development or coming together of an interpersonal relationship. (193-196)
- 7G. List, define and explain using examples of the 5 stages of the deterioration or coming apart of an interpersonal relationship. (197-200)
- 7H. List the advantages and risks of self-disclosure that we must understand. (201)
- 7I. Discuss the 4 general guidelines for responsible and effective self-disclosure. (201-204) Which of these is the most vital to the improvement of your personal relationships and how do you intend to implement that recommendation? “I will ...”

Chapter 8—Building Common Ground in Interpersonal Relationships

General Behavioral Objectives

- 8.1. Analyze and improve desired interpersonal relationships.
- 8.2 Practice supportive communication behavior.
- 8.3 Successfully evaluate and resolve interpersonal conflict in his or her relationships.
- 8.4 Seek to include the elements essential to his or her good relationships and to building common ground and more inclusive relationships with others of divergent cultures.

Specific Behavioral Objectives

- 8A. Define the key terms on page 233.
- 8B. List and explain the 5 opportunities provided by conflict for relationship growth. (211-212)
- 8C. List the 3 sources of conflict. (212-219)
- 8D. Name and explain the 4 dialectical tensions that represent our competing needs in a relationship. (212-216)
- 8E. List the 6 most common areas of conflict for college roommates due to differing expectations. (213) What areas should be added to the list, based upon your personal experiences?
- 8F. Explain the role of differences in beliefs and values as sources of conflict, and how they relate to high and low context communication situations. (216-218)
- 8G. Explain the effect of incompatible goals in personal and intercultural business communication situations. (218-219)
- 8H. List and explain the 6 styles of managing conflict. Which is your preferred style? Is there a more constructive style that you may wish to develop? (220-222)
- 8I. List 4 destructive responses to conflict. (222-223)
- 8J. List 7 guidelines for constructively handling conflict. (224-225) Which one do you

- need to practice for more “win-win” solutions to your personal conflicts. “I will ...”
- 8K. List and explain the use of 4 techniques to manage dialectical tensions for building common ground. (225-226)
 - 8L. Discuss the 4 levels of valuing differences among people to build common ground and more inclusive relationships. (227-228)
 - 8M. Discuss communicating resourcefully and respectfully to build common ground in communicating across differences. (228-229) How have you “been changed by really understanding another person” as Carl Rogers suggests? Can you think of a national example of such change due to and increased understanding?
 - 8N. List 8 strategies for responsible handling of conflicts for the building of common ground. (229-231)

Chapter 9—Communicating in Small Groups

General Behavioral Objectives

- 9.1 Appreciate the value, characteristics, and effectiveness of the small-group process.
- 9.2. Be a more responsible, congenial and effective member of the small groups the student is in.
- 9.3 Evaluate effectively the function of a group.
- 9.4 Exhibit effective skills to solve problems in a small group.
- 9.5 Be an ethical, responsible, and effective group leader in the world

Specific Behavioral Objectives

- 9A. Define the key terms on page 266.
- 9B. List and explain the important characteristics of a small group. (239-240)
- 9C. Name and describe the 7 various types of small groups. (240-243) Give an example of a group that you have personally participated in for each category.
- 9D. List the advantages and disadvantages of group decision making. (243-246) Identify the most significant one to you personally. Why so?
- 9E. Differentiate between explicit and implicit group norms. (246-247)
- 9F. List and explain the 4 influences of culture upon group norms. (247-250)(Table 9.1)
- 9G. Explain the value of cohesion, and list 7 ways that group members can establish norms to develop cohesion. (249-251)
- 9H. Explain the Irving Janis theory and the 3 causes of “group think”, and list 5 strategies for preventing it in a group in which you participate. (252)
- 9I. List the 3 types of roles in a group, and be able to categorize each of the specific roles. (251-255) Which role in each of the 3 categories do you most frequently assume?
- 9J. List and explain the process for each of the 5 steps of the problem-solving agenda. (256-260)
- 9K. List, describe, and give the suggested appropriate use for the 3 styles of leadership. (261)
- 9L. Discuss the 5 suggestions for becoming an effective leader, and the 5 key words given by Scheidel and Crowell for managing a discussion. (261-263)
- 9M. List and describe the 4 phases to consider implementing when leading a Community Based Group (CBG) on campus. (264)

Chapter 10---Exploring Mediated Communication

General Behavioral Objectives

- 10.1 Cultivate a Christian Worldview for the consuming and sending of all media.
- 10.2 Evaluate critically all incoming mediated messages for yourself and your family.
- 10.3 Strive to improve the responsible use of media in your world by exercising your voice and vote according to your knowledge, ability and convictions.

Specific Behavioral Objectives

- 10A. Define the key terms on page 294.
- 10B. Explain the connection between mass communication and media. (270-272)
- 10C. Trace the origin and the modifications made by mass media and respective audiences from the oral to literate to electronic societies. (272-278) Which innovation in Table 10.1 do you believe had the greatest impact upon civilization? Why?
- 10D. Discuss the relationships between literacy and critical thinking. (273-274)
- 10E. Explain McLuhan's concept of "the global village" and Van Dijk's term "network society." (277-278)
- 10F. Discuss the various theories relating media to audience attitudes, beliefs and behaviors. (278-280)
- 10G. List and explain the 3 general functions for mass media, and include the 4 basic needs fulfilled by the gratification function of media. (280-289)
- 10H. Explain the effect of "gatekeepers", "agenda-setting", "sound bites", and terminology upon the definition of the public agenda in our world. (282-289)
- 10I. Discuss the use of cultivation theory, repetitions of images, economic industry and media synergy as related to the creation of your worldview. (285-289)
- 10J. List 4 general guidelines for becoming a responsible consumer of media, and discuss each one, including the question you need to answer to become more media literate. (289-292)
- 10K. List the 4 guidelines to follow when being interviewed on camera for a media message. (292)

Appendix---Interviewing

General Behavioral Objectives

- A.1 Successfully obtain the necessary information for researching a topic.
- A.2 Present yourself to the best advantage to obtain and maintain desired employment.

Specific Behavioral Objectives

- AA. Define the following terms: interview, interviewer, interviewee, resume, open questions, closed questions, objective questions, leading questions, double-barreled questions, follow-up probes.
- AB. Differentiate between an informational interview and a selective interview. (A1)
- AC. Discuss the 4 guidelines given for effectively conducting an information gathering interview. (A1-A5)
- AD. Discuss the 3 parts to the organization of the questions to use for obtaining information from an interviewee. (A1-A2)
- AE. List 3 tips for asking clear and concise questions. (A3-A4)
- AF. List and explain and be able to label given examples of the 4 types of probes or follow-up questions. (A4-A5)
- AG. List and discuss 6 tips for participating in a selection interview. (A5-A8)
- AH. List the important steps that you should be sure to follow in the preparation for a selection interview. (A5)
- AI. List 3 guidelines for creating a favorable first impression. (A5-A6)
- AJ. Answer 5 of the 10 common questions asked of the selection candidate. (A6)
- AK. Discuss the use of the acronym CAR when giving specific examples. (A7)
- AL. Discuss the follow-up action that will separate you from 90% of the other candidates. (A8)

Unit III—Communicating in Public

As a result of successfully completing this unit, the student will be able to do the following:

Chapter 11—Planning Public Presentations

General Behavioral Objectives

- 11.1. Select and narrow a topic for the informative speech and create a specific speech purpose and central idea.
- 11.2. Effectively analyze the audience, the occasion, and the speaker (the student) to see if the speech topic is appropriate for each
- 11.3. Gather research for speeches in the library, using the various reference tools, and on the Internet, and through personal interviewing.
- 11.4. Select a variety of supporting materials for speeches that are appropriate for the student, the student's audience and the student's topic.
- 11.5. Be academically honest by refraining from all possible uses of plagiarism.

Specific Behavioral Objectives

- 11A. Define the key terms on page 320.
- 11B. List the 5 sequential steps for planning a public presentation. (299-318)
- 11C. Discuss the methods to use for the selection of a good speech topic for you. (299-302)
- 11D. Differentiate among the 3 general speech purposes. (302-303)
- 11E. List the suggestions for developing your Specific Speech Purpose (SSP). (303-304)
- 11F. List the 3 areas that must be considered when you analyze the presentation situation. (305-311)
- 11G. Discuss the 3 aspects of an audience that must be determined to enable your speech to be audience centered. (307-309)
- 11H. List and discuss the values of a careful analysis of the 4 aspects of the presentation occasion in planning for your speech. (309-311)
- 11I. List the possible sources for obtaining material for your speech, and the guidelines and recommendations for using each type. (311-316) (Table 11.1)
- 11J. Discuss searching and evaluating internet sources. (312-315)
- 11K. List and discuss the 3 ethical guidelines for planning a responsible presentation. (316-318)
- 11L. List the actions that a speaker might take that would constitute plagiarism. (317-318)

Chapter 12—Organizing and Outlining Public Presentations

General Behavioral Objectives

- 12.1. Obtain and effectively use a variety of support forms to develop the ideas of the speech.
- 12.2. Select and employ the best organizational pattern for the speech.
- 12.3. Create a full-sentence outline in parallel sentence structure of the speech body.
- 12.4. Write out an effective introduction, conclusion, and transitions for the speech.
- 12.5. Compile a complete and correctly presented bibliography for the speech.

Specific Behavioral Objectives

- 12A. Define the key terms on page 349.
- 12B. Name the 3 parts of a speech. (325)
- 12C. List the 7 traditional structures or organization patterns for the main points of the speech body. Briefly describe each and be able to create an example or identify and label a given outline sample. (325-330)
- 12D. List 6 types of supporting materials that can be used to develop a speech. Discuss the appropriate use and guidelines for using each type. (331-336)
- 12E. Describe 2 types of transitions, giving the purpose and use for each. (336)
- 12F. Discuss the 4 goals for the effective speech introduction. (337-340)
- 12G. Explain the 5 methods for obtaining audience attention. (336-337)
- 12H. List 4 tips for establishing the credibility of a speaker in the speech introduction.

- (339-340)
- 12I. List and explain the 2 goals for an effective speech conclusion, listing tips for their effective use. (341-342)
 - 12J. List and suggest appropriate use for the 3 types of outlines. (342-343)
 - 12K. List and explain the 5 basic principles or guidelines for preparing a speech outline. (343-345)

Chapter 13---Developing a Confident Presentation

General Behavioral objectives

- 13.1 Use an attentive and conversational style of extemporaneous delivery for the speeches.
- 13.2 Show effectiveness in the use of presentational aids in an audience-centered speaking approach.
- 13.3 Effectively employ vocal variety, body movement and posture, gestures and pacing during the speaking events.
- 13.4 Control and utilize to the best advantage the student's speech anxiety.

Specific Behavioral Objectives

- 13A. Define the key terms on page 376.
- 13B. List and discuss the 4 steps effective for managing any communication apprehension. (354-357)
- 13C. Name, describe and give the benefits (pros) and liabilities (cons) and recommendations for using each of the 4 types of speech delivery. (368-361)
- 13D. Discuss 3 recommendations for creating an effective verbal style through careful word selection. (361-363)
- 13E. Discuss the use of your voice as one aspect of speech delivery. (363-366)
- 13F. Discuss the important aspects of effectively using your body posture, gestures, facial expression and eye contact to enhance the verbal message of your speech. (366-368)
What research on gestures did you find the most interesting? (367)
- 13G. Name the 3 categories of speaking aids. Discuss the value and recommendations for the appropriate use of each type. (368-373)
- 13H. State 2 recommendations for using language and gesture responsibly and inoffensively. (373-374)

Chapter 14—Speaking to Inform or Inspire

General Behavioral Objectives

- 14.1. Use effective strategies for aiding the attention, understanding and retention of information in the speeches.
- 14.2. Establish responsible initial and derived source credibility in all speaking situations.
- 14.3. Be able to speak ethically and effectively in all possible speaking situations.
- 14.4. Become an analytical and effective consumer of informative messages.

Specific Behavioral Objectives

- 14A. Define the key terms on page 400.
- 14B. Name the 4 types of speaker credibility, and discuss the value of each and the best ways to enhance your own credibility. (380-384)
- 14C. Name and explain the features of each of the 4 types of informative speeches. (384-388)
- 14D. List the 5 basic types of special occasion speeches, explaining the goal of each and giving suggestions for the effective creation and use of each type. (391-398)
- 14E. Discuss the 2 guidelines for being a responsive and responsible speaker. (398)

Chapter 15—Speaking to Persuade

General Behavioral Objectives

- 15.1 Use effective logical and emotional appeals in the persuasive speeches.
- 15.2 Write and accurately label a correct proposition for the persuasive speeches.
- 15.3 Utilize and accurately label an appropriate organizational pattern for the persuasive speech topics.
- 15.4 Be a credible and ethically responsible speaker at all times, using Christian principles and Biblical guidelines to monitor all that the student says and seeks to accomplish.

Specific Behavioral Objectives

- 15A. Define the key terms on page 426.
- 15B. Explain the 3 basic concepts that clarify the informative-persuasive continuum. (404-408)
- 15C. Discuss the social judgment theory of Sherif, Sherif and Nebergall. (406-408)
- 15D. List and explain the goals for the 3 types of persuasive speeches. (408-411)
- 15E. Distinguish among and create and label claims or propositions of fact, value, and/or policy for speeches to convince. (408-410) Write one of each of these as your thesis for any single persuasive topic that you choose.
- 15F. Explain the Toulman model for the parts and process needed to build an argument. (411-412)
- 15G. List and explain the operation and value of 4 modes of persuasion. Identify the 3 that Aristotle first identifies. (412-418)
- 15H. Differentiate between and label examples of inductive and deductive reasoning in a logical appeal (argument) in persuasion. (413-414)
- 15I. List the 5 human needs in Maslow's hierarchy of needs, and explain how this knowledge impacts persuasion. (414-416)
- 15J. List the 5 stages of organizing a persuasive speech that calls for action, called Monroe's Motivated Sequence. (418-419)
- 15K. List 4 strategies that would help a speaker establish common ground with a hostile audience. (421)
- 15L. List the 2 additional guideline for recognizing and practicing ethical persuasion. (422-424) List the 5 ways to demonstrate your personal integrity.
- 15M. List and be able to label examples of the 7 more common fallacies for an ethical speaker to avoid using in persuasion. (423-424)

C. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma commission on Teacher Preparation. This course meets the following competencies: General Competencies (GC) 1, 4, 6, and 8. Subject Competencies (SC) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11.

This course is designed to help students meet general competencies:

- GC 1: The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- GC 4: The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.
- GC 6: The teacher develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and

- supportive interaction in the classroom.
- GC 8: The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.

This course is designed to help students meet subject competencies:

- SC 1: Maintains a current knowledge of concepts of the field of speech communication including: oral interpretation of literature, theater, the electronic media, public speaking, argumentation, and critical thinking skills.
- SC 2: Applies comprehension, analysis, interpretation, synthesis, and evaluation of vocal, verbal and nonverbal messages.
- SC 3: Applies appropriate learning strategies for critical thinking, research, organization, and presentation of messages appropriate to participation in a democratic society.
- SC 4: Communicates effectively in interpersonal, small group, and public communication situations using appropriate language and nonverbal signals.
- SC 5: Understands the influence of social and historical contexts, and culture on public address and literature of the theater.
- SC 6: Understands the impact of cultural diversity upon the communication process.
- SC 7: Establishes a communication climate which encourages reflection, creativity, and critical thinking.
- SC 8: Uses differing assessment strategies to evaluate student competencies in a variety of speaking/listening situations.
- SC 9: Uses technology (videotaping of presentations, computers to generate visual aids and as a research tool) to enhance instruction.
- SC 10: Understands and uses teaching strategies appropriate for the analysis and presentation of a variety of forms (genres) of public address and literature of the theater, available in electronic media and from printed sources.
- SC 11: Understands the importance of effective communication skills in the personal and professional arenas.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

1. Textbooks
Dobkin, B. and Pace, R. (2006). Communication in a changing world.
New York: McGraw-Hill Companies, Inc.
2. Other
 - a. 1-VHS, T-120 NEW, BLANK, Videocassette Tape or a mini DVD. See instructor for details.
 - b. Syllabus may be accessed on line.
Go to ORU **Home Page** (<https://vision.oru.edu>), click on **Academics**, then **Course Information**, then **Course Syllabi**, then **Select a Term**, then **Select a Department (Communication Arts)** then **Com 101**.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.

2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Attendance**—At Oral Roberts University, students are expected to attend all classes. Understanding that there are sometimes unavoidable circumstances that prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. During summer school, a student may miss 3 hours of a 3 credit hour class. This allowance is for illness, personal business, and personal emergency. Students may consider this personal days or sick leave. If a student has absences in excess of this number, the earned grade for the course will be reduced one letter grade for each hour's absence above those allowed. Extended illnesses are handled on an individual basis and require a doctor's excuse.
2. **Administratively Excused Absences**—Students who must miss class for University sponsored activities must follow these procedures:
 - a. inform the professor before the event.
 - b. arrange to complete missed work within one week.
 - c. not commit to class performances (oral reports, speeches, television tapings, group presentations, etc.) on a date the student will be gone. Makeup work is not permitted if the student voluntarily commits to a performance on the date of an administratively excused absence.
 - d. present an excuse, signed by the Dean of Arts and Sciences, the day the student returns.
3. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, tardies are calculated in the attendance provision of this course. Three tardies equal one absence and are included in the absences when determining the course grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the student late; the student is the one responsible to convey that information following that class. Students should not expect to be credible the following class session concerning a late arrival on a previous day.
4. **Late Work**—The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. An absence is not an excuse for turning in late work or for being unprepared with assignments for

the class following the absence. If late work is accepted, a substantial penalty will be assessed.

5. **Literacy**—The Communication Arts Department does not accept for credit any written assignment that contains more than an average of three grammatical and/or typographical errors per page.
6. **ePortfolio**—Refer to the Communication Arts ePortfolio handbook for ePortfolio policies at (<http://oru.edu>), click on **Academics**, then **ePortfolio**, then **Department Resources**, then **Communication Arts Handbook HTML**.

C. Course Policies and Procedures

1. Assignments and Evaluation Procedures
 - a. This course is comprised of class meetings for lecture, discussions, laboratory exercises, and speeches.
 - b. All reading, project, quiz, speech, and other assignment responsibilities must be done on time to receive credit for the work. Each must be well prepared to be acceptable. Assignments must be done on the day assigned and normally may not be made up. Both the informative speech and the persuasive speech must be completed in class to earn credit for the course. The reading assignments shown on the daily schedule should be prepared by the date shown. Quizzes over reading assignments may be given at any time.
 - c. In the preparation and planning of assignments, the student is usually free to choose his or her own subject within the framework of the specific goal of the assignment and having carefully analyzed the needs and moral acceptance of the audience and the honor code of the university.
 - d. An outline will be submitted prior to each oral assignment. The professor will specify when each outline will be due. Use of note cards is prohibited or restricted to direct quotes or statistics.
 - e. Documents submitted for credit must be compatible with Microsoft Office 2003.
 - f. Oral Communication classes do not accept for credit any document with more than three typographical or grammatical errors on the first page.
 - g. From time to time the instructor may ask the class to attend some event to observe communication processes. He or she may request a written or oral evaluation.
 - h. Students are expected to attend three additional speech events. It is recommended that these be one on-campus play or drama event and two departmental seminar events, selected from a schedule distributed each semester. Attendance will be taken and written reports for each event will be turned in to the professor presenting the seminar after its completion.
 - i. Several major assignments will be explained by the professor.
 - (1) Units I & II—Class Exercises
 - (2) Unit III—Class and Group Projects
 - (3) Unit IV—Informative and Persuasive Speeches (NOTE: If a student fails to present the speeches, credit cannot be given for the class even if all other grades are passing.)
 - j. The grading for the course will be determined according to this formula.

Exams:	Three unit exams (50-multiple choice) and a Comprehensive final exam (50-multiple choice)	40%
Classwork:	Participation, assignments, quizzes, group project, final paper, speech outlines, and speeches.	60%
	(The specific weight of each assignment will be	_____

- discussed by individual professors) 100%
2. ePortfolio Requirements: students are responsible for including these portfolio items.
- For Education majors**
- a. The outlines for the informative and persuasive speeches.
The videotape of the speeches and critiques and the written self-critiques.
- For all students**
- b. The small group project individual evaluation: 4B
The final paper: 4A
- c. Students who do not have their small group artifact correctly submitted to be assessed in ePortfolio receive a zero for both parts of the small group grade.
- d. Students who do not have their final paper artifact correctly submitted to be assessed in ePortfolio receive a zero for the final paper.
3. Other Policies and/or Procedures
- a. The professor is always glad to confer with class members during posted office hours. If office hours are not convenient, students may request an appointment for another time.
- b. Exam Procedure
- (1) The tests are all on Monday evening at 5:30 p.m. in Christ's Chapel.
Tests are collected at 6:30 p.m.
 - (2) Students must arrange work schedules to be able to attend all tests.
A student will not be allowed to make up a test due to working without paying the late-test fee.
 - (3) Makeup tests are allowed only for class conflicts, academically excused absences (no late test fee), for verified medical excuse (with payment of a \$15 late-test fee at the Communication Arts Office), and for other dire emergencies (payment of late-test fee). All late tests, regardless of reason, may require additional essay and true-false questions. Students taking late tests will probably be given different multiple-choice questions than the rest of the class received.
 - (4) The student will be given a computer card on which to mark the answers and a test booklet. The student must turn the test booklet back in after the test, or the student's grade will be an "F." The student must put his or her name and section number on both the card and the test booklet.
 - (5) The student must not bring any books or notes to the test room. Failure to abide by this may result in an "F." Books brought to Christ's Chapel but left out in the lobby are often not seen again by the true owner. It is much better to leave them in the student's room. The student should bring an empty clipboard or lap desk to write upon and two #2 pencils. (No books or notebooks of any kind will be able to be used)
 - (6) There is never more than one "best" answer. The student should always mark just one response.
 - (7) Erase very carefully, being cautious not to erase the black marks printed on the bottom of the computer card. Erasing these or adding lines will cause the card to be graded incorrectly.
 - (8) All questions imply according to your textbook unless otherwise stated.
 - (9) If the student encounters a question that he or she feels is unfair or that the student feels was not correctly keyed, please complete the Test Question Rationale Form included within. These forms will be available at the time of the test. We want the student to feel that he or she has a

means of very respectable "protest" when a test item merits it. The faculty try to make fair tests, but are not perfect. If you genuinely feel that a question is bad, the faculty would like to know it. The faculty always welcome the students' comments on how Oral Communication can become a better class.

VI. COURSE CALENDAR

Oral Communication Summer 2008 COURSE CALENDAR

Day	Class Topic	Have Read Chapter
1	Course Orientation	
	The Communication Process	1
2	Self Communication	2
A.	Get acquainted	
B.	Perceptions	3
3	Interpretation	
A.	Listening	4
B.	Goals and Techniques	
4	Verbal Communication	5
A.	Words, Meaning, and Culture	
B.	Language, Responsibility, and Ethics	
5	Nonverbal Communication	6
A.	Characteristics and Functions	
B.	Types and Usage	
EXAM I	Chapters 1 - 6	
6	Small Groups	9
A.	Leadership, Participation, and Problem Solving	
B.	Mediated Communication	10
7	Worldview and Responsibility	
A.	Interviewing	Appendix
B.	Interpersonal Communication	7
8	Interpersonal Relationships	8
A.	Group 1 and 2 Presentations	
B.	Group 3 and 4 Presentations	
EXAM II	Chapters 7 – 10 & Appendix	
9	Plan and Research a Public Presentation	11

A.	Organize and Outline the Speech	12
B.	Deliver a Confident Presentation	13
10	Informative Speaking	14
A.	Informative Speeches	ALL OUTLINES DUE
B.	Informative Speeches	
11	Informative Speeches	
A.	Informative Speeches	
B.	Informative Speeches	
12	Persuasive Speech Workshop	15
A.	Persuasive Speech Workshop	
B.	Persuasive Speech Workshop	(One-minute commercial)

EXAM III Chapters 11-15

13	Persuasive Speeches	ALL OUTLINES DUE
A.	Persuasive Speeches	
B.	Persuasive Speeches	
14	Persuasive Speeches	
A.	Persuasive Speeches	
B.	Persuasive Speeches	
15	Persuasive Speeches	
A.	Persuasive Speeches	
B.	Persuasive Speeches	

Course Inventory for ORU's Student Learning Outcomes

**COM 101 – Oral Communications
Summer 2008**

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive				
	Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	

1D	Ethical behavior	X			
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2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation		X		
2E	Intellectual creativity	X			

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship			X	
4E	Leadership capacity		X		