Ohio Articulation Number (OAN)
Course Submission Form
2005-2006

College/University  Miami University

Course(s) Submitted (Title & Course #)  Intro: Public Expression & Critical Inquiry
                                      COM 135
Ohio Articulation Number  OCM004

Date  3/13/2006

Name and title of individual submitting on behalf of the college/university

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Credit Hours  3  qtr  X  sem  X

Lecture Hours

Laboratory Hours (if applicable)

Pre-Requisites(s) Course work (if applicable)
-- See catalog/course description --

Placement Score (if applicable)

( Name of test)

(Domain)  (Score)

Catalog/Course Description (Includes Course Title and Course #)

MPF, MPT 135 Public Expression and Critical Inquiry (3) Develops fundamentals of analyzing, organizing, adapting, and delivering ideas effectively in public contexts. Special emphasis placed upon informative and persuasive discourse. IIB. CAS-B. (Speech communication)

Texts/Outside Readings/Ancillary Materials
During the semester you will stand before a group and deliver information or attempt to influence others. It is important that you command the audience’s attention and present yourself as a competent and credible speaker. The goal is for you to develop greater competence and confidence in your speaking and analytical skills in public communication contexts. In addition, you will learn how to critically evaluate public messages. More specifically, you will:

1. learn how to construct (research, outline, and organize) public speeches for delivery to audiences
2. be able to deliver speeches appropriate to your audience
3. learn how to speak confidently
4. develop rhetorical message evaluation and critical thinking skills
5. understand the communication process and how it operates in public contexts in society

These objectives are tied into the Miami Plan for Liberal Education outcomes expected for foundation classes. These include:

THINKING CRITICALLY
The work in this class promotes imagination and intuition along with reasoning and evaluation. The course assignments help you to understand public discourse, evaluate arguments, evaluate information sources, and to construct well thought out messages that allow you to participate in dialogue about current issues. You will gain understanding, develop confidence in working with supporting materials, skepticism and skill in analyzing arguments or presentations, and develop skillful use of written and spoken messages which are integral to thinking critically.

UNDERSTANDING CONTEXTS
This class will call upon you to develop an awareness and understanding of contexts that influence public dialogue such as gender, class, racial identity, ethnicity, economic status and regional identity. Being aware of these contexts as both a sender and receiver of messages is critical to effective communication.

ENGAGING WITH OTHER LEARNERS
In this class, we hope to create a healthy exchange of conflicting ideas and differing viewpoints which encourages rethinking of accepted perspectives; it requires making choices and taking risks. Diversity among learners, a supportive atmosphere, active listening, opportunities for presenting and criticizing speeches encourage learning, aid growth and stimulate imagination. Thoughtful and systematic inquiry about the learning process supports shared efforts, and you will be called upon to be actively involved in offering critiques and participating in dialogues about each other’s work and about current issues that are the foundation for public discourse.

REFLECTING AND ACTING
Thinking critically and understanding contexts for knowledge in an engaging learning situation lead to reflection and informed action. The speeches you will deliver and evaluate will call upon you to make thoughtful decisions, examine their consequences, consider personal moral commitment and ethics, and enable you to strengthen your civic participation as a participant in public dialogue.

Description of Assessment and/or Evaluation of Student Learning

Student Responsibilities: In this class, learning is a shared responsibility between the instructor and students. Learning requires you to be actively involved. You are expected to be prepared for each class period by having read and thought about the materials for each day and coming to class with any questions you have about the material. The exams cover material in the reading which is not necessarily discussed in class, so it is important that you have read the material to be able to identify areas which require class discussion.

In addition, this class is based on collaborative learning. You will be asked to critically evaluate each other’s work and provide helpful feedback to improve peer outcomes. Honest, respectful and constructive feedback helps everyone to improve.

Finally, respect for your peers and for differences of opinion is expected. When others are giving speeches, you are expected to listen attentively and be prepared to give feedback. There will be controversial issues addressed with differences of opinion, but respect for different viewpoints and the right to disagree is a fundamental expectation. This also means that you may hold and express differences of opinion from your instructor, and that will not be held against you.

Attendance and Participation: The quality of your learning experience as well as the learning experience of your classmates is strongly influenced by your active participation in discussions, exercises and peer feedback. Therefore, attendance is quite important. So, please plan to attend all classes and become an active member of the group. You are expected to be an attentive audience member while your classmates speak. The participation portion of
your grade will reflect your respectful participation. Absences will reduce your grade. Any student missing 7 or more class periods in a TR class or 10 or more class periods in a MWF class for ANY reason will FAIL the class. Absences for legitimate reasons as defined by your instructor (e.g., school related activities, illness, death in the family) still count as absences. If you are absent/tardy for any reason, you are responsible for the material covered and any announcements made. Speeches, including impromptus, missed due to unexcused absences may not be made up.

Attendance does not create the participation portion of your grade. Attendance in every class period is expected of everyone, but no points are given for simply being in class. You must be present to participate, and absences will count against participation credit, but attendance does NOT generate participation credit by itself. Participation means not only being physically present in class, but also being an active participant. To participate in class, you need to have read and thought about that day's reading assignment. Be prepared to ask questions, offer examples, and apply concepts to class exercises. Participation also means joining in effectively in class exercises, asking thoughtful questions, and offering insightful comments and feedback. In this class in particular, being an attentive audience for speeches, offering constructive criticism and feedback to speeches, and being a supportive member of an open learning climate are particularly important. Any behaviors that detract from that kind of climate (e.g., cell phones ringing in class, reading other material, distracting mannerisms) will reduce your class participation grade.

Speeches:

(1) Your speech must be presented on your assigned date. Since speaking days are announced well in advance, no make-up speeches will be allowed for any unexcused absence. Only a medically certified illness, verified family crisis, or university sanctioned activity with a letter from an official will allow a student to make up a speech or an exam. It is the student’s responsibility to contact the instructor concerning illness, university activities, or emergency in advance of a scheduled speech.

(2) Presentations are to be original and reflect careful preparation. Standards of originality and thorough preparation require that the viewpoint, structure, and style of the presentation be one's own except where specific credit is acknowledged by oral and written citation. For additional clarification see the section on academic misconduct in your Student Handbook.

(3) All speeches must be within the boundaries of good judgment and taste.

(4) All speakers must adhere to all legal statutes and Miami’s Code of Student Conduct and may not jeopardize the safety of the audience (i.e., - No drugs, alcohol or weapons).

Class Expectations & Etiquette  In order for class to be a good learning
experience for everyone, the following guidelines are important:

(1) Plan on seeing your instructor with any questions about feedback and/or grades within one week of receiving that feedback and/or grade. No grade changes will be made after that time, and a clear understanding about the feedback from one speech or assignment can help improve your performance on future ones.

(2) Everyone is expected to check your muohio.edu e-mail account daily (or make sure it forwards to the e-mail address you do check daily). That is the account used by your instructor via Blackboard, and you are responsible for important messages sent to that e-mail address.

(3) Keep this syllabus packet. It provides important information you will need throughout the term, and a copy will be posted for your reference on the class Blackboard site.

(4) Turn off cell phones during all class periods.

(5) Don’t walk into class while speeches are in progress. If you arrive late on a speech day, please wait outside until you hear applause indicating the speech is over.

(6) Don’t pack up your materials to leave class during a speech.

Course Assignments: Your final course grade will be determined by your performance on exams and writing assignments as well as speeches. No extra credit assignments will be permitted. All written assignments should be typed and double-spaced. All assignments are due at the beginning of class on the due date. No late work will be accepted.

Points will be assigned as follows for course assignments:

**Speeches:**
- Speech of Introduction 50
- Outline 25
- Informative 100
- Outline 25
- Persuasive 125
- Outline 25
- Refutational 125
- Outline 25
- Current Event Impromptu 50

**Written Work:**
- Peer Reviews of Speeches 30 (10 for each completed or -10 for each not completed)
- Brief Rhetorical Analysis of Speech 75

**Other Work:**
- Audience Debate Forums/COM 135 Showcase/Research Participation 20 (10 for each attended or -20 for
Syllabus

Current, Representative Syllabus
Spring, 2006

COM 135
Public Expression and Critical Inquiry

Instructor:
Office:
Office Hours:
Office Phone:
Home Phone:
Email:


Course Packet: COM 135 Course Packet available at DuBois Bookstore only.

Course Description: This course is designed to help you evaluate, construct and deliver effective informative, persuasive, impromptu and refutational speeches. Special consideration is given to adapting content and delivery styles to diverse audiences and contexts. More specifically, this course should help you to:

(1) analyze an audience and effectively adapt your speeches to their unique characteristics and attitudes
(2) organize materials into a meaningful, ethical and coherent public speech
(3) support your ideas so that these ideas are understandable and persuasive
(4) develop confidence speaking in front of an audience
(5) critically evaluate public speeches - their arguments, their appeals and their impact
(6) understand the basics of rhetoric
Learning Objectives: During the semester you will stand before a group and deliver information or attempt to influence others. It is important that you command the audience’s attention and present yourself as a competent and credible speaker. The goal is for you to develop greater competence and confidence in your speaking and analytical skills in public communication contexts. In addition, you will learn how to critically evaluate public messages. More specifically, you will:

1. learn how to construct (research, outline, and organize) public speeches for delivery to audiences
2. be able to deliver speeches appropriate to your audience
3. learn how to speak confidently
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5. understand the communication process and how it operates in public contexts in society

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UNDERSTANDING CONTEXTS
This class will call upon you to develop an awareness and understanding of contexts that influence public dialogue such as gender, class, racial identity, ethnicity, economic status and regional identity. Being aware of these contexts as both a sender and receiver of messages is critical to effective communication.

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Thinking critically and understanding contexts for knowledge in an engaging learning situation lead to reflection and informed action. The speeches you will deliver and evaluate will call upon you to make thoughtful decisions, examine their consequences, consider personal moral commitment and ethics, and enable you to strengthen your civic participation as a participant in public dialogue.

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In addition, this class is based on collaborative learning. You will be asked to critically evaluate each other's work and provide helpful feedback to improve peer outcomes. Honest, respectful and constructive feedback helps everyone to improve.

Finally, respect for your peers and for differences of opinion is expected. When others are giving speeches, you are expected to listen attentively and be prepared to give feedback. There will be controversial issues addressed with differences of opinion, but respect for different viewpoints and the right to disagree is a fundamental expectation. This also means that you may hold and express differences of opinion from your instructor, and that will not be held against you.

Attendance and Participation: The quality of your learning experience as well as the learning experience of your classmates is strongly influenced by your active participation in discussions, exercises and peer feedback. Therefore, attendance is quite important. So, please plan to attend all classes and become an active member of the group. You are expected to be an attentive audience member while your classmates speak. The participation portion of your grade will reflect your respectful participation. Absences will reduce your grade. Any student missing 7 or more class periods in a TR class or 10 or more class periods in a MWF class for ANY reason will FAIL the class. Absences for legitimate reasons as defined by your instructor (e.g., school related activities, illness, death in the family) still count as absences. If you are absent/tardy for any reason, you are responsible for the material covered and any announcements made. Speeches, including impromptus, missed! due to unexcused absences may not be made up.
Attendance does not create the participation portion of your grade. Attendance in every class period is expected of everyone, but no points are given for simply being in class. You must be present to participate, and absences will count against participation credit, but attendance does NOT generate participation credit by itself. Participation means not only being physically present in class, but also being an active participant. To participate in class, you need to have read and thought about that day's reading assignment. Be prepared to ask questions, offer examples, and apply concepts to class exercises. Participation also means joining in effectively in class exercises, asking thoughtful questions, and offering insightful comments and feedback. In this class in particular, being an attentive audience for speeches, offering constructive criticism and feedback to speeches, and being a supportive member of an open learning climate are particularly important. Any behaviors that detract from that kind of climate (e.g., cell phones ringing in class, reading other material, distracting mannerisms) will reduce your class participation grade.

Speeches:

1. Your speech must be presented on your assigned date. Since speaking days are announced well in advance, no make-up speeches will be allowed for any unexcused absence. Only a medically certified illness, verified family crisis, or university sanctioned activity with a letter from an official will allow a student to make up a speech or an exam. It is the student's responsibility to contact the instructor concerning illness, university activities, or emergency in advance of a scheduled speech.
2. Presentations are to be original and reflect careful preparation. Standards of originality and thorough preparation require that the viewpoint, structure, and style of the presentation be one's own except where specific credit is acknowledged by oral and written citation. For additional clarification see the section on academic misconduct in your Student Handbook.
3. All speeches must be within the boundaries of good judgment and taste.
4. All speakers must adhere to all legal statutes and Miami's Code of Student Conduct and may not jeopardize the safety of the audience (i.e., - No drugs, alcohol or weapons).

Class Expectations & Etiquette In order for class to be a good learning experience for everyone, the following guidelines are important:

1. Plan on seeing your instructor with any questions about feedback and/or grades within one week of receiving that feedback and/or grade. No grade changes will be made after that time, and a clear understanding about the feedback from one speech or assignment can help improve your performance on future ones.
2. Everyone is expected to check your muohio.edu e-mail account daily (or make sure it forwards to the e-mail address you do check daily). That is the account used by your instructor via Blackboard, and you are responsible for important messages sent to that e-mail address.
Keep this syllabus packet. It provides important information you will need throughout the term, and a copy will be posted for your reference on the class Blackboard site.

Turn off cell phones during all class periods.

Don’t walk into class while speeches are in progress. If you arrive late on a speech day, please wait outside until you hear applause indicating the speech is over.

Don’t pack up your materials to leave class during a speech.

Academic Honesty: Your presentations should be original and reflect careful preparation. The viewpoint, structure, and style of your speeches should be your own except where specific credit is acknowledged by oral and written citation. You must fully acknowledge any ideas or materials taken from another source. Offering the work of another as your own is plagiarism. If you do not give credit for ideas or materials that you take from another source (or course), you are guilty of the serious offense of plagiarism. Plagiarism includes:

1. Submitting an assignment that has been wholly or partially created by another person.
2. Presenting as your own work the ideas of another person without acknowledgement of the sources.
3. Knowingly permitting your work to be submitted by another who represents it as his/her own. For additional clarification see the section on academic misconduct in your Student Handbook.

Reasonable Accommodation: Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor as soon as possible so that the necessary accommodations can be made to ensure full participation and facilitate your educational opportunities. Please contact the Learning Disabilities Services office (529-8741) for assistance in this area.

Department Research Requirement and Audience Debate Forum: You will be responsible for attending one Audience Debate Forum and the Allyn and Bacon COM 135 Showcase or two Audience Debate Forums during the semester. Participation in an approved research project may substitute for one of these. Research projects, the Allyn and Bacon COM 135 Showcase and Audience Debate Forums will be announced in class and/or posted outside of the Communication Department office. Participation is required of all students in COM 135 classes. If you have legitimate conflicts which make you unable to attend any of these, you will be expected to complete an appropriate alternative activity. Failure to complete said assignments will reflect in your final course grade.

Important Notes:
(A) Any student wishing to sell back their course book at the end of the semester should be aware that ALL material that came with the book will be
required to be included for the buy back. Specifically, you should plan on selling the book along with all four supplements. The bookstores have informed us that they will not be able to buy back books without all of these materials.

(B) Any student considering applying for admission to any of the communication majors (Mass Communication, Speech Communication, Strategic Communication) should retain their books until taking the admission exam. The book and materials will be very helpful in reviewing and preparing for the exam. (This is not a requirement, of course, but a helpful suggestion.)

Course Assignments: Your final course grade will be determined by your performance on exams and writing assignments as well as speeches. No extra credit assignments will be permitted. All written assignments should be typed and double-spaced. All assignments are due at the beginning of class on the due date. No late work will be accepted.

Points will be assigned as follows for course assignments:

Speeches:
- Speech of Introduction: 50
- Informative Outline: 25
- Informative Outline: 100
- Persuasive Outline: 25
- Persuasive Outline: 125
- Refutational Outline: 25
- Refutational Outline: 125
- Current Event Impromptu: 50

Written Work:
- Peer Reviews of Speeches: 30 (10 for each completed or -10 for each not completed)
- Brief Rhetorical Analysis of Speech: 75

Other Work:
- Audience Debate Forums/COM 135 Showcase/Research Participation: 20 (10 for each attended or -20 for each not completed)
- Midterm Exam: 100
- Final Exam: 125
- Participation/Short Assignments: 100
Total Points  1000

Grading Scale: Final course grades will be determined from the total points on the basis of the following distribution: A+ = 970-1000, A = 930-969, A- = 900-929, B+ = 870-899, B = 830-869, B- = 800-829, C+ = 770-799, C = 730-769, C- = 700-729, D+ = 670-699, D = 630-669, D- = 600-629, F = below 600

Rhetorical Theory and Application
Department of Communication
Thematic Sequence

It is vital for students as participants in a democratic society to understand how public discourse influences and alters their society. Rhetorical discourse is central to the process by which people attempt to influence others. This series focuses on the process of social influence through public discourse. The rhetorical sequence which begins with COM 135 is described below.

Develops an understanding of the relationships among speakers, messages, and audiences in a variety of contexts. Begins by exploring theoretical bases of informative and persuasive messages, then moves into finer analysis of issues and ideas in particular rhetorical situations.

1. COM 135 Public Expression and Critical Inquiry, and
2. COM 239 Rhetorical Theory or
   COM 241 Methods of Rhetorical Criticism, and
3. COM 332 Argumentation and Debate, or
   COM 335 Public Discourse in Western Thought, or
   COM/HST 389 Great Issues in American History, or
   COM 438 Political Communication, or
   COM 447 Mass Media Criticism

NOTE: Not open to majors in the Department of Communication.

Note: New Withdrawal Policy

University Deadline for Withdrawing from Courses: According to the Student Handbook, a student may withdraw from a full-semester course through the
ninth calendar week of the semester. After the end of the ninth week, a student may not withdraw from a course unless a petition is approved by the Interdivisional Committee of Advisers. For the full policy, see www.miami.muohio.edu/documents_and_policies/handbook/

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