

First-Year Seminar—Speaking (CARD 102.1)

Spring 2022

MWF, 8:00-9:05am

Goldspohn 34

Professor: Professor: Adam Kotsko, akotsko@noctrl.edu

Office: Seybert 102 (former dorm across the street from the chapel, floor below advisors)

Office Hours: MWF 9:15-10:30, 12:00-12:30, or by appointment (in person or Zoom)

Course Description

CARD 102 exposes the student to a variety of experiences that develop basic concepts of the oral communication process. The class includes communication theory as well as speech preparation and delivery.

Upon successful completion of the course the student should be able to do the following:

- Demonstrate an understanding of theories, concepts, and principles related to the communication process
- Develop poise and self-confidence in a variety of communication contexts: public communication, interpersonal communication, and small-group communication
- Apply techniques for selecting, organizing, and adapting materials for purposeful communication
- Recognize and apply appropriate verbal and nonverbal skills for more effective communication
- Apply effective decision-making and problem-solving in a variety of communication settings
- Develop standards for evaluating the communication of others and oneself through active listening and critical thinking

This course will include but not be restricted to the following topics:

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| <ul style="list-style-type: none">• Communication elements and theory<ul style="list-style-type: none">▪ Communication models.▪ Perception.▪ Verbal communication.▪ Non-verbal communication.▪ Listening.• Interpersonal communication<ul style="list-style-type: none">▪ Interpersonal relationships.▪ Interviewing process. | <ul style="list-style-type: none">• Group communication process<ul style="list-style-type: none">▪ The nature of communication.▪ Types of group communication.▪ Techniques for effective group communication.• Public speaking<ul style="list-style-type: none">▪ Preparation and planning.▪ Delivery▪ Types▪ Technical options |
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Students are encouraged to bring their personal insights into the classroom and to use class concepts to understand and evaluate their own communicative experiences. This is a communication-intensive course in which you will be expected to actively participate during every class period, and you will produce a substantial amount of writing. Over the course of the next ten weeks, you can expect to regularly contribute to small and large group discussions, make several formal and informal class presentations, and produce approximately 20 pages of college-level writing.

Required Course Materials

Our textbook for this class will be Joshua Gunn. *Speech Craft*. 2nd ed. Boston: Bedford/St. Martin's MacMillan Learning, 2018. In addition, you will need to secure the following materials: a stapler, a pack of notecards (no larger than 4x6), and a separate folder for turning in assignments from this class.

In terms of online materials, you will be expected to check Blackboard and your email regularly for class assignments, announcements, and grades. I recommend installing the apps for Blackboard and Outlook on your smartphone.

Assignments and Grading

Your grade will be determined based on the following criteria:

- In-class Participation (25%)
- Reading Journals and Quizzes (10%)
- Attendance at Campus Events and Visit to Speaking Center (5%)
- Formal Speeches (20% each, 60% total): Informative, Group, and Persuasive

My grading scale is as follows:

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| A | = | 93% - 100% | C+ | = | 78% - 79.9% |
| A- | = | 90% - 92.9% | C | = | 73% - 77.9% |
| B+ | = | 88% - 89.9% | C- | = | 70% - 72.9% |
| B | = | 83% - 87.9% | D | = | 60% - 69.9% |
| B- | = | 80% - 82.9% | F | = | 0 - 59.9% |

In Blackboard, these percentages will be represented by a 1000-point scale (e.g., a speech worth 20% of your grade will be worth 200 points). I will periodically let you know how many points have been allotted during the semester so you can track your progress—for whatever reason, the estimated grades that Blackboard provides are inaccurate and should be ignored.

Progress grades provide students with an official indication of their academic performance in their coursework. These grades are not recorded on the student's academic transcript and are used primarily for advising purposes. Students will be notified via e-mail if they have received any unsatisfactory progress grades (D, F, or U) in a semester.

Class participation presupposes careful and thorough preparation and serious intellectual involvement in class discussion and activities. On days with assigned reading, students should come to class not only having read the text through, but having underlined, taken notes, and scanned over the marked text at least one additional time after the initial reading. You must also come prepared to class, and that means having the course text in front of you, along with annotations or notes. If videos of speeches are assigned before class, students should come prepared with notes, including references to specific timestamps for especially noteworthy aspects of the speech in question. On days where an activity has been assigned ahead of time, your class participation grade will reflect your preparation and presentation. On days when other

students are giving speeches, your attendance and evaluation of the day's speeches will account for your participation grade.

The baseline condition for class participation is of course physical presence in class. Absences not only affect the individual student, but the entire group, and the same is true of habitual lateness. Punctual attendance should be regarded as mandatory. Lateness will count against a student's participation for that session, and in extreme cases will be treated as the equivalent of an absence. Attendance will be taken every class and recorded. Being absent will deprive you of valuable class discussions and will also prevent you from fulfilling certain graded in-class activities, which cannot be made up. Excessive absences will affect your overall participation grade in this class. **Students are always responsible for material distributed in their absence.** Also note, any/all materials are handed out only once. If you are not in class to receive them, you should obtain the information from a fellow student.

If a student has a legitimate reason for being absent, they must notify the instructor as soon as possible by email or by bringing in the appropriate documentation. If the student is involved in college activities that will cause them to miss class such as athletics or the debate team, it is the student's responsibility to communicate with the instructor. The instructor needs a schedule of classes that the student will miss and a signed note from your coach or sponsor verifying that they are on the team. The instructor is willing to work with the student and be flexible so that they can succeed in this class.

Students requiring *additional accommodations* are urged to discuss this matter with the professor as early as possible in the semester and to devise a formal written plan in consultation with the relevant institutional offices. In line with the attendance policies of my home department, the Shimer Great Books School, accommodations will be made with the aim of allowing a student to attend at least 80% of class sessions synchronously and without placing undue burdens on either the accommodated student or the faculty member.

Reading Journals will be periodically administered through Blackboard in order to test your understanding of the readings and other class materials and focus your attention on the most important aspects of those assignments. **Quizzes** will be given in-class at unpredictable intervals and share similar goals. Reading Journals must be submitted by the beginning of the class period for which they were assigned. Neither Reading Journals nor Quizzes may be made up if missed, but extra points will be made available in this category over the course of the semester.

Attendance at Campus Events will help to contribute to your transition to college and integration into the North Central Community. Attendance will be taken at each of these events, and failure to attend will result in a reduction in your grade. This semester's events are as follows:

1. Anti-Racism Workshop (class time)
2. Social-Emotional Intelligence Workshop (class time)
3. Career Development Workshop (asynchronous online)
4. Engaged Learning Fair (synchronous online)

The first two events will take place during our normal class time on the dates listed on the schedule below. Note that these two events will not be held in our regular classroom. The remaining two will be administered online; details will be posted on Blackboard when available.

In addition, each student will be expected to make a **Visit to the Speaking Center** to help them prepare for one of their speeches. The Speaking Center, located in Goldspohn, Room 29, will be available both in-person and online (although in-person visits are strongly encouraged), to provide students with individualized assistance in the preparation and delivery of individual and group speech assignments. Students can schedule an online 30-minute session with trained student tutors for personalized assistance at any stage of the speaking process, including brainstorming topics, developing an outline, conducting research or developing visual aids. Students can learn more about the Speaking Center and schedule appointments by visiting www.northcentralcollege.edu/speaking-center (a link will be provided in the Blackboard sidebar). Additional questions can be emailed to SpeakingCenter@noctrl.edu.

Tips for your Speaking Center visit:

- **Schedule appointments early** when possible (i.e. 3-5 days before speech day). This will ensure there is ample time to edit and practice speeches before Speech Day.
- **Turn on cameras for online tutor sessions.** This will assist tutors in providing more in-depth feedback regarding verbal and nonverbal delivery (i.e. facial expressions, gestures).
- **Address concerns.** Public Speaking can be a nerve-racking experience for many students. The purpose of the Center is to support students and their public speaking concerns and questions. So don't hesitate, just ask.

The on-campus events and the Speaking Center visit will each be worth 1% of your final grade.

Formal Speeches are obviously the most important aspect of the course. You must deliver all three formal speeches in order to pass the class, as failure to do so will deprive you of the necessary skills and experience to meet the objectives of this course. Each presentation will be evaluated on content and delivery, as well as your preparation process. Details of each assignment will be provided closer to the time they are due.

Note on Institutional Policies and Student Resources

As in all courses at North Central, this class is subject to the policies outlined in the Student Handbook, including the Student Code of Conduct, the policies on Academic Honesty, and the Withdrawal Policy. I encourage all students to take advantage of all available resources, including the Center for Student Success, Student Disability Services, the Title IX office, the IT Helpdesk, and Dyson Wellness Center. Please be aware that when students appear to be struggling personally or academically, I may file an Early Alert Referral Form on their behalf.

I am happy to talk to you about any class-related topic or about navigating all these resources at any time. Please do not be shy about coming to my office hours, either during the walk-in times stated above or by making an appointment. Keep in mind that helping you do your best in class is *literally my job*—it is not a bother or an inconvenience for me.

Class Schedule and Readings

*This calendar provides the schedule for assignments and readings for our time together this semester. Additional activities and videos may be assigned as needed. All students will be alerted of any schedule changes as soon as possible via email and Blackboard announcement. **Failure to check email regularly is no excuse for missing these updates.***

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| Monday | January 10 | Course orientation; Introductions; Interview Activity |
| Wednesday | January 12 | In-class presentation: “Bag Speech” |
| Friday | January 14 | Read ch. 1 “Building Confidence in the Craft” |
| Monday | January 17 | Martin Luther King Day—NO CLASSES |
| Wednesday | January 19 | Read ch. 14 “Informative Speaking” |
| | | Discussion of Informative Speech Assignment |
| Friday | January 21 | Read ch. 4 “Choosing a Speech Topic and Purpose” |
| Monday | January 24 | Read ch. 3 “Audience Analysis” |
| | | Informative Speech topics due by class time |
| Wednesday | January 26 | Reading: ch. 5 “Researching Your Speech Topic” |
| Friday | January 28 | In-class: Introduction to library research |
| Monday | January 31 | Read ch. 6 “Supporting Materials and Contextual Reasoning” |
| Wednesday | February 2 | Read ch. 7 “Organizing and Outlining Your Speech” |
| Friday | February 4 | Read ch. 8 “Introductions, Transitions, and Conclusions” |
| Monday | February 7 | Read ch. 9 “Style and Language” |
| | | Informative Speech Outline due by class time |
| Wednesday | February 9 | Read ch. 10 “Style and Delivery” |
| Friday | February 11 | Informative speech one-on-one meetings |
| Monday | February 14 | Informative speech one-on-one meetings |
| Wednesday | February 16 | Social-Emotional Intelligence Workshop—meet in Stevenson Hall, 2nd floor Wentz Science Center |
| Friday | February 18 | Informative Speeches: Day 1 |
| Monday | February 21 | Informative Speeches: Day 2 |
| Wednesday | February 23 | Informative Speeches: Day 3 |
| Friday | February 25 | Read ch. 2 “Listening and the Ethics of Speech” |
| Monday | February 28 | Discussion of Group Speech Assignment—selection of groups, brainstorm topics |
| Wednesday | March 2 | Anti-Racism Workshop—meet in Stevenson Hall, 2nd floor Wentz Science Center |
| Friday | March 4 | Read ch. 17 “Speaking in the Workplace” |
| | | Group Presentation Topics due by class time |

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| Monday | March 7 | Read ch. 11 “Presentation Aids” |
| Wednesday | March 9 | Working Day: Groups presenting on Day 1 meet with professor online to review outline, Groups presenting on Day 2 work on outlines and practice |
| | | Draft outline due for groups presenting on Day 1 |
| Friday | March 11 | Working Day: Groups presenting on Day 2 meet with professor online to review outline, Groups presenting on Day 1 work on outlines and practice |
| | | Draft outline due for groups presenting on Day 2 |
| Monday | March 14 | Spring Break—NO CLASSES |
| Wednesday | March 16 | Spring Break—NO CLASSES |
| Friday | March 18 | Spring Break—NO CLASSES |
| Monday | March 21 | Group Presentations: Day 1 |
| Wednesday | March 23 | Group Presentations: Day 2 |
| Friday | March 25 | Discuss Persuasive Speeches, choose topics |
| Monday | March 28 | Read ch. 15 “Persuasive Speaking” |
| Wednesday | March 30 | Read ch. 16 “Making Arguments” |
| Friday | April 1 | Read ch. 12 “Understanding Speech Genres” |
| | | Thesis Statements due by class time |
| Monday | April 4 | Read ch. 13 “Celebratory Speeches” |
| Wednesday | April 6 | In-class activity: A toast! |
| Friday | April 8 | Read ch. 19 “Speaking for Social Change” |
| Monday | April 11 | Persuasive Speech one-on-one meetings |
| Wednesday | April 13 | Persuasive Speech one-on-one meetings |
| Friday | April 15 | Good Friday—NO CLASS |
| Monday | April 18 | Persuasive Speech one-on-one meetings |
| Wednesday | April 20 | Persuasive Speeches: Day 1 |
| Friday | April 22 | Persuasive Speeches: Day 2 |
| Monday | April 25 | Persuasive Speeches: Day 3 |
| Wednesday | April 27 | Persuasive Speeches: Day 4 |
| Friday | April 29 | Culminating Activity |
| | | <i>Note:</i> We will not be using our Final Exam session—when you walk out of class today, you will be done! |