

# UNIVERSITY OF LOUISIANA AT MONROE

Call #: 01982, Speech 101-07: Fundamentals of Speech Communication  
(Tentative)

Instructor: Dr. Carl Thameling

Office: 120 Stubbs Hall

Phone: 342-3184 Office Hrs: MWF 1:30-4:00 p.m.; TH 9:30-10:30a.m.; F10-11:30a.m.

E-Mail Address: [Thameling@ulm.edu](mailto:Thameling@ulm.edu) Class meets TT, 11-12:15 p.m., ULIB 3E

## Textbook:

Wood, J. T. (2006). *Communication mosaics: An introduction to the field of communication* (4<sup>th</sup> ed.). Belmont, CA: Thomson-Wadsworth.

**Course Description:** This course will introduce students to the communication processes and types of communication settings fundamental to the use and study of communication. Processes, such as, perception, listening, meaning, engaging in verbal and nonverbal communication, creating communication climates, and adapting communication to people and contexts will be explored. Also examined, will be the impact these processes have on the public speaking, small group, interpersonal (e.g., interviewing), organizational, technological, and mass communication setting. In short, this is an introductory communication course that offers the student an overview of the field of communication.

**Course Objectives:** In this course students will learn the basic theories, concepts, and processes related to human communication that occurs in multiple communication settings. Students will practice their understanding of the course material in small group, interpersonal (interviewing) and public speaking settings in in-class and outside of classroom assignments. Moreover, students will learn effective communication as it applies to multiple professional and personal settings and relationships. Finally, a major goal of this course is for the non-major and prospective communication major to acquire a firm foundation for more advanced study in the field of communication.

**Course Assignments:** There will be three major graded sections of the course: (I) Exams, (II) Assignments, and (III) Class participation:

	<u>Points</u>	<u>% of Grade</u>
I. <u>Exams</u>		
Exam 1 (2/13/2007)	40	22
Exam 2 (2/22/07)	40	22
Final Exam (5/7/2007)	40	22
II. <u>Assignments</u>		
Interview	15	8.0
Public Speaking	15	8.0
Group Communication	10	6.0
III. <u>Class Participation</u>	20	12
Exercises (individual & group) & Participate in in-class discussions		

**Grading:** The grading scale for each assignment will generally follow a standard scale such that 90% of the total points equal an "A to A-," 89-80% equals a "B to B-," etc.

**Course Requirements:** Attendance, tardiness of homework, general attitude toward

class assignments, peers, and instructor, plagiarism, completion of assignments, and cell phones.

1. Attendance is expected, unless some documented emergency exists. For instance, a doctor's excuse, a university letter from the Dean, or some other written communication stating your absence is due to a medical or family emergency. Personal excuses will be considered but will be documented as unexcused. See page 9 of the ***ULM Student Policy Manual (SPM) 2006-07*** for class attendance regulations. You have two personal days, use them for emergencies, and you will receive an "F" for the course if you miss **3 unexcused class days**.
2. Tardiness or late assignments: Late homework will be accepted in those cases where a medical or family emergency has been documented, in all other cases, no late work will be accepted or graded by me.
3. Respect for your peers and instructor is expected. Listen while others are speaking, if late for class, observe classroom activity before entering the room, and complete homework assignments at home. Conduct your manner as though you are in a professional setting. If for some reason you cannot or will not adhere to these expectations, then you will be asked to leave the classroom (see pages 9 & 10, ***Classroom Behavior in ULM SPM 2006-2007***).
4. University guidelines regarding cheating and plagiarism will be enforced. Consult pages 7 to 9 in the ***ULM SPM 2006-07***.
5. All assignments must be completed to get a passing grade in this class.
6. Using (dialing a number on, text-messaging, answering, or leaving the class to answer of call on) a cell phone will be grounds for dismissal, unless approval by the instructor for emergency use.
7. Accommodations for students with special needs can be achieved only after the student has provided the proper documentation to the Counseling Center (342-5220).

**A note on Final Grades:** Final grades will not be posted in the Department. They will not be given out over the phone by the instructor or secretaries.

Students who wish to know their final grade may leave a stamped, self-addressed post-card/envelop with me before the last class meeting. Also, final course grades can be obtained by checking the following **web site:** [www.arrow.ulm.edu](http://www.arrow.ulm.edu)

### **WEEKLY SCHEDULE**

Speech 101, Spring 07  
Tentative

Week One 1/16-1/19	Introduction to the Course/Instructor, conduct a "get acquainted" exercise; Chapters 1 (A 1 <sup>st</sup> Look ) & 2 (Field of Communication)
Week Two	Chapters 2 & 3 (Perceiving & Understanding) & (Communication

1/22-1/26	in Interviews, Appendix, pp. 348-361, <b>Discuss 1<sup>st</sup> Assignment</b> )
Week Three 1/29-2/2	Chapters 3 & 4 (Verbal Communication)
Week Four 2/5-2/9	Chapters 4 & 5 (Nonverbal) & 13 (Public Communication) <b>Discuss Assignment 2</b>
Week Five 2/12-2/16	<b>1st Exam, Tues., Feb. 13</b> & Chapter 6 (Listening).
Week Six 2/19-2/23	<b>Mardi Gras Holiday begins late, Friday, Feb. 16, 2007.</b> <b>Classes resume, 8:00 a.m., Thurs., Feb. 22, 2007.</b>
Week Seven 2/26-3/2	<b>Conduct Interviews (4-5 minutes) &amp; Speech Topics Due</b>
Week Eight 3/5-3/9	<b>Conduct Interviews (4-5 minutes)</b>
Week Nine 3/12-3/16	Chapters 7 (Creating Communication Climates) & 8 (Adapting Communication to Cultures and Social Communities)
Week Ten 3/19-3/23	Chapters 9 (Communication and Self Concept) & 10 (Communication in Personal Relationships) <b>2nd Exam March 23, Final date to drop courses or resign</b>
Week Eleven 3/26-3/30	Return Exams & <b>Speeches due (5-6 minutes)</b> <b>Discuss Assignment 3</b>
Week Twelve 4/2-4/6	<b>Speeches due (5-6 minutes)</b> Chapters 11 (Communication in Groups and Teams, 12 (Communication in Organizations), 14 (Mass Communication) & 15 (Communication Technologies)
Week Thirteen 4/9-4/13	<b>Spring Holiday, April 6-15, 2007. Classes resume Mon., Apr. 16.</b>
Week Fourteen 4/16-4/20	<b>Group Presentations</b>
Week Fifteen 4/23-4/27	<b>Group Presentations</b>
Week Sixteen 4/30-5/4	<b>Group Presentations &amp; Last Week of Classes</b>

**FINAL EXAM**

The final will cover chapters 11, 12, 14, & 15, in class lectures and will be given during the examination period scheduled for this course, which is **Monday, May 7, 2007, at 3:30-4:50 p.m. in ULIB 3-E.**

### DESCRIPTION OF EACH COMMUNICATION ASSIGNMENT

**INTERVIEW:** Assignment 1 asks that you conduct an employment interview. An interview is an interpersonal setting where two people generally engage in a question and answer format. The interviewer (in general, begins the interview and asks questions of the interviewee) and interviewees (in general, answers the questions asked of him or her by the interviewer) will cooperate with each other to identify a job agreeable to both. The interviewer and interviewee will need to know the job well enough so that he/she can create or answer questions (depending on the role assumed).

To prepare for this assignment the interviewer and interviewee will need to conduct some research. Research will include, in addition, to a library or web search, interviews. That is, the interviewer and interviewee might call to arrange an interview with a manager who works in the community and hires individuals for the position decided upon by you. Also, reading your text can help you prepare for this assignment. Finally, checking with your academic counselor on campus can help in identifying the questions you want to generate for this assignment.

The above might suggest you will only assume one role, the interviewer or interviewee. In fact, you will assume both roles but at different times, and conduct the interview with another person. Hence, you will have the opportunity to be an interviewer and at another time assume the role of interviewee.

**PUBLIC SPEAKING:** Assignment 2 asks that you construct and deliver a persuasive speech in 6 to 8 minutes in length. A persuasive speech is not an informative speech. An informative speech increases an audience's **understanding** of a topic; similar to a lecture that would typically increase your knowledge on a course subject you had little knowledge beforehand. A persuasive speech attempts to move the audience in the direction of the speaker's beliefs. That is, the speaker wants the audience to believe as he or she does on a topic. For example, the speaker might want you to believe (as he or she does) that euthanasia is murder (while you might not have a similar belief). Grade inflation, math anxiety, academic dishonesty, and cloning are other topics that lead to different opinions. In many cases this assignment uses the emotional bases often ignored in the informative speech. That is, since this speech is central to your beliefs and you are seeking **agreement** from your audience, more emotional energy is invested in this speech than in an informative speech.

To prepare for this assignment each student will need to identify a topic, conduct research in the library or either on the web, create an outline, and practice the speech at least four times at home before delivering it in class. That is, your opinions on your chosen topic will be insufficient thought and preparation for this assignment. You will need to locate in journal articles, interviews, magazines, and other credible reading materials examples, statistics, testimony, and comparisons to prepare for this assignment.

Overall, the goal of this assignment is to improve your thinking, speaking, and research abilities. Above all, your confidence levels should be enhanced for after completing the

interviewing assignment and the speaking assignment you will have experienced two major speaking assignments in this course.

**GROUP DISCUSSION:** Assignment 3 asks that you participate as a group member on a panel. The group discussion will focus on a policy question generated by group members before their assigned day to discuss in class. The instructor will help each group identify a policy question to discuss in class.

A policy question often focuses a problem needing to be resolved. Group members discuss and identify needed changes to resolve/solve the problem. That is, the group will identify solutions or recommendations related to their chosen topic.

Your policy question will be a university related topic. For instance, "What should be the university's policy concerning sexual assaults on campus?" You should notice the phrasing of this question. It is not a leading question, e.g. "The university really does a good job of handling sexual assaults problems on campus, doesn't it?" Nor should your question suggest judgment of the university, "This lousy university needs to do something about the high crime on this campus." However, the question should be straight forward without suggesting some bias or opinion, much like the one given in the beginning of this paragraph.

To prepare for this assignment, especially after the topic and question has been identified, each group member will conduct independent research. Again, research means going to the library, searching the web, reading journal articles, and conducting interviews to gather relevant information. Examples, statistics, comparisons, and testimony are the kinds of information/supporting materials you will be seeking while researching for your topic.

The panel is a guided conversation held in the presence of an audience. The speakers, usually three to six in number, possess special information or points of view on a particular topic or problem. Under the direction of a leader, they engage in conversation among themselves, but expressly for the benefit of the audience. Indeed, during most panel discussions, the audience is ultimately invited to ask questions or make comments. In a brief talk the leader outlines the procedure and introduces the topic and panelists. Since panel members usually hold a special point of view, they may be asked for short opening statements. The dangers, however, may offset the advantages by turning the panel into a symposium, thereby destroying the spontaneity and conversational informality.

### **OBJECTIVE OF PANELS**

Panels give an audience the specialists' insights and possibly encourage a future course(s) of action, as panelists are rarely able to struggle through to a particular solution. They are usually content with creating "audience concern" and clarifying some potential answers. An incidental but important by-product of the panel discussion is its ability to help some people realize that well-informed experts who hold widely divergent points of view can disagree sharply and still maintain respect for each other.

When you serve as moderator or leader, you bear a heavy burden for the panel's success. You need not be an "authority" on the subject, but your duties will include:

1. Creating a friendly, informal atmosphere conducive to a lively, good-natured discussion.
2. Clarifying procedures for the panelists and audience.
3. Tactfully guiding the discussion toward previously established goals.
4. Phrasing questions designed to probe and draw out discussion of unexamined areas.
5. Keeping panelists aware of the audience.
6. Sensing the opportune time to open the discussion to the audience. Your introduction should set the rules for audience participation, but throughout you may offer spaced suggestions, for example, "In a few moments a member of our audience may want to comment or question us about the statistics we've just presented." No sharp break in the discussion need occur to permit audience participation.
7. Recognizing yourself as a prober, organizer, mediator-not as a chief contributor, authority, or source of all wisdom. The discussion should move easily and freely among panelists with no necessity for formal recognition of each individual. If you as a leader must speak after each contribution, the discussion may bog down and lose its lively give-and-take spontaneity.

When you are a panelist, you share with the other members the major responsibility for the substance and content of the discussion. The leader's burden is considerably lightened if all panelists carry out their roles. Responsibilities include:

1. Preparation and research no less thorough than is required of the public speaker. In some respects, if you perform well, you face a more demanding task; you are required to shift, adapt, and integrate your ideas with those of four or five other persons. Careful listening is imperative.
2. Understanding the dramatic elements in the panel discussion. Too many panels become oppressively dull because members seem unaware of the audience and underplaying is far greater than any tendency to "ham it up."
3. Suppressing your desire to give a "speech" or present your "facts" simply because you have them.
4. Recognizing the need for excellent delivery.
5. Tact, a sense of humor, and a willingness to engage in a controversial discussion without losing your good nature. Try to disagree, when necessary, without being disagreeable.

### **AUDIENCE PARTICIPATION: THE FORUM**

If the panel is successful, audience participation interlaces or follows the panelists' opening portion. No formal break need occur. The moment for audience questions is usually determined by the moderator's awareness of someone's desire to speak. The moderator continues to direct and coordinate the discussion, recognizing speakers from the audience and encouraging as many different persons as possible to speak. As leader, you may have to rule tactfully on the relevance of questions, reward them, if necessary, and sometimes direct them unobtrusively to specific panel members. As time (typically about one hour) runs out, you need to adjourn the session by thanking the panel and summarizing the positions impartially and briefly.

**SMALL GROUP COMMUNICATION  
PANEL DISCUSSION\***

**Here is a sample of an outline suitable for a 30-minute panel discussion:**

- |                      |  |
|----------------------|--|
| [Intro.: 1 min.]     | <i>Purpose:</i> To obtain audience involvement and participation in an important problem.  |
|                      | <i>Question:</i> What policy should the United States follow to halt the spread of communism in Central America?   |
| [Definition: 2 min.] | 1. What terms need to be defined? <ul style="list-style-type: none"> <li>a. What do we mean by communism?</li> <li>b. What do we mean by Central America?</li> </ul> |
| [5 min.]             | 2. How widespread is communism in Central America?   |
| [3 min.]             | 3. Is it likely to spread further?   |
| [5 min.]             | 4. Why is communism gaining influence in Central America?  |
| [12 min.]            | 5. What might our government do to stop the spread of communism in Central America?  |
| [Conclusion: 3 min.] |  |
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- Source: Bormann, E.G. (1990), *Small Group Communication: Theory & Practice*, Harper & Row

After completing this small group discussion assignment, you will have participated in three major contexts systematically studied by communication scholars. These communication assignments should prepare you for more advanced communication courses which examine the three contexts more thoroughly and rigorously.

**INTERVIEW GRADING INSTRUMENT**

Instructor: Carl Thamelng, Ph.D. Course: SPCH101: Fundamentals

Interviewer: \_\_\_\_\_ Interviewee: \_\_\_\_\_ Date: \_\_\_\_\_

**1. Opening**

	+	avg	--
a. Rapport building.....	_____	_____	_____
b. Credentials.....	_____	_____	_____
c. Motivation.....	_____	_____	_____
d. Position.....	_____	_____	_____
e. Purpose of Interview.....	_____	_____	_____

**2. Body**

a. Relevant Questions.....	_____	_____	_____
b. Appropriate Questions.....	_____	_____	_____
c. Probed when appropriate.....	_____	_____	_____

**3. Structure**

a. Transitions.....	_____	_____	_____
b. Thematic Questions.....	_____	_____	_____
c. Arrangement of ideas/questions.....	_____	_____	_____

**4. Relationship Building**

a. Active Listening (paraphrased, clarification, recognition)..	_____	_____	_____
b. Professional (language choice, attire, actions, climate) ....	_____	_____	_____
c. Verbal and Nonverbal feedback.....	_____	_____	_____

**5. Conclusion**

a. Summarizing the major points.....	_____	_____	_____
b. When interviewee will be contacted.....	_____	_____	_____
c. What is next.....	_____	_____	_____

**6. Delivery**

a. energy level, physically (lively, animated, or flat).....	_____	_____	_____
b. energy level, vocally (varied or monotonous).....	_____	_____	_____

7. **Time limit:** a. exact \_\_\_\_\_ b. over \_\_\_\_\_ c. under \_\_\_\_\_

8. **2 copies of interview guide and resume:** a. (y.) \_\_\_\_\_ b. (n.) \_\_\_\_\_

9. **Interview Guide.....**(+) \_\_\_\_\_ (avg.) \_\_\_\_\_ (-) incomplete \_\_\_\_\_

10. **Recorded grade:** \_\_\_\_\_

11. **Grade Scale:** (+) = A - B+, (Avg.) = B - C-, (-) = D+ - F

**PUBLIC SPEAKING GRADING INSTRUMENT**



Instructor: Carl Thameling, Ph.D. Course: SPCH 101 Fundamentals

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

<u>Speech Structure</u>		<u>Grade</u>	<u>Points</u>
<b><u>Introduction</u></b>	20%	_____	_____
Attention Step			
Thesis			
Justification			
Credibility			
Preview			
Comments:			
<b><u>Body</u></b>	30%	_____	_____
Assertions were stated			
Concepts/ideas were clearly explained			
Sources/References were cited appropriately			
Support material was sufficient (evidence)			
Transitions were stated			
Internal summary			
The audience was involved			
Counterarguments offered			
Comments:			
<b><u>Conclusion</u></b>	20%	_____	_____
Main ideas were summarized			
Thesis was restated			
The speech ending note was effective			
Comments:			
<b><u>Delivery</u></b>	10%	_____	_____
Vocal (animated, monotone/flat, articulate)			
Physical (animated, purposeful, or flat)			
Comments:			
<b><u>Audience adaptation</u></b>	10%	_____	_____
Material was adapted to audience			
Topic selection was appropriate			
Vocabulary was appropriate for the audience			
Comments:			
<b><u>Outline</u></b>	10%	_____	_____
See outline for comments			

Grade Scale: (A) 4.0-3.55; (B) 3.54-2.75; (C) 2.74-1.75; (D) 1.74-.75; (F) .74-0

**SMALL GROUP COMMUNICATION**

**PANEL DISCUSSION GRADING SHEET**

**Participant's Name:** \_\_\_\_\_

(Individual factors 1-6)

<b>1. Appropriate use of evidence</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>2. Quality of evidence</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>3. Well reasoned ideas</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>4. Clear and appropriate language</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>5. Clear and distinct voice</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>6. Spontaneity of presentation</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>7. Response to audience (Group factors 7-14)</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>8. Adaptation to audience</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>9. Clarity of purpose</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>10. Clarity of major ideas</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>11. Relationship of major ideas to purpose</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>12. Well developed subordinate ideas</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>13. Involved audience</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>14. Balanced member participation</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**Add the scores for each item and divide by 14 to yield a number between 0 and 4.**

**Comments:**

**INSTRUCTOR: CARL THAMELING, PH.D. COURSE: SPCH101 FUNDAMENTALS**

**Participant:** \_\_\_\_\_

**Section:** \_\_\_\_\_ **Round:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**PARTICIPANT RATING SCALE\***

1. Participant's contributions were goal oriented. (Weight 1.0) 1 2 3 4 5
2. Participant initiated discussion on relevant issues. (Weight 2.0) 1 2 3 4 5
3. Participant amplified contributions. (Weight 1.0) 1 2 3 4 5
4. Participant was a consistently active contributor. (Weight 0.5) 1 2 3 4 5
5. Participant introduced information from qualified sources to confirm, disconfirm, or otherwise explore the developmental content of assertions. (Weight 1.0) 1 2 3 4 5
6. Participant critically examined the bases for positions expressed. (Weight 1.5) 1 2 3 4 5

**Weighted average:** \_\_\_\_\_

**Procedure:** Each item is multiplied by its weight. The sum is then divided by 7. This operation produces a score between 1.0 and 5.0.

**Definitions of numerical ratings:** (1) Poor (2) below average (3) average (4) above average (5) excellent

\* **Adapted** from Gouran, 1982, 1990

**GROUP RATING SCALE**

1. Agenda (written correctly and followed). (Weight 1.0) 1 2 3 4 5
2. Discussion question (specific, obtainable, and correct). (Weight 1.0) 1 2 3 4 5
3. Evidence (quality and quantity). (Weight 2.0) 1 2 3 4 5
4. Spontaneity (natural and unplanned). (Weight 1.0) 1 2 3 4 5
5. Organization. (Weight 1.0) 1 2 3 4 5
6. Well prepared and informed. (Weight 2.0) 1 2 3 4 5
7. Cooperative and considerate. (Weight 1.0) 1 2 3 4 5
8. Motivation (involved others). (Weight 0.5) 1 2 3 4 5
9. Nonverbal communication. (Weight 0.5) 1 2 3 4 5
10. Reasoning (logical and analyzed). (Weight 1.0) 1 2 3 4 5

**Weighted Average:** \_\_\_\_\_ **Group Grade:** \_\_\_\_\_ **Recorded Grade:** \_\_\_\_\_

**Procedure:** Each group item is multiplied by its weight. The sum is then divided by 11. This produces a score between 1.0 and 5. **Grading Scale:** (A) 4.6- 5.0 (B) 3.6-4.5 (C) 2.6- 3.5 (D) 1.6-2.5 (F) 1.0-1.5