

COMM 107 (Section 8101) Oral Communication: Principles and Practices

Mr. Julio J. Bermejo

Fall 2015

The course: This is an introductory course in oral communication. We'll learn about basic communication theories and explore different types of communication, such as interpersonal, small group, and public communication. You'll have opportunities to develop and apply communication skills by completing assignments, in-class activities, and assessments; participating in group interactions; and delivering presentations.

In this course, we also will explore sustainability and environmentalism as concepts and practices shaped by social and communicative interaction. (See "Sustainability learning outcomes" on p. 2 of this syllabus.) Using readings, activities, and discussions integrated into the traditional COMM 107 curriculum, we will work toward a sense of the opportunities and responsibilities individuals and communities have for building a sustainable, equitable future from the local to the global level.

The instructor: I have more than two decades experience and education in communication. I was a military public relations officer and deployed to Iraq in 2004. I am a fourth-year Ph.D. student in the University of Maryland Department of Communication. I earned a M.S. in public relations from the University of Stirling and a B.A. in English from Stanford University.

Class meetings: Mondays, Wednesdays, and Fridays, 8 – 8:50 a.m., KEY 1117 (Francis Scott Key Hall, Room 1117)

Office location: Skinner Building, Room 2100

Office hours: Fridays, 9:30 – 11:30 a.m., or by appointment

Electronic contact: I prefer that we communicate in person. However, you may also contact me electronically. I prefer Canvas messaging to email.

Contingencies: Should it be necessary to cancel class (e.g., campus closure), alter class (e.g., conduct it online), change meeting location, or communicate because of another unforeseen event, I will contact you via Canvas message at least three hours before the scheduled start of class.

Learning outcomes

- Demonstrate an understanding of the role of oral communication in academic, social, and professional endeavors
- Demonstrate effectiveness in using verbal and nonverbal language appropriate to the goal and the context of the communication
- Demonstrate an ability to listen carefully
- Demonstrate an enhanced awareness of one's own communication style and choices

- Demonstrate an ability to communicate interpersonally and interculturally with others in conversation, interview, and group discussion contexts
- Demonstrate skill in asking and in responding to questions
- Demonstrate competency in planning, preparing, and presenting effective oral presentations
- Use effective presentation techniques including presentation graphics
- Demonstrate awareness of communication ethics in a global society

Sustainability learning outcomes

- Apply interviewing skills and concepts by preparing, conducting, and evaluating an interview with an individual responsible for pursuing, developing, and/or implementing sustainability programs at the community, organizational or governmental level.
- Apply negotiation and conflict management skills and concepts by playing the web-based simulation *Fishbanks* and facing the challenges of attempting to maximize net worth in a competitive environment while sustainably managing common-pool resources.
- Demonstrate understanding of the concept of meaning and the dynamism of language by summarizing and explaining four contingent, changing, and contested meanings of environment developed in the United States in the 19th and 20th century.

Course materials

- Berko, R. M., Wolvin, A. D., Wolvin, D. R., & Aitken, J. E. (2013). *Communicating: A social, career and cultural focus* (12th ed.). Boston: Pearson.
- You should have regular access to a laptop computer, tablet computer, or other electronic device with which you can access the Internet for research, writing, and other tasks

Also, I will occasionally assign readings from sources other than the textbook. These readings will be posted on Canvas. These readings are sometimes not listed on the course schedule, but I will make every effort to get unlisted readings to you as soon as possible.

Expectations for students and instructor: I view a successful course—that is, one from which both the students and the instructor derive significant value—as a compact among all parties. (Merriam-Webster.com: compact: an agreement or covenant between two or more parties.) I view your responsibilities under this compact to be regular and punctual attendance, timely and thorough completion of all assigned work, and engaged and respectful participation in group discussions or work of any sort. As your instructor, I view my responsibilities as focusing on being well prepared for class, preparing instruction and assessment that will engage you and challenge you to grow as communication experts and scholars, to communicate with you in a timely manner (including grading and returning your work to you without excessive delay), and to listen to you as fellow students of communication.

Attendance policies

- Regular, on-time attendance at all class meetings is important and required.
- If you are not in class when activities or a quiz is taking place you will not have the opportunity to do the assignment or quiz (except in cases of a properly documented medically necessitated absence, religious observance, or university-sponsored activity).
- You are allowed three automatically excused absences for any reason. (However, see the attendance policy below regarding Major Scheduled Grading Events.) After the third absence, you will lose 12.5 points off your Participation and Effort grade for each class meeting that you miss (unless your absence is excused) up to a total of 130 points (i.e. 13 percent of your final grade).
- For a medically necessitated absence from a single class (beyond or aside from the two automatically excused absences), you may submit a self-signed note (uploaded to the appropriate Canvas page) that attests to the date of the illness within one week of your return to class. (However, see the attendance policy below regarding Major Scheduled Grading Events.) The note must contain an acknowledgement that the information is true and correct and that providing false information is prohibited under the Code of Student Conduct. This option is only available one time during the semester.
 - If you experience **additional medically necessitated absences** or are **absent during a Major Scheduled Grading Event**: You are required to provide print documentation (uploaded to the appropriate Canvas page) from a health care provider that specifies the date(s) of treatment and the reason(s) for your absence within one week of your return to class. In this same time, you are also responsible for arranging your make-up work with me.
- Absence due to religious observance will not be penalized. However, it is the student's responsibility to notify the instructor by the third day of class regarding any religious observance absence(s). The calendar of religious holidays can be found at http://faculty.umd.edu/teach/attend_student.html
- Absence due to university-sponsored activity will not be penalized. However, it is the student's responsibility to notify the instructor by the third day of class regarding any absence(s) due to university-sponsored activity.
- Kindly enter the classroom quietly if you arrive late. Note that if you arrive more than five minutes late to class, you will be marked "late." If you are marked late three different times, you will accrue an unexcused absence.

Classroom policies

- Bring your textbook to every class meeting, unless directed otherwise.
- Please remember to turn off your cell phones before entering the classroom.
- Laptop or tablet use is not allowed unless it has been indicated by the instructor for a particular day or in-class task, activity, or assignment.
- You may eat in class, however, please dispose of any trash before you leave.
- Please wear professional attire to class when you are scheduled to present.
- Please notify me before class if you need to leave early for any reason.
- There are no makeups for in-class activities or exams unless you are absent due to a properly documented illness, religious holiday, or university-sponsored activity. You must notify me of excused absences prior to the end of the third week of class.

Student work policies and standards

- You must submit assignments using the appropriate means by the time listed on Canvas.
 - Please submit late assignments, or assignments delayed by properly documented illness and supporting documentation, to the appropriate Canvas page.
 - Assignments will be penalized 20 percent for each calendar day they are late, beginning with the day they are due.
- If you are not in class when activities or a quiz is taking place you will not have the opportunity to do the assignment or quiz (except in cases of a properly documented medically necessitated absence or a religious observance).
- If you must miss class the day that an assignment is due, upload the assignment to Canvas by the time listed on the site. If you miss class due to an illness and cannot submit the assignment on time, please contact me as soon as possible.
- Formatting: You must type and double space your work, number each page, set all margins to one inch, and use Times New Roman 12-point font. If you are submitting work on paper and it has multiple pages, you must staple the pages together. Work that is not formatted properly or stapled will be returned and late penalties will begin to accrue.
- Your instructor should never be the first person to read your completed work from beginning to end. Proofread your work before submitting it!
- You must cite your sources by correctly using APA format. If you neglect to cite your sources, you will receive a zero on the assignment. Also, you must cite your sources aloud in any speeches you deliver.
- If you have a question about an assignment, grade, or policy, please submit it to me in a printed memo and allow me to review your memo before expecting a reply. If once I reply, you still have questions, I will be happy to discuss them in person.

University classroom climate: The University of Maryland strives to foster classroom environments in which students feel valued and comfortable. In this course, we will touch on stereotypes of culture, gender, and sexuality. Please be prepared to discuss these subjects in a manner that does not discourage or devalue your classmates. You can read the full Statement on Classroom Climate here: <http://www.faculty.umd.edu/teach/classclimate.html>

Academic integrity: Forms of dishonesty in this course include, but are not limited to: (1) cheating or helping someone else cheat on an assignment or exam; (2) delivering part or all of a presentation or speech that you did not author; (3) plagiarizing part or all of someone else's written or oral work; (4) failing to cite your sources properly; and (5) falsifying information about any topic, such as why you were absent or whom you interviewed for an assignment. You should carefully review the Code of Academic Integrity. N.B. All honor code violations will be referred to the Student Honor Council.

Please keep the University of Maryland Honor Pledge in mind at all times: I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

Copyright notice: Class lectures and other materials are copyrighted and they may not be reproduced for anything other than personal use without written permission from the instructor.

Course evaluations: Course evaluations are a part of the process by which the University of Maryland seeks to improve teaching and learning. Your participation in this official system is critical to the success of the process, and all information submitted to CourseEvalUM is confidential. (Instructors can only view group summaries of evaluations and cannot identify which submissions belong to which students.) You will have an opportunity to complete an evaluation during the last class meeting of the course.

Students with disabilities: The Disability Support Service (DSS) is ready to assist eligible students in determining and implementing appropriate academic recommendations. If you have a disability, please visit <http://www.counseling.umd.edu/DSS> to learn how to request accommodations. You must notify me of the situation prior to the end of the third week of class. It is your responsibility to work with DSS to make the appropriate arrangements.

Communication research studies: Since the University of Maryland is a research institution, you are required to participate in two hours of communication research (worth two points of your Participation and Effort grade). These opportunities are available on a first come, first served basis; so, I recommend that you not wait till the last weeks of the semester to participate. You can find opportunities online at <http://umcommunication.sona-systems.com>.

Extra credit: You will receive five points for each time you receive assistance on your group lesson, informative briefing, and/or persuasive speech in the Oral Communication Center or the English Department’s Writing Center. You may earn up to 15 extra credit points in the course.

Instructor’s prerogative: I will make every effort to adhere to the course objectives, principles, and schedule detailed in this syllabus. However, I reserve the right to change the syllabus, course content, or schedule at any time. I will notify you of any changes should they occur.

Evaluation: Each course component will be weighted as follows:		I will compute your final course grade using the following scale:			
Participation	130 Points	A+	97% +	C+	77-79.9%
Informative Presentation	190 Points	A	93-96.9%	C	73-76.9%
Informational Interview	100 Points	A-	90-92.9%	C-	70-72.9%
Group Lesson	180 Points	B+	87-89.9%	D+	67-69.9%
Persuasive Speech	250 Points	B	83-86.9%	D	63-66.9%
Exams	150 Points	B-	80-82.9%	D-	60-62.9%
Total	 1000 Points			F	0-59.9%

COMM 107 (Section 8101) – schedule (N.B. This schedule is subject to revisions.)

Date	Topic and in-class work	Reading and assignment due date
Aug. 31 Mon.	Introduction to course Human communication process	Berko et al. (2013) – Ch. 1, pp. 1-19
Sept. 2 Wed.	Choosing a speech topic	Berko et al. (2013) – Ch. 11, pp. 293-315
Sept. 4 Fri.	Four-step research process	Berko et al. (2013) – Ch. 12, pp. 319-328 Due: Informative speech topic and purpose
Sept. 7 Mon.	Labor Day No class meeting	
Sept. 9 Wed.	Research for informative presentation	Cialdini (2009) – Ch. 1 (Canvas PDF)
Sept. 11 Fri.	Nonvervbal communication	Berko et al. (2013) – Ch. 3, pp. 52-61, 73-78
Sept. 14 Mon.	Speech organization Presentation: Cialdini (2009) – Ch. 2	Berko et al. (2013) – Ch. 13, pp. 343-357
Sept. 16 Wed.	The informative presentation	Berko et al. (2013) – Ch. 14, all Due: Informative speech outline
Sept. 18 Friday	Speech delivery	Due: Reverse engineer – informative speech outline
Sept. 21 Mon.	Supporting material and its presentation Presentation: Cialdini (2009) – Ch. 3	Berko et al. (2013) – Ch. 12, pp. 328-340
Sept. 23 Wed.	Delivery and PowerPoint	
Sept. 25 Fri.	Informative presentations	Due: PowerPoint files or Prezi URL; list of references; first question and answer
Sept. 28 Mon.	Informative presentations	Due: PowerPoint files or Prezi URL; list of references; first question and answer
Sept. 30 Wed.	Informative presentations	Due: PowerPoint files or Prezi URL; list of references; first question and answer
Oct. 2 Fri.	Exam 1 – Chapters 1,3, 11-14 and Cialdini (2009) – Chapters 1-3	Due: Informative speech self-assessment

Date	Topic and in-class work	Reading and assignment due date
Oct. 5 Mon.	Listening	Berko et al. (2013) – Ch. 4, all
Oct. 7 Wed.	Interviewing	Berko et al. (2013) – Ch. 8, pp. 210-225, 229-232
Oct. 9 Fri.	Interviewing, Part II	
Oct. 12 Mon.	Negotiation Presentation: Cialdini (2009) – Ch. 4	Berko et al. (2013) – Ch. 7, pp. 198-207 Due: Interview plan
Oct. 14 Wed.	Dealing with interpersonal conflict	Berko et al. (2013) – Ch. 7, pp. 181-198
Oct. 16 Fri.	Interpersonal communication skills	Berko et al. (2013) – Ch. 7, pp. 173-181 Due: Reverse engineer – persuasive speech outline
Oct. 19 Mon.	Making group decisions	Berko et al. (2013) – Ch. 9, pp. 243-262
Oct. 21 Wed.	Participating in groups	Berko et al. (2013) – Ch. 9, pp. 262-268 Berko et al. (2013) – Ch. 10, pp. 271-280
Oct. 23 Fri.	The group presentation	Wood (2011) – Ch. 18 (Canvas PDF) Due: Group discussion outline
Oct. 26 Mon.	Participating in groups, Part II Presentation: Cialdini (2009) – Ch. 5	Berko et al. (2013) – Ch. 10, pp. 280-290
Oct. 28 Wed.	Groups	
Oct. 30 Fri.	Groups	
Nov. 2 Mon.	Group discussions	Due: PowerPoint files or Prezi URL; list of references; first question and answer
Nov. 4 Wed.	Group discussions	Due: PowerPoint files or Prezi URL; list of references; first question and answer
Nov. 6 Fri.	Exam 2 – Chapters 4, 7-10; Wood (2011) – Ch. 18; Cialdini (2009) – Chapters 4-5	Due: Peer reflection

Date	Topic and in-class work	Reading and assignment due date
Nov. 9 Mon.	The persuasive speech	Berko et al. (2013) – Ch. 15, all
Nov. 11 Wed.	Presenting the message	Berko et al. (2013) – Ch. 16, pp. 413-418, 422-424
Nov. 13 Fri.	Audience analysis	Berko et al. (2013) – Ch. 16, pp. 418-422, 424-428 Due: Persuasive speech topic and purpose
Nov. 16 Mon.	Foundations of communication theory Presentation: Cialdini (2009) – Ch. 6	Berko et al. (2013) – Ch. 2, all
Nov. 18 Wed.	Verbal language and the environment	Cox (2013) – Ch. 2, all (Canvas PDF)
Nov. 20 Fri.	Intrapersonal communication	Berko et al. (2013) – Ch. 5, pp. 106-119, 122-126
Nov. 23 Mon.	Communication, Culture, and needs drives Presentation: Cialdini (2009) – Ch. 7	Berko et al. (2013) – Ch. 5, pp. 119-122, 126-128
Nov. 25 Wed.	Interpersonal contexts – friends and family	Adler et al. (2013) – Ch. 12, pp. 383-402 Due: Persuasive speech outline
Nov. 27 Fri.	Thanksgiving Holiday No class meeting	
Nov. 30 Mon.	Interpersonal contexts – intimate relationships	Berko et al. (2013) – Ch. 6, pp. 151-159 Adler et al. (2013) – Ch. 12, pp. 402-409 Due: Interview report and self-assessment
Dec. 2 Wed.	Interpersonal contexts – modern romance	Ansari & Klinenberg (2015) – TBA (Canvas PDF)
Dec. 4 Fri.	Persuasive speeches	Due: PowerPoint files or Prezi URL; list of references; first question and answer
Dec. 7 Mon.	Persuasive speeches	Due: PowerPoint files or Prezi URL; list of references; first question and answer
Dec. 9 Wed.	Persuasive speeches	Due: PowerPoint files or Prezi URL; list of references; first question and answer
Dec. 11 Fri.	Persuasive speeches	Due: PowerPoint files or Prezi URL; list of references; first question and answer
Mon. Dec. 14	Final exam – Chapters 2, 5-6, 15-16; Adler et al. (2013) – Ch. 12; Cialdini (2009) – Chapters 6-7; Cox (2013) – Ch. 2	10:30 a.m. – 12:30 p.m., KEY 1117 Due: Persuasive self-assessment

Verify final exam time and date: <http://www.registrar.umd.3edu/current/registration/exam.html>