

Syllabus for
LCOM 101—Oral Communication Online
3 Credit Hours
Online Learning

I. COURSE DESCRIPTION

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

(Honors sections are available for this course.)

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: *Public Communication*. This portion of the course explores the concepts of public communication. Online workshops, text readings, online discussions, 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. These assignments are major projects 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.
- C. Unit III: *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.

II. COURSE GOALS

A. The purpose of this course is to enable the student to do the following:

Last revision: Spring 2007

1. Understand the importance of the spoken word by the student, others and God in all 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 communicational 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 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. Chapter 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 short answer/essay type questions. 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.

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

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 Objectives

- 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?

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 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

Miller. Oral Communication (Custom). 2nd edition. 2014. 9781308170879 **OR**
 Miller. Oral Communication (E-text Access Code). 2014. 9781308053721.
2. Other
 - a. Online access
 - b. Webcam-a **student must have access to his/her own personal webcam.** Borrowing a webcam from or sharing a webcam with a friend is not an option. In order to complete this course, a student must have access to his/her webcam at all times.
 - c. Headset to plug into audio port.
 - d. Access to Windows Movie Maker
 - e. Syllabus may be accessed on line at <http://d2l.oru.edu>. It is located in the "Course Information" module of the course.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

- 1 Participation in each online class through discussion forums, assignments, or any other course activity is mandatory at Oral Roberts University. This counts as your attendance in the course. Excessive absence can reduce a student's grade or deny credit for the course. In this class, credit for attendance is received when a student participates in a threaded discussion and required online chats.
- 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. 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 is expected to attend all classes. Understanding that there are sometimes unavoidable circumstances that prevent perfect attendance, each student is allowed to miss one threaded discussion and one required online chat. If a student has absences in excess of this number, the earned grade for the course will be reduced one letter grade for each 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. **Late Work**—The student is responsible for obtaining class assignments and material covered during an absence. *All work must be completed as scheduled. This includes the rough drafts of speech outlines. Students will not receive feedback on the rough drafts of speech outlines if the outline is turned in late. Late is considered after 48 hours of the rough draft outline due date.* An absence is not an excuse for turning in late work or for being unprepared with assignments for the class. If late work is accepted, a substantial penalty will be assessed. *Late work for all assignments will not be accepted 48 hours after the due date.*
4. **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.
5. **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 threaded discussions, required online chats (the instructor will notify students of required chats), individual activities, group activities, speeches, workshops, and homework.
- 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 (outline and presentation) and the persuasive speech (outline and presentation) must be completed to earn credit for the course.*** The reading assignments shown on the daily schedule should be prepared by the date shown.
- 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. Students are expected to attend two online speech events. Written reports for each event will be turned in to the professor after attending the seminar.
- f. Several major assignments will be explained by the professor.
 - (1) Units I & II—Threaded Discussions, Chapter Summaries, Journal Questions
 - (2) Unit III— Informative Speech and Persuasive Speech Workshops, 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.)
 - (3) Unit IV— Threaded Discussions, Chapter Summaries, Journal Questions, Group Projects
- h. The grading for the course will be determined according to this approximate formula:

Exams:	Three unit exams (40-multiple choice)	40%
Classwork:	Scheduled online chats, threaded discussions, assignments, group project, final paper, peer critiques, speech outlines, workshops, and speeches.	<u>60%</u> 100%

Assignments and activities for the course:

Class discussions and activities

Course Introduction assignment	25 points
Online Discussions	75 points
Informative Speech Workshop	15 points
Persuasive Speech Workshop	15 points
3 Tests @ 200 points each:	600 points
Group Project	
Individual Grade:	100 points
Group Grade:	100 points
Speeches	
Informative Speech Outline	100 points

Informative Speech Presentation (5 min)	100 points
Persuasive Speech Outline	250 points
Persuasive Speech Presentation (7 min)	250 points
Homework Assignments	
Reading Quizzes	30 points
Journal Questions	20 points
Peer Critiques	<u>50 points</u>
	1730 points

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

The small group project individual evaluation: 4B

The persuasive speech oral presentation critique: 4A

- b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.
3. Other Policies and/or Procedures
- a. The professor is always glad to confer with class members during online office hours. If online office hours are not convenient, students may request an appointment for another time.
- b. Exam Procedure
- (1) All tests are administered online. The test will open for 48 hours. Once the test is closed, it will not reopen. It is the student's responsibility to ensure that his or her schedule does not conflict with the posted test times. The instructor will not make exceptions.
 - (2) Students must arrange work schedules to be able to attend all tests. A student will not be allowed to make up a test.
 - (3) There is never more than one "best" answer. The student should always mark just one response.
 - (4) All questions imply according to your textbook unless otherwise stated.
 - (5) If the student encounters a question that he or she feels is unfair or that the student feels was not correctly keyed, please email the instructor explaining your rationale. 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.
- c. Threaded discussions and scheduled online chats are vital parts of this course. These elements help us to build community and allows you to develop and demonstrate your knowledge of course material. You will be expected to use ORU's Desire 2 Learn system for all of the threaded discussions, your course documents, and assignments. The D2L virtual classroom system can be accessed from any computer connected to the Internet at the following URL: <http://d2l.oru.edu>. Once you are enrolled in the course, you will be assigned a user id and a password. It is recommended that you change the assigned password to something you will remember. You will not be excused from class work because you were unable to log-in.

Discussion responses measure your ability to apply course concepts. Every week, you will find one or more discussion prompt(s). You are expected to respond to one of the prompts. Each student must participate with **A MINIMUM of one initial posting**, and **at least two replies** to classmates' postings during the week to receive even partial credit. **The response must include the student's ideas and opinions as well as information based on one outside credible research source such as The New York Times, Reuters, Forbes, Bloomberg Businessweek.** All threads require that you research current events or issues before responding. **It takes approximately 200 to 300 words to adequately convey ideas in the initial posting, and roughly 100 to 200 words to comment about another classmate's response in the subsequent postings.**

The grade, however, will ultimately be determined by the quality, insight and thoughtfulness of the comments posted. Also, you will be evaluated on how thorough/complete your response is, how accurate your response is, and clarity of thought (writing/grammar). You are expected to address all points of the prompt.

You should consider threaded discussions and email in the same way you would consider business memorandum. You should use correct spelling, grammar, usage, and sentence structure. In addition, communicate clearly and concisely, ***using appropriate word choices and tone***. You want to maintain or enhance professional credibility with the image you represent in your writing. Your e-mail to your instructor should follow the same guidelines. Never write anything in any discussion or e-mail that you would not be willing to have circulated among a number of other people. Discussions and e-mail are not private. Inappropriate usage of either application will result in disciplinary action and/or failure of the course.

VI. COURSE CALENDAR This is a suggested calendar that may be modified.

Oral Communication

Unit I: Foundations of Communication Chapters 2-4		
Study Schedule	Assignments for the week (<i>Explanations for each assignment are found on the Content page under the appropriate unit heading.</i>)	Due Dates
Week 1 Mon-Sun	<u>Reading:</u> Read chapter 2 in textbook (Supplemental material for all reading requirements is found under Reading for Unit One)	Monday
	<u>Writing:</u> (Directions for all writing assignments are found on the Content page under Writing and Chatting for Unit One) Create a student profile and submit in dropbox (Directions found in the Course Introduction)	Monday
	Complete journal questions located under Writing for Unit One and submit to dropbox	Wednesday
	Complete reading quizzes located under Writing for Unit One and submit to dropbox	Wednesday
	<u>Discussing:</u> (Directions for all discussion assignments are found on the Content page under Discussions for Unit One) Create a self biography and post on discussion board Complete threaded discussion located under Discussions for Unit One	Friday Friday
Week 2 Mon-Sun	<u>Chatting:</u> (Directions for all chats are found on the Content page under Writing and Chatting for Unit One) Attend chatroom discussion located under chats (Attendance is optional, but is highly recommended.)	Friday
	<u>Reading:</u> Read chapters 3-4 in textbook	Monday
	<u>Writing:</u> Complete journal questions and submit in dropbox	Wednesday
	Complete reading quiz and submit to dropbox Complete Unit I exam located under quizzes	Wednesday Friday
	<u>Discussing:</u> Complete threaded discussion located under discussion	Friday

Unit II: Public Communication – Informative and Persuasive Speeches Chapters 11-15		
Dates	Assignments for the week (<i>Explanations for each assignment are found on the Content page under the appropriate unit heading</i>)	Due Dates
Week 3 Mon-Sun	<p style="text-align: center;">Unit Two Part One</p> <p><u>Reading:</u> Read chapters 11-12 in textbook</p> <p><u>Writing:</u> Complete reading quiz and submit to dropbox Create an informative speech rough draft and submit to discussion board</p> <p><u>Chatting:</u> Attend informative speech workshop in chatroom. (Attendance is optional, but is highly recommended.)</p>	Monday Wednesday Wednesday Friday
Week 4 Mon-Sun	<p><u>Reading:</u> Read chapters 13-14</p> <p><u>Writing:</u> Complete a final draft of informative speech outline and submit to dropbox Complete Unit II Exam located under quizzes Complete two peer reviews of two classmates speeches on discussion board</p> <p><u>Discussing:</u> Complete threaded discussion located under discussion Present informative speech and submit to discussion board</p>	Monday Wednesday Friday Wednesday Wednesday Friday
Week 5 Mon-Sun	<p style="text-align: center;">Unit Two Part Two</p> <p><u>Reading:</u> Read chapter 15</p> <p><u>Writing:</u> Complete reading quiz and submit to dropbox Create a persuasive speech outline rough draft and post on discussion board</p> <p><u>Chatting:</u> Attend persuasive speech workshop in chatroom. (Attendance is optional, but is highly recommended.)</p>	Monday Wednesday Friday Friday
Week 6 Mon-Sun	<p><u>Writing:</u> Complete a final draft of persuasive speech outline and submit to dropbox Complete two peer reviews of two classmates speeches and post on discussion board</p> <p><u>Discussing:</u> Complete threaded discussion located under discussion Present Persuasive Speech and post on discussion board</p>	Monday Wednesday Wednesday Wednesday
Unit III: Communication in Context Chapters 5, 6, 9		
Dates	Assignments for the week (<i>Explanations for each assignment are found on the Content page under the appropriate unit heading</i>)	Due Dates
Week 7 Mon-Sun	<p><u>Reading:</u> Read chapters 5,6, and 9 in textbook</p> <p><u>Writing:</u> Complete reading quiz and submit to dropbox Complete journal questions and submit to dropbox Complete an individual group member evaluation for group presentation and submit to dropbox Complete Unit III Exam located under quizzes</p> <p><u>Discussing:</u> Complete threaded discussion located under discussion Present Group presentation and post on Discussion board</p>	Monday Wednesday Wednesday Friday Friday Friday

Course Inventory for ORU's Student Learning Outcomes
LCOM 101 – Oral Communications
 ORU Online Learning

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			
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		

