

**Comm 101 - Fundamentals of Oral Communication**  
**2:00-2:50 Tuesday/Thursday**  
**Room 239**

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Office: 329 CAC  
Office Hours: Monday 1:00-4:00  
and by appointment

**Why this course is offered:**

Comm 101 will help prepare you for other college courses that require research and critical thinking skills, and helps hone presentation skills that will be of use to you post-graduation.

In a few years, you may be employed in sectors involving business, government, non-profits, engineering and health care. The ability to inform or persuade others is critical for success in your future endeavors, regardless of what you choose to do.

In short, you'll improve your public speaking skills over the course of the semester. Plan to speak during every class period, and try to get better each time.

**Course Objectives:**

When you complete Comm 101, you will be able to:

1. Prepare and deliver content in an engaging, professional way;
2. Communicate with different audiences and with different purposes;
3. Understand and enhance your personal communication style;
4. Appreciate the importance of visual communication in presentations;
5. Evaluate, critique and discuss the production of information.

**Required Text:**

Joshua Gunn (2018). *Speech Craft*. Bedford/St.Martin's: New York.

**Attendance Policy**

Attending class is important, if only to get used to the notion of being expected to be at a certain place at a certain time. Sometimes life happens, and you can't make class. For that—and whatever reason, really—I'm giving you two free absences. That does not mean you aren't responsible for what we cover that day, it only means I won't take additional points off your grade for being absent.

Please note that class periods in which you are scheduled to present are particularly important: Not showing up and not emailing me in advance on those dates means you will receive a zero for that presentation.

After your two “free” absences, your professionalism score will drop a full letter grade for being absent a third time. Being late to class matters as well. If you’re late three times, it counts as an absence.

### **My Expectations**

\* **NO PHONES:** Take care of personal business before and after class. It’s only 50 minutes, so lose the phone. Don’t have it on your desk. Don’t have it on your lap. I’ve been around the block and know the tricks. Former students will tell you this is my only real pet peeve. I have zero problems with you tapping screens before class, but once we get going, put it away and forget about it.

\* Respect your classmates. We will learn from and with one another, so be good to each other.

\* Show up on time and ready to go. (See attendance policy).

### **Late Work**

Deadlines matter in the workplace, and there are consequences if you fail to deliver. Work submitted after the deadline has passed will receive a 20 percent deduction. For each subsequent 24-hour period that elapses, an additional 5 percent will be deducted. Finally, any work turned in more than a week late should be accompanied by either a written note or face-to-face discussion.

### **Plagiarism and Academic Misconduct**

You are expected to do original work. Recycling work you have previously done is known as self-plagiarism. When you use information or images that you did not create, you need to indicate that.

Section 14.03 of the UWSP code defines academic misconduct as occurring when a student takes any of the following actions:

- ◇ Seeks to claim credit for the work or efforts of another without authorization or citation;
  - ◇ Uses unauthorized materials or fabricated data in any academic exercise;
  - ◇ Forges or falsifies academic documents or records;
  - ◇ Intentionally impedes or damages the academic work of others;
  - ◇ Engages in conduct aimed at making false representation of a student’s academic performance;
- or
- ◇ Assists other students in any of these acts.

The potential consequences of academic misconduct include failing the class, being placed on disciplinary probation, being suspended, or being expelled from UWSP.

The stakes are far too high to take risks in this area. Let me know if you need clarification.

## Course Requirements and Grading

ASSIGNMENT	POINTS
In-Class Activities	25
Informative Speech	50
Self-Critique/Peer Feedback #1	25
Persuasive Speech	50
Self-Critique/Peer Feedback #2	25
Ceremonial Speech	25
Final Speech	100
Self-Critique/Peer Feedback #3	50
Attendance & Professionalism	50
Final	100

A:	94%+	(470+)
A-:	90-93%	(450-469)
B+:	87-89%	(435-449)
B:	84-86%	(420-434)
B-:	80-83%	(400-419)
C+:	77-79%	(385-399)
C:	74-76%	(370-384)
C-:	70-73%	(350-369)
D:	65%	(325-349)
F:	<65%	(Below 325)

### Feedback

I provide detailed feedback for each speech, and you'll have the benefit of anonymous peer feedback as well. Those critiques should shed light on the rationale for the way in which each assignment was graded. If you have questions or concerns regarding any grade, please let me know. Note: If that is the case, you must let me know within a week of receiving the grade, so that particular speech is still fresh in both of our minds.

### Additional Resources

The [Mary K. Croft Tutoring-Learning Center](#) offers assistance with writing, technology, and study skills. It is located in room 018 of the Learning Resource Center (in the basement of the library), and you can set up an appointment by stopping by or calling 715-346-3568.

Any student who anticipates they may need an accommodation based on the impact of a disability (including mental health, chronic or temporary medical conditions) should contact me privately to discuss specific needs.

The [Disability and Assistive Technology Center](#) offers assistance and documentation for students with disabilities. It is located in room 609 of the Learning Resource Center. You can contact them at 715-346-3365 or via email at [datctr@uwsp.edu](mailto:datctr@uwsp.edu). Students registered with the DATC may provide their Notice of Accommodation letter (yellow forms) during office hours, via email, or after class.

The [UWSP Counseling Center](#) is available to help you deal with the stresses of college life. There are licensed mental health professionals who can help. It is located on the 3rd floor of Delzell Hall at 910 Fremont Street. Contact them at 715-346-3553, or via email at [counsel@uwsp.edu](mailto:counsel@uwsp.edu).

### **Course Schedule**

*Subject to change.*

*Any changes will be announced in class and/or posted online.*

*Readings listed on each date should be completed before that class period.*

*"Assign" indicates an assignment is handed out that day, and due later.*

#### **Tues., Jan. 23 - Course Introduction**

#### **Thurs., Jan. 25 - Communication Concepts**

#### **Tues., Jan. 30 - Tips on Topics**

Readings:

Chapter 4, "Choosing a Speech Topic & Purpose," pp. 77-90.

Assign: Informative Speech

#### **Thurs., Feb. 1 - Conducting Research\***

Readings:

Chapter 5, "Researching Your Speech Topic," pp. 91-108

#### **Tues., Feb. 6 - Organizing & Outlining Your Speech**

Readings:

Chapter 7, "Organizing and Outlining Your Speech," pp. 133-160.

#### **Thurs., Feb. 8 - Speech Anxiety, Body Language & Nonverbals**

Readings:

Chapter 1, "Building Confidence in the Craft," pp. 1-20.

Chapter 10, "Style and Delivery," pp. 199-216.

**Tues., Feb. 13 - Informative Speech Tips & Tricks**

Readings:

Chapter 12, "Understanding Speech Genres," pp. 249-268.

Chapter 14, "Informative Speaking," pp. 269-288.

**Thurs., Feb. 15 - Informative Speeches**

**Tues., Feb. 20 - Informative Speeches**

**Thurs., Feb. 22 - Informative Speeches**

Due: Self-Critique & Peer Feedback Sheet #1 (before 5pm Friday to D2L).

**Tues., Feb. 27 - Persuasion**

Readings:

Chapter 15, "Persuasive Speaking," pp. 289-308.

Chapter 16, "Making Arguments," pp. 309-334.

Assign: Persuasive Speech

**Thurs., March 1 - Audience Analysis**

Readings:

Chapter 3, "Audience Analysis," pp. 45-74.

**Tues., March 6 - Supporting Materials**

Readings:

Chapter 6, "Supporting Materials & Contextual Reasoning," pp. 109-132.

**Thurs., March 8 - The Beginning, End, and Everything Between**

Readings:

Chapter 8, "Transitions, Introductions & Conclusions," pp. 161-176.

**Tues., March 13 - Persuasive Speeches**

**Thurs., March 15 - Persuasive Speeches**

**Tues., March 20 - Persuasive Speeches**

**Thurs., March 22 - Persuasive Speeches**

Due: Self-Critique & Peer Feedback Sheet #2 (before 5pm Friday to D2L).

**Tues., March 27 - Spring Break**

**Thurs., March 29 - Spring Break**

**Tues., April 3 - Style & Language Use**

Readings:

Chapter 9, "Style & Language," pp. 177-198.

Assign: Ceremonial Speech

Assign: Final Speech

**Thurs., April 5 - Ceremonial Speech Overview**

Readings:

Chapter 13, "Celebratory Speaking," pp. 249-268.

**Tues., April 10 - Ceremonial Speeches**

**Thurs., April 12 - Ceremonial Speeches**

**Tues., April 17 - No Class: One-on-one Strategy Sessions**

*(Sign up for a time on D2L)*

**Thurs., April 19 - No Class: One-on-one Strategy Sessions**

*(Sign up to meet either Tuesday or Thursday)*

**Tues., April 24 - Final Speeches**

**Thurs., April 26 - Final Speeches**

**Tues., May 1 - Final Speeches**

**Thurs., May 3 - Final Speeches**

Due: Self-Critique & Peer Feedback Sheet #3 (before 5pm Friday to D2L).

**Tues., May 8 - Last Day of Class**

Distribution of Final