Fundamentals of Oral Communication
SC 171

Fall 2011
Mid-Atlantic Christian University
Elizabeth City, NC 27909

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COURSE DESCRIPTION
SC 171 Fundamentals of Oral Communication 3 hours
Catalog: Basic theory and practice of oral communication, focusing on research, organization, and delivery. Extended: This course is an introduction to the basic theory and practice of oral communication and will include lectures, reading assignments, and practical experience in the research, writing, delivery, and criticism of oral presentations before the class.

UNIVERSITY MISSION
Mid-Atlantic Christian University is an undergraduate institution of Christian higher education whose mission is to impact the world by transforming ordinary people into extraordinary Christian leaders.

RELATION TO UNIVERSITY MISSION
The mission of Mid-Atlantic Christian University is to impact the world by transforming ordinary people into extraordinary Christian leaders. The Bible teaches that the spoken word is the primary means for communicating the Gospel. Hence, to be an effective worker for Christ and an extraordinary Christian leader, one must possess basic oral communication skills. In addition, the Bible teaches fundamental ethical principles for communication. These principles, combined with effective methods of preparation, will make each student better prepared to share the Gospel in a public setting.

This course is a General Education course in the Department of Arts and Science and helps to achieve the university mission by equipping students with the general knowledge and skills from traditional academic disciplines that form an essential foundation for Christian service. This goal is accomplished through an interdisciplinary approach where professors consciously incorporate other disciplines into their course objectives to show the interdependence that exists between the courses of general studies. Therefore, upon satisfactory completion of the general studies core, the outcomes listed below will be evident. This course will help to achieve these to a greater or lesser degree:

1. Students will think critically.
2. Students will communicate effectively.
3. Students will employ computer technology and electronic resources.
4. Students will engage others with an understanding of the world.

STUDENT LEARNING OUTCOMES
In light of the University’s mission described above, the student who successfully completes this course will meet the following objectives specific to this course.
Upon successful completion of this course each student should be able to:

1. Demonstrate knowledge of Biblical lessons concerning communication principles.
2. Explain a basic model of communication.
3. Explain the importance of public speaking as a means of persuasion.
4. Research a speech topic using a variety of resources.
5. Explain the function of the basic parts of a speech and specific methods to use in each.
6. Explain the process for writing a speech.
7. Explain the basic principles of good style and delivery.
8. Put the above objectives into practice by researching, writing and delivering informative and persuasive speeches.
9. Put the above objectives into practice by listening to and evaluating oneself and other speakers in the class.
10. Put the above objectives into practice by listening to and evaluating a speech in another public forum.
11. Find and use an opportunity to apply the principles of oral communication in another university class or other approved setting.

COURSE TEXTBOOKS


ATTENDANCE AND TARDY POLICY

As noted in the university catalog, "students are expected to attend every class session of the courses in which they are enrolled, unless hindered by sickness, a family emergency, a school-sponsored activity, or some other extenuating circumstance. It is the responsibility of the student to notify the instructor as soon as possible of the reason for the absence. … General institutional policy allows no more than one absence for any personal reason per course credit hour” (30). Therefore, because this is a three-hour course, you are permitted to have three (3) absences.

In addition, you may have an equal number of school cuts (3). A school cut is an absence taken at the request of the university (field trip for another class, travel/appointment with a school-sponsored activity, and a few other narrowly defined situations). School cuts must be approved in advance of the absence.

Tardiness disturbs others and inhibits your participation and success in class. Therefore, tardiness will be discouraged by converting five tardies into one absence. Plan now to arrive early or on time.

While some extenuating circumstances – such as prolonged illness – may occur, do not assume that your situation constitutes an extenuating circumstance. In all cases, speak with your professor regarding your absence or tardiness before or after class (not during class).

A student who misses more than 25% of the class, regardless of the reason (e.g., late registration, school cuts), will receive a grade of F (3 credit hour course = 12 hours; 2 credit hour course = 8 hours; 1 credit hour course = 4 hours). For more information, see pages 30 and 31 of the current catalog.
LATE WORK/RETURN POLICY
Late work may or may not be accepted. Note the requirements with each assignment description.

ACADEMIC DISHONESTY POLICY
As noted in the Catalog, “Dishonesty is both a sin and a violation of the rules of Mid-Atlantic Christian University. A student suspected or accused of academic dishonesty will be approached by his or her teacher; if a student is judged guilty of dishonesty, he or she will be warned that a second offense will result in suspension or dismissal from the University. Any work on which it is judged that the student was dishonest will be nullified; this may result in failure of the course. The teacher will inform the Vice President for Academic Affairs; the VPAA will notify the University faculty.

Dishonesty includes misrepresenting the truth about completion of assignments, cheating on any form of assignment, plagiarism, or in any way passing off the work of others as your own or permitting another student to pass off your work as his own.

CLASSROOM DECORUM POLICY
Mid-Atlantic Christian University expects all students to behave in a Christian manner in and out of the classroom. In this course, part of what that means is that every student is expected to display courtesy, dress modestly, listen attentively, take notes appropriately, complete assignments honestly, and – in general – behave maturely. Violations of this policy can result in a warning, a grade demotion, failing the class, and/or referral to the VPAA’s Office for further action.

In all instances, respect is the first rule: respect for those speaking, for those listening, for those trying to learn, and for yourself by doing all things “decently and in order.” On the other hand, some activities will require movement and enthusiastic involvement.

LEARNING ENHANCEMENT SERVICES
The Office of Learning Enhancement Services helps students with specific learning disabilities achieve their highest possible level of performance while attending Mid-Atlantic Christian University. These disabilities, whether physical or learning, are real disabilities that both the student and the University must take seriously. The University is committed to helping students with disabilities who can handle college-level work with or without the reasonable accommodations the University can provide.

In order to receive reasonable accommodations for a learning disability, the student must submit official documentation of the specific learning disability. The documentation must be recent (within the last three years) and should include transitional testing during the student’s senior year of high school. The documentation must contain the evaluator’s name, the name of the test (Wechsler Adult Intelligence Scale or its equivalent, including IQ and other subtests), specific diagnosis, test scores, recommended accommodations, and a clinical summary. Students wishing more information or to request reasonable accommodations should contact the Director of Learning Enhancement Services.

INSTRUCTOR/STUDENT COVENANT
As instructor of this course, I covenant with each student that I will model Christ-like behavior, value and respect each student as a child of God, come to class prepared, begin and end class on time, make appropriate assignments and grade them fairly, and be available for consultation outside of class. In return, I expect you, the student, to model Christ-like behavior, show proper respect to me as the instructor, come to class prepared, arrive and leave class on time, and submit assignments and participate in ways that demonstrate your integrity.
COURSE ASSIGNMENTS AND EXAMS/QUIZZES

Summary: Students will read 300-400 pages of textbook and supplementary reading, prepare and deliver five short speeches and one capstone speech, complete one resource-gathering worksheet, various enrichment readings/assignments, participate in classroom activities and discussions, complete speech activities outside of class, and take two written exams.

I. Reading Assignments

A. Books—Late work not accepted on reading assignments


Each student must have a copy of each of these books. Students are expected to read selections from them before class on the days the readings are due (see course calendar) and to be prepared to participate in class discussion. On the date the reading is due, students will be asked for feedback in various forms, primarily answering questions and group and class discussion (see course packet).


Each student must have a copy of this book. It is a reference tool for writing papers in many classes at Mid-Atlantic. Read selections from Lipson as scheduled on the course calendar. On the date the reading is due, students will be asked for feedback in various forms (brief quiz or summary, opinion, etc.).

Bible

The Bible is an important textbook in every course at Mid-Atlantic Christian University. The university’s philosophy of education states that:

The educational philosophy of Mid-Atlantic Christian University rests upon the conviction that all truth comes from God. Only the Bible, God's Word, enables us to integrate all fields of knowledge into a meaningful unity; it alone answers the deep questions of the human mind and spirit. Hence, all courses at Mid-Atlantic are taught from the perspective of the Christian world view.

In an effort to assist the student in attaining the second General Studies learning outcome as well as the first student learning outcome (see pages 1-2), Lectures will include references to Biblical teaching on communication principles and ethics. Students are encouraged to engage in regular devotional study of the Bible, and to cite the Bible in their speeches and class discussions whenever appropriate.

B. Reference Work

Library Research Methods Lab—Late work not accepted

Every student will have an opportunity to be introduced to various resources available for research in the Watson-Griffith Memorial Library and on line through two labs scheduled on the course calendar. Students will be responsible for sampling newly acquired
research techniques by completing a “Library Research Worksheet,” to be distributed during lab sessions. This assignment is given to assist the student in attaining the third General Education learning outcome as well as the fourth and eighth student learning outcomes (see pages 1-2). As a General Education course, this assignment is also given to help the student use technology for research more proficiently.

C. Current Events Reading—Late work not accepted

A good public speaker must be informed about events and issues of current public interest. Three times during the semester, students must read the current issue of one of the following periodicals (all are available in Watson-Griffith Library; some are available online as well).

- Campus Life
- Christianity Today
- Citizen
- Imprimis
- Focus on the Family
- Leader Life
- National Review
- Time
- U. S. News and World Report
- Vital Speeches of the Day
- World

*Each periodical on the list may be read only once (to fulfill this assignment) during the semester. Use the checklist above to keep a record of each periodical that you read. No credit will be given for duplications.*

*Please note:* For the purposes of this assignment, “reading” a periodical is defined as carefully browsing through the entire magazine and reading in detail at least three of the major articles in the issue (exception: Imprimis typically has only one article).

Each student is to submit the completed Current Events form, provided in the course packet, listing the periodical title, date/edition, and the articles and authors that were read, due at class time on the dates listed on the course calendar. You should be prepared to discuss what you read. Late work will not be accepted, except in the case of extreme illness. **Note:** These are current events readings—you must read the current issue of the periodical the week the reading is due. Thus, you cannot do all of the readings early in the semester. This assignment is given to assist the student in attaining the first General Studies learning outcome as well as the fourth and eighth student learning outcomes (see page 2).

D. MLA style

The style manual of The Modern Language Association (MLA) is the style guide most widely used in the humanities to document sources used in essays and research papers. To assist students in fulfilling the second and fourth General Studies learning outcomes as well as the fourth, sixth, and eighth student learning outcomes (see pages 1-2), students will be given guidelines in class for using MLA style (Lipson) and will use it to document sources in the final two speeches of the semester, and earlier, as needed. (Note: Students already familiar with APA [the style used in the field of communication studies and other social sciences] may choose to use APA.)

E. The Course Syllabus

All students are responsible for knowing the contents of the course syllabus. Consulting the syllabus will save students and the instructor much time.

F. Video Clips, Outside Listening, Miscellaneous Resources

The teacher reserves the right to occasionally make other assignments that will further enhance the student’s 1) understanding or application of a principle or 2) development of a skill, thereby
enhancing students efforts to fulfill General Studies learning outcome one as well as student learning outcomes five, seven, and ten (see pages 1-2). Example: watching/listening to downloads, CDs, DVDs, live speakers, etc. This option will be used sparingly. Web resources related to these assignments will be found at http://www.calvin.edu/go/speaking/ (Quentin Schultze).

Other helpful web sites:
http://englishplus.com/grammar/gsdeluxe.htm (grammar help)
www.toastmasters.org (resource site for speakers)
www.kendavis.com (dynamic inspirational author and speaker)

G. Idea File

Starting with the second week of classes, your teacher will check your “idea file” weekly. Your idea file is an accumulation of quotes, thoughts, speech ideas or topics, articles, illustrations, etc., that you have found to be particularly informative, useful, inspirational, illustrative, and so on. This file may be kept in the format of your choosing but must be alphabetical and the information easily retrievable and accurately referenced. Some sample formats: box of index cards, expandable letter file, electronic storage.

Your ideas may come from anywhere: class lectures or assignments, dorm devotions, sermons, chapel, personal reading, discussions, internet, your own musings, movies, social media. Your job is to capture information that will help you think about and develop speeches.

II. Speeches

Detailed instructions and sample outlines for each speech will be given in class. Part of fulfilling General Studies learning outcome two as well as student learning outcome seven (see pages 1-2) is understanding that time limits for speeches are important for two reasons. First, a limited amount of class time is available in which all students must present their speeches. Second, an effective public speaker must learn to stay within established time limits. The instructor deducts points from speeches that are not within the time limits given below.

Also, the subject matter and content of all speeches must be appropriate for an audience of Christian men and women. Should a speaker violate this rule, the instructor will stop the speech and assign a grade based on the portion of the speech that was completed.

To assist students in fulfilling General Studies learning outcome one as well as student learning outcome nine and eleven, class members will be paired as “speech partners,” whose duties include listening to each other practice delivering speeches and signing each other’s outline as verification. Partners should also encourage and evaluate each other.

The following speeches will assist students in achieving all of the General Studies learning outcomes as well as student learning outcomes four through nine.

A. Introduction of Speech Partner

Each student shall deliver one speech introducing his or her speech partner for the semester. This speech should last 1-1.5 minutes. The speech must include at least the following: name and brief family background, hometown, church background, the person who most influenced him or her to come to pursue a Christian education, and one goal he or she hopes to accomplish at Mid-Atlantic this year. This “practice speech” will be graded solely on participation and completeness. Classroom attire is acceptable for this speech only. This “fail-safe” approach will give you one less
thing to be nervous about on your first speech.

B. Personal Experience Speech

Each student shall prepare and deliver one speech, 2-3 minutes in length, on the topic "An Experience That Taught Me a Lesson." This will be the first speech for which a practiced outline (signed by speech partner) will be required. Please note the information on outline preparation found in this syllabus.

C. Informative Speech 1

Each student shall prepare and deliver one speech, 4-6 minutes in length, demonstrating "how to" carry out some interesting task. This speech must be clearly organized around the several "steps" required to carry out the task. In this speech the student must use visual aids (e.g. charts, models, transparencies, live demonstrations, presentation software [PowerPoint], etc.).

Each student may choose his or her own topic, but the instructor must approve the topic. Each student must present to the professor in class, by e-mail, in her mailbox, or in her office a completed topic request form by class time on the date indicated in the course calendar. Topic request forms are found in the course packet. For each class day the form is late, two points will be deducted from the final grade for the speech. Topics are assigned on a first-come, first-served basis, with no two students in the same course section speaking on the same topic. This speech requires MLA documentation (if needed) and a practiced outline.

D. Testimonial/Devotional Speech

Each student shall prepare and deliver one speech, 4-6 minutes in length, on one of the following topics: a) a testimonial for how God has worked in the speaker's life; b) a devotional topic on some aspect of the Christian life; or 3) a devotional topic based on some lesson (lecture, reading, or assignment) from another university class. Students are encouraged to craft their speeches with the intention of using them elsewhere, thereby achieving student learning outcome eleven (see page 2). Examples of other uses: dorm devotions, speaking at home church, Sunday School class, youth group.

Each student may choose his or her own topic, but the instructor must approve the topic. Each student must present to the professor in class, by e-mail, in her mailbox, or in her office a completed topic request form by class time on the date indicated in the course calendar. For each day the form is late, two points will be deducted from the final grade for the speech. Topics are assigned on a first-come, first-served basis, with no two students in the same course section speaking on the same topic. This speech requires MLA documentation (if needed) and a practiced and signed outline.

E. Informative Speech 2

Each student shall prepare and deliver one speech, 5-7 minutes in length, on a topic currently being considered or debated in the media. The speech must be researched and must include technical terms and specialized ideas associated with this topic. Your objective is to help the audience understand this information; thus, you will be graded on the quality of your work as an educator. You must cite no fewer than three sources aloud in this speech.

Each student may choose his or her own topic, but the instructor must approve the topic. Each student must present to the professor in class, by e-mail, in her mailbox, or in her office a completed topic request form by class time on the date indicated in the course calendar. For each class day the form is late, two points will be deducted from the final grade for the speech. Topics are assigned on a first-come, first-served basis.
basis, with no two students in the same course section speaking on the same topic. This speech requires MLA documentation and a practiced outline.

F. Persuasive Speech

Each student shall prepare and deliver one speech, 8-10 minutes in length, which attempts to persuade the audience to take a certain position or action regarding a cause or belief that is already important to the speaker. The topic should direct class members to an area of action or service regarding some church, parachurch (crisis pregnancy center, children’s outreach, nursing home), or community (Red Cross, after-school programming for children) activity. Your purpose is to enlist support for/participation in the work/ministry of that particular organization.

Your speech should include material that would establish 1) that the ministry/service is needed, 2) that the organization addresses/meets that need, and 3) that the listeners can help by _______________________.

At the end of the speeches the class will be polled to determine which speaker won the most support for his or her cause. We may even be able to do something to assist that cause. Choose wisely! Choose something that you feel passionate about as this assignment will potentially allow the student to reach outside class walls in achieving student learning outcome eleven (see page 2).

This speech must be supported by adequate research (a minimum of four reputable sources on the list of works cited and cited aloud). The sources must include at least one of the following: an article from a periodical not more than four years old and a source on the Worldwide Web. To be considered above average or excellent, speeches must go beyond the minimum requirements set forth above. Sources used in this speech must be documented according to Modern Language Association (MLA) guidelines.

Each student must present to the professor in class, by e-mail, in her mailbox, or in her office a completed topic request form by class time on the date indicated in the course calendar. For each day the form is late, five points will be deducted from the final grade for the speech. Topics are assigned on a first-come, first-served basis. No two students in the same course section will be assigned the same topic.

III. Outlines for Speeches

A. General instructions

A complete typed outline of each speech (except the speech of introduction) is due at the beginning of class on the day the student is scheduled to speak. Each outline should be formatted as described below (III.C). An outline will not be accepted without the signature of your speech partner attesting to the fact that he or she has heard you practice the speech completely at least once. The outline, with the instructor’s critique of the speech, will ordinarily be returned within 14 days.

B. Documentation

The outline of the informative and persuasive speeches must contain full documentation of all supporting material used. No form of plagiarism will be tolerated. It constitutes academic dishonesty and can be grounds for dismissal from university. Citations should follow the MLA parenthetical citation style given in Lipson.

C. Presentation
Outlines should be typed double-spaced on standard typing paper. The pages are to be stapled together in the upper left corner (do not attach a cover page or place in a folder). The format must follow the sample outlines that will be provided in class (except for the number of sub points or the wording of the sample).

D. Missing outlines

An outline must be submitted at the beginning of class on the day that a student is scheduled to speak, that is, no outline, no speaking. A grade of 0 will be recorded for that speech. If the student is prepared to speak on another speech day during that round of speeches and there is time, he or she may speak then for 50 percent credit.

IV. Delivery of Speeches—Late work receives 50% credit; restrictions apply

A. Schedule

Before each round of speeches begins, the instructor will issue a speech schedule so that students will know the exact date on which they will deliver their speeches.

B. Dress

A speaker's appearance is an important part of the communication process and is one criterion by which speakers are graded. Classroom attire is acceptable for the speech of introduction. Professional attire is required for all other speeches. For women, this means wearing a skirt or dress (dress suits are acceptable as well), dress blouse, and dress shoes. For men this means wearing dress pants, dress shirt, tie, and dress belt. (A dress jacket is optional. It can, however, only enhance your appearance, and, perhaps, your grade.) Points will be deducted from the speech if the speaker is not dressed appropriately. Avoid: immodest clothing (too tight, too revealing), flip flops, jeans, sloppy or wrinkled clothing.

Students with questions about the dress requirement should speak to the teacher well in advance of delivering his or her speech rather than showing up on speech day dressed inappropriately.

C. Readiness to Speak

If a student learns in advance that he has a valid and unavoidable reason to be absent on the day he is scheduled to speak, he should let the instructor know as soon as possible. If possible, the schedule will be adjusted to allow the student to deliver the speech.

If a student is absent or unprepared on the day he is scheduled to speak, he will receive a grade of zero for that speech. If the instructor determines that the absence was unavoidable and necessary (e.g., serious, incapacitating illness or the death of an immediate family member), the student will be allowed to submit the speech outline for partial credit on the assignment, and, if possible, to deliver the speech at a later date. Students should not expect this, however, as the course schedule may not allow the speech to be rescheduled.

V. Written examinations

Two comprehensive written examinations will be given: one at midterm and one at the end of the semester. The examinations will not include material from the current event readings or the student speeches. The midterm exam will cover material presented in the course from its beginning through the announced date. The final exam will cover material from the entire course.

The examination will cover material from the reading and class lectures. Students are advised to read all assignments and to take thorough notes, concentrating on the main points in each textbook.
chapter, major lists, definitions, and other material emphasized by the instructor. The instructor will provide a study guide prior to the exam. These study guides and examinations are designed to assist the student in achieving General Studies learning outcomes one and two and student learning outcomes one, two, three, five, six, and seven (see pages 1-2).

VI. Class Participation

Listening critically to other speakers is an important means of improving one’s own speaking ability. Students are expected to be attentive, respectful, and encouraging during others’ speeches. No form of inattentiveness or disrespect will be tolerated. During the informative, devotional, and persuasive speeches, students will have the opportunity to offer constructive criticism of classmates’ speeches by using the student evaluation form (sample in course packet). A student's attitude and participation in all class activities will determine the class participation portion of the grade. Students who participate fully in class activities will achieve General studies learning outcomes one, two and four as well as student learning outcomes nine and ten (see page 1).
COURSE GRADING

Grades are a means by which a student's achievement of the course objectives is measured. The instructor uses her professional judgment and experience to evaluate each speech against standard criteria, based on principles of public speaking that have a 2400-year history. The criteria are listed on the speech evaluation forms used to record the student's grade. A copy of one of these forms is included in the course packet.

Speeches that do not meet the standards for satisfactory and passing effort and performance will receive the grade of "F."

Speeches that do not meet the standards for satisfactory effort and performance, but are still considered passing, will receive the grade of "D."

Speeches that meet the standards for satisfactory effort and performance will receive the grade of "C."

Speeches that meet the standards for an above average effort and performance will receive the grade of "B."

The grade of "A" is reserved for those speeches that clearly meet the standards for excellent effort and performance.

Your semester grade will be determined as follows:

<table>
<thead>
<tr>
<th>Speeches: 65%</th>
<th>All other assignments: 35%</th>
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</thead>
<tbody>
<tr>
<td>Speech of Introduction</td>
<td>5%</td>
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<tr>
<td>Personal Experience Speech</td>
<td>5%</td>
</tr>
<tr>
<td>Informative Speech 1</td>
<td>10%</td>
</tr>
<tr>
<td>Testimony/Devotional speech</td>
<td>10%</td>
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<tr>
<td>Informative Speech 2</td>
<td>15%</td>
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<tr>
<td>Persuasive speech</td>
<td>20%</td>
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The following grading scale applies:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Scale</th>
<th>Description</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>99-100</td>
<td>Excellent</td>
<td>4.000</td>
</tr>
<tr>
<td>A</td>
<td>96-98</td>
<td>Good</td>
<td>4.000</td>
</tr>
<tr>
<td>A-</td>
<td>94-95</td>
<td>Satisfactory</td>
<td>3.667</td>
</tr>
<tr>
<td>B+</td>
<td>91-93</td>
<td>Excellent</td>
<td>3.333</td>
</tr>
<tr>
<td>B</td>
<td>88-91</td>
<td>Good</td>
<td>3.000</td>
</tr>
<tr>
<td>B-</td>
<td>86-87</td>
<td>Satisfactory</td>
<td>2.667</td>
</tr>
<tr>
<td>C+</td>
<td>84-85</td>
<td>Good</td>
<td>2.333</td>
</tr>
<tr>
<td>C</td>
<td>80-83</td>
<td>Satisfactory</td>
<td>2.000</td>
</tr>
<tr>
<td>C-</td>
<td>78-79</td>
<td>Inferior but passing</td>
<td>1.667</td>
</tr>
<tr>
<td>D+</td>
<td>76-77</td>
<td>Failing</td>
<td>1.333</td>
</tr>
<tr>
<td>D</td>
<td>72-75</td>
<td>Failing</td>
<td>1.000</td>
</tr>
<tr>
<td>D-</td>
<td>70-71</td>
<td>Failing</td>
<td>0.667</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
<td>Failing</td>
<td>0.000</td>
</tr>
</tbody>
</table>
Letter grades indicate the following:

**A+ A A-**

Work of superior quality in all areas. Work displays a mastery of course content at the highest level of attainment appropriate for the undergraduate level: outstanding quality of thought; excellent understanding of the course content and demonstration of skills associated with the course; a creative and critical engagement with the material; and an ability to analyze and evaluate the knowledge and ideas that shows talent for undergraduate work. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade for such work will vary from A+ to A- according to the quality and quantity of the work.

**B+ B B-**

Strong performance demonstrating a high level of attainment appropriate for the undergraduate level: high quality of thought; solid understanding of the course content and demonstration of skills associated with the course; an engagement with the material that shows good comprehension of the subject; and an ability to analyze and evaluate the knowledge and ideas in the course. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade for such work will vary from B+ to B- according to the quality and quantity of the work.

**C+ C C-**

Satisfactory performance demonstrating an adequate level of attainment appropriate for the undergraduate level: competent quality of thought; acceptable understanding of the course content and demonstration of skills associated with the course; an engagement with the course that shows adequate ability to analyze and evaluate; and adequate comprehension of the subject. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade will vary from C+ to C- according to the quality and quantity of the work.

**D+ D D-**

Marginal performance demonstrating a minimal passing level of attainment appropriate for the undergraduate level. The student’s work indicates poor quality of thought and poor comprehension of course content. Work shows practical or personal application of course content in specific assignments, as appropriate.

**F**

Unacceptable performance. The student’s work indicates major deficiencies in learning and reveals little or no understanding of course content. This grade denotes either unacceptable performance in spite of some effort, or failure to complete the assigned work.
## COURSE SCHEDULE

**SC 171: Fundamentals of Oral Communication**  
Course Calendar: Fall 2011 (subject to revision)

KEY: **BB**= Beebe & Beebe text, **CE**= Current Events Reading, **T**= Topic Request Form, **Del**= Deliver speeches

<table>
<thead>
<tr>
<th><strong>DATE</strong></th>
<th><strong>TOPIC</strong></th>
<th><strong>ASSIGNMENTS DUE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Orientation and syllabus, Confidence Library Research Methods (library)</td>
<td>Speech partner; BB 4 (in class) Syllabus homework; Schultze1</td>
</tr>
</tbody>
</table>
| **Week 2** | (continued—in classroom, then computer lab)  
*Del*: Speeches of Introduction, Speaking in the World | BB 1, 2; Lipson 1; Schultze 2 Library worksheet |
| **Week 3** | Naming Responsibly, Delivering a Speech  
Delivering a Speech (continued) | BB 16, 17; Schultze 3 BB 18, 19; CE 1 |
| **Week 4** | *Del*: Personal Experience Speeches  
Listening, Audience | BB 5, 6, 7; Schultze 4 |
| **Week 5** | Preparing a Speech  
Crafting a Speech | BB 8-10; T: Dem/Info1 BB 11-13 |
| **Week 6** | Crafting a Speech (continued)  
Presentation Aids  
Midterm Exam | BB 14, 15; Lipson 2, Schultze 5  
BB 20-23 Take-home exam due |
| **Week 7** | *Del*: Demonstration/Informative Speeches  
*Del*: Demonstration/Informative Speeches | Lipson 3, CE 2, T: Testimony/Devo Lipson 3, CE 2, T: Testimony/Devo |
| **Fall Break** | | |
| **Week 9** | Preparing a Bible Message; Plagiarism, Citations Speaking Truthfully | Lipson 4, 6 Schultze 6 |
| **Week 10** | *Del*: Testimony/Devo Speeches  
*Del*: Testimony/Devo Speeches | T: Informative 2 T: Informative 2 |
| **Week 11** | Persuasion  
Persuasion (continued), Being Virtuous | BB 25, 26 (T: Informative 2) Schultze 7 |
| **Week 12** | Communication and other media  
*Del*: Informative 2 | Various web sites, movies; CE 3 T: Persuasive |
| **Week 13** | *Del*: Informative 2  
*Del*: Informative 2 | (T: Persuasive) |
| **Thanksgiving Break** | | |
| **Week 14** | Great Orators  
*Del*: Persuasive speeches | |
| **DEC** **Week 15** | *Del*: Persuasive speeches  
*Del*: Persuasive speeches | |
| | **Exam Week, Dec. 12-16; Final Exam, tbs** | |

Extra credit options: BB 3, 27, 28; The Great Debaters, Amazing Grace (movies)
This syllabus is subject to change without notice.

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