COMMUNICATION 1611: 6 credit hours
WRITTEN AND ORAL COMMUNICATION
FALL 2014

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Required TEXT
My Writing Lab, Pearson. Note: must be accessed through Black Board

CATALOG DESCRIPTION:

COMM 1611 - Written and Oral Communication

Written and Oral Communication (6-0) Integrated study of and practice in oral and written
communication, with emphasis on the processes leading to the creation of effective essays and
speeches. Students are offered the opportunity to develop complementary skills of reading and
listening through extensive responses to others' written and spoken work. Counts for ENGL 1311
and COMM 1301. Prerequisite: ENGL 0311 with a grade of "C" or better or placement by
examination.

COURSE OVERVIEW AND OBJECTIVES:
This course provides an introduction to the rhetorically informed, complementary skills
of expository writing and public speaking. The emphasis on rhetoric and
communication is implemented by an understanding of the impact of rhetorical theory
and focuses on analysis of the elements that enrich the creation of effective essays and
speeches. Aristotle's seminal Rhetoric, composed in the 3rd century B.C., is arguably
still the most influential work on the subject of rhetoric. His focus was on analysis of the
modes of persuasion, with obvious implications on civic discourse. In Book I, Chapter I
of his Rhetoric, Aristotle writes: "It is clear, then, that rhetorical study, in its strict sense,
is concerned with the modes of persuasion.” Aristotle’s emphasis on analysis and
discovery of the available means, or methods, of attaining effective persuasion or
argumentation is of great use to the student of writing and speaking.

This course is aimed at encouraging the student in identifying, analyzing and practicing
the rhetorical modes and methods that can be utilized to make both essays and
speeches more effective, and ultimately, enhance the communication of ideas.

Major course objectives include: development of students’ critical thinking skills, to
include creative thinking, innovation, and inquiry, with emphasis on analysis, evaluation
and synthesis of information. In the actualization of speaking and writing projects,
emphasis is put on effective development, interpretation and expression of ideas
through written, oral and visual communication. Additionally, teamwork with peers is
encouraged in working toward common academic goals, and emphasis is placed on the
function of personal responsibility and how this informs the ability to connect choices,
actions and consequences and view them through the lens of the tenets of ethical
decision making.

This course will give students a better understanding of the significant role effective
communication plays in their academic and professional lives. The activities and
assignments are designed to help students learn the basic features of descriptive,
informative, and persuasive writing and speaking and to enhance their ability to design,
deliver, and analyze written and oral communication.

The major grading emphasis is on the conception, development, and logical
communication of ideas. The planning of assignments presumes the adult status, wide-
ranging interests, intelligence, and good mastery of language skills to be expected of
university students. Students are expected to be mature and well prepared to take
responsibility for preparation and completion of assignments. Students are expected to
manage their time effectively and provide self-motivation in completing assigned
readings and speeches. In addition to taking responsibility for completing readings and
preparations, students will be encouraged to select real-world topics of interest to
mature adults which call for challenging research and idea development. Both hard
work and creativity will be rewarded. Detailed explanations of all assignments will be
provided. If clarifications are needed, students are encouraged to ask questions
whenever they wish. Classes will emphasize student input rather than passive lecture
mode. Although the schedule is rigorous, the intellectual climate in the class should be
exciting.

**KEY GOALS:** Students will be asked to
- Conceptualize, focus and develop a topic into meaningful, purposeful
  communication
- Understand the rhetorical, organizational components of speeches and essays
- Organize logically and develop ideas fully, utilizing examples and analysis
- Develop research skills utilizing the library and the internet
• Learn to transform nervousness about public speaking and/or fear of “the blank page” into effective, evocatively worded presentations and essays
• Speak in a natural, extemporaneous manner without reading from a pre-written text
• Write fluently and powerfully, informing or persuading readers
• Become familiar with multimedia presentational tools to enhance civic discourse

OVERVIEW OF ASSIGNMENTS:

ORAL AND WRITTEN COMMUNICATION

Attendance
Participation

Warm-Up Exercises to Build Fundamentals
Text Discussions
Expressive/Descriptive Speech
Expressive/Descriptive Essay

Practicing the Complementary Arts of Speaking and Writing
MyWritingLab
Informative Outline
Informative Speech
Informative Essay
Persuasive Monroe Outline
Persuasive Monroe Speech
Persuasive Monroe Essay
Persuasive/Policy Outline
Persuasive/Policy Speech
Persuasive/Policy Essay

EXAMINATIONS
Chapter/section Quizzes
Final Exam

TOTAL: 1000 Points

TOTAL:
2000- 1800 A
1799- 1600 B
1599- 1400 C
1399- 1200 D
1199 & below F

Please note: the majority of the text readings are grouped in the opening weeks of the course. The purpose of this scheduling is so that the student can learn, as
early as possible in the term, what is needed to produce the best speeches and essays possible. Later in the semester, there are few assigned readings. The purpose here is to allow the student the maximum time to work more intensely on creating and crafting the strongest speeches and essays possible for the more heavily weighted Informative and Persuasive assignments.

IMPORTANT NOTE:
As seen in the overview of assignments, there are three components for each “speech.” You are required to submit an outline and carefully prepare and practice each speech. Your outline is due before you speak. You can use notecards to deliver your speech; then at a later date, each speech is followed by a written essay and earns an individual grade. Then, after having learned from errors and input, and having made any adjustments in logic and organization needed, students submit their written essays. The assignments cover expressive/descriptive, Informative, Persuasive, and Persuasive/Motivational speaking and writing, thereby introducing the major types of and modes of rhetorical expression utilized in most university assignments.

EXTEMPORANEOUS SPEAKING REQUIRED:
It is essential that students do not speak from a fully written text or their preparation outlines when they give their speeches. The type of public speaking taught in this class emphasizes extemporaneous speaking from prepared and researched notes and outlines, in which students are asked to learn to “think on their feet” and speak directly to the audience instead of reading aloud from a written text—which is not public speaking at all, in its purest sense.

COURSE EXPECTATIONS:

- Students enrolled in the course are expected to:
  - Attend each scheduled meeting
  - Arrive on time and prepared for class
  - Complete the assigned readings
  - Submit assignments on time, location, and in the proper format
  - Participate in in-class discussions and activities
  - Extend proper courtesy to all persons

Students must take notes for each class meeting. In addition to lecture notes, students may be required to critique the speeches of their classmates. All hand-outs and other reference materials should be kept organized and readily accessible. Exams and quizzes may include information not found in the textbook (e.g., from announced supplemental materials and lectures).

SPECIAL ACCOMMODATIONS:
If you have a special or learning need, please take steps to insure that you receive the assistance which is due you. Qualified students with disabilities needing appropriate academic adjustments should contact both their instructors and the Office of Disabled
Student Services to ensure that their needs are met. Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, mandates support for students with access and accommodation issues. UTEP requires students needing accommodation to contact the UTEP Center for Accommodations and Support Services. If you have a condition that may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services. You may call 915-747-5148 for general information about the Americans with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. Individuals with disabilities have the right to equal access and opportunity.

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the office of the Center for Accommodations and Support Services (CASS), Room 106, Student Union East, 915-747-5148, as soon as possible to ensure that such accommodations are implemented in a timely fashion.

HONOR YOUR ETHICAL RESPONSIBILITY TO YOUR AUDIENCE:
In addition to the importance of keeping your goals as a speaker ethically sound, care must be taken to keep your speeches and comments during class discussions free of bias and discriminatory stereotypes. Civility is essential in the discourse of educated persons.

THE CLASSROOM AS A SAFE HAVEN:
This classroom is a safe haven for all ideas. Respect not only your professor, but also guest speakers and your peers. We are all unique individuals entitled to our own opinions and beliefs. Therefore, any comments, jokes, or remarks that denigrate the worth of an individual’s physical or mental ability, physical appearance, religion, race, creed, ethnic background, sexual preference, or gender presentation are inappropriate and detract from your effectiveness as a speaker and from your credibility as a person.

ATTENDANCE POLICY:
Attendance and participation is mandatory. Missing 2, or more, scheduled meetings will lower your grade a minimum of one letter grade. If an emergency situation arises, the student should contact the instructor via telephone or email as soon as possible, preferably before the scheduled class, or at least prior to the next scheduled meeting. Students will be held responsible for any lecture materials, exams, quizzes or assignments given or due during their absence.

- Why attend class? Besides the obvious educational advantages of learning not only from your professor but from your classmates as you observe them working with the rhetorical modes which contribute to effective speaking and writing, an audience is necessary to allow each speaker to experience a genuine public speaking situation.
- Four (4) unexcused absences before the drop date will result in an automatic drop. Five or more totaled unexcused absences after the drop deadline will
result in a lowered grade. Accumulation of absences excused/unexcused will lower your grade.

- **Unexcused absence** is defined as any absence without any supporting and valid documentation to justify the absence. Reasons for absences should be substantial.
- **Excused absence** is defined as any absence motivated by a reasonable cause which is accepted by the instructor, at the instructor’s discretion.
- Attendance will be taken at the beginning of each class. After attendance has been taken, those who arrive late will be considered tardy. Attendance is recorded in the grade book as AT month_day (AT 8_24). This is a cumulative grade, you receive 2-points if you are present and 1-point if you notify me at the end of class. No negotiating points outside of class. This is a long class and I will attempt to schedule a break daily. I reserve the right to take attendance after we return from the break.
- Students leaving before the end of the class without the approval of the instructor will be considered absent.

**DROP DEADLINES:**
There are two windows of time each semester during which the student may initiate dropping courses. In addition, Instructors may drop students from courses. It is customary to contact the instructor if you choose to drop from a course. Check this syllabus or UTEP’s academic calendar for the **COURSE DROP DEADLINE (W)** for dropping individual courses. In case a serious problem prevents finishing course requirements in all classes, it is also important to be aware of the deadline for **Complete Withdrawal from the University**, which is scheduled during the last week of classes each semester. Please be aware of the University’s policy on drop limits. Be informed about these important dates and your rights as a student!

**PRIORITIES—MAINTAIN GOOD WORK ETHIC, CIVILITY & COURTESY:**
- Fear of speaking in public is common, yet many students come to think of this class as one of their favorite college courses. Although the work load is challenging, this class gives you a chance to think creatively and express your ideas; therefore, the intellectual climate in the class should be exciting for those who are willing to work toward learning to communicate effectively as public speakers and writers.
- **Students must read assigned materials/pages prior to class.**
- Major class presentations and essay due dates will be scheduled in advance. Students must commit to their scheduled presentation dates; penalties will be imposed for rescheduling and late work.
- Students arriving late to class during a presentation should wait outside the door until the presentation is over. Listen for the applause; then quietly open the door and enter.
- **No chatting during lectures or presentations.** Be courteous to classmates by paying attention to presentations and by being open-minded in regard to the opinions and ideas of others.
• Please make sure that all cell phones and other electronic devices are turned OFF before entering the classroom.

BLACKBOARD:
BlackBoard will be utilized to post quizzes, supplemental materials, grades, announcements, and other relevant information. You are required to link to Pearson Education’s MySpeechLab through BlackBoard; it is imperative that you keep up with the assigned material.

TECH IN THE CLASS:
Cellphones do not belong in the classroom. My opinion is that we should make the effort to remain connected with other people, and our environment, during our possibly important interaction(s) with others. Frequently, cellphones detract from potentially important interactions and that includes class time.

Please, no texting during class; it is noticeable. I view the use of cellphones, and text messaging during a lecture as disruptive, disrespectful and discourteous [rude]. Additionally, cellphones can have a negative impact on your grades (see Duncan, Hoestra, and Wilcox, 2012) and their use distracts other students (Tindell and Bohlander, 2012). I will take steps to remove the offending person or ban all technology from the classroom if disruption occurs.
Have your cell phone turned off or on vibrate during class time. If you are expecting an important call/message during class, please quietly leave the room and return when you are able to focus on, and participate in, classroom activities.

SCHOLASTIC INTEGRITY POLICY:
Please read DeVito, page 8 (5th ed.) “Ethics,” carefully. Part of this class will focus on properly documentation and sharing researched information. Consider: The unacknowledged use of another person’s work is plagiarism and that includes your oral presentations in this class. You are required to credit and orally cite all research. Be aware of the crucial difference between verbatim quotation and paraphrase, and know how to document research correctly! If you have questions, don’t hesitate to ask your instructor for clarification.

Also see the University of Texas System Academic Dishonesty Statement as seen in the Handbook of Operating Procedures and on the homepage of UTEP’s Dean of Students at: http://www.utep.edu.dos Also see UTEP’s Academic Dishonesty statement on the Dean of Students website at http://studentaffairs.utep.edu/

Plagiarism will not be tolerated. “Plagiarism [is] the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors.”
Also see http://sa.utep.edu/osccr/academic-integrity/