COMM 1311 Fundamentals of Speech Communication  
Summer II 2022

Instructor: Hakeem Harris  
Section # and CRN: Section: P04 CRN: 17216  
Office Location: Hilliard Hall 004  
Office Phone: 936-261-3732  
Email Address: hpharris@pvamu.edu  
Office Hours: MTW 11:00 am – 12:30 pm  
Mode of Instruction: Face-to-Face

Course Location: Hilliard Hall 123  
Class Days & Times: M-TR 8 am -10:50 am  
Catalog Description: This course is designed to introduce students to fundamental communication theories, principles and practices. Students will develop public speaking skills, interpersonal skills, and practical applications.

Prerequisites: Unconditional Admission OR ENGL 0131  
Co-requisites:  


Student Learning Outcomes:  
1. Apply communication concepts and theories.  
2. Communicate ideas effectively and with sensitivity to a variety of audiences.  
3. Demonstrate effective use of a variety of communication tools and styles.  
4. Demonstrate communication proficiency appropriate for meeting personal and professional needs.

<table>
<thead>
<tr>
<th>Upon successful completion of this course, students will be able to:</th>
<th>Program Learning Outcome # Alignment</th>
<th>Core Curriculum Outcome Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Write clearly, precisely, and in a well-organized manner</td>
<td>1, 2, 3, 4</td>
<td>Communication</td>
</tr>
<tr>
<td>2 Demonstrate critical thinking, reading, and viewing skills on required projects</td>
<td>1, 2, 3, 4</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>3 Research, develop, evaluate, and present arguments grounded in research-based knowledge</td>
<td>1, 2, 3, 4</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>4 Apply analytical, precise, and elaborated terms and concepts for talking and writing about communication artifacts and the ways in which they communicate meaning</td>
<td>1, 2, 3, 4</td>
<td>Critical Thinking Communication Social Responsibility</td>
</tr>
<tr>
<td>5 Critically conduct, evaluate, and analyze research theories and findings published in various scholarly source materials in the preparation of assignments</td>
<td>1, 2, 3, 4</td>
<td>Critical Thinking Communication Social Responsibility</td>
</tr>
<tr>
<td>6 Evaluate various communication artifacts and their effects on audiences and society</td>
<td>1, 2, 3, 4</td>
<td>Communication Critical Thinking Social Responsibility</td>
</tr>
<tr>
<td>7 Demonstrate how communication artifacts are constructed and how communication artifacts in turn construct meaning about national and global communities</td>
<td>1, 2, 3, 4</td>
<td>Communication Critical Thinking Social Responsibility</td>
</tr>
</tbody>
</table>
Major Course Requirements

Method of Determining Final Course Grade

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Occasion Speech</td>
<td>200</td>
<td>10%</td>
</tr>
<tr>
<td>Informative Speech &amp; Outline</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Persuasive Speech</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Outline for Persuasive Speech: revised and on Taskstream</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>1,000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grading Criteria and Conversion:

A = 90 – 100%
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
F = 59% or below

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement  Description

Special Occasion Speech  This 2-4 minute speech links your subject (a person, event, etc.) with a specific trait, either positive (if praising) or negative (if condemning). You will establish a specific occasion/ceremony (Hall of Fame induction, funeral, tribute, toast, interview, impromptu, dedication of a memorial, etc.). You will elicit an emotional response through careful use of language style while reinforcing beliefs and feelings your audience already holds. (Attempts to change those beliefs and feelings are better suited to Persuasive Speeches.)

Group Speech  This 8-10 minute speech is a group presentation. Possible presentations include (but are not limited to) how-to demonstrations, event planning, etc. Each member must speak for equal amounts of time. This assignment is worth 100 points.

Informative Speech  This 4-6 minute speech provides information new to most of your audience. It may be useful to think of this speech as a teaching opportunity, a short lecture about an important topic. This speech also could be a demonstration (“how-to”) speech. You are required to use at least one presentation aid. This assignment is worth 200 points.

Persuasive Speech  This 5-7 minute speech will persuade your audience to perform an action. Through carefully crafted and well-supported arguments, and based upon the information you have given them and the emotional response you have elicited, you must persuade your audience to act on an issue. You are required to use at least one presentation aid (to depict the severity of the social problem, the amount of people it affects, and how your solution will mitigate the problem if implemented, etc.). This assignment is worth 200 points.

Participation  This is a public speaking course. As such, students will be expected to speak publicly. This means that students will be actively encouraged to participate in class discussions, and give their input on course material. This sort of active participation in class is key to any communications class, including this one. Participation will be gauged by your instructor. Students are graded on the quality as well as the quantity of their class participation. Attendance with a few brief comments all semester is average (C) participation. Above average and excellent participation (B or A) includes regular frequent questions, comments, and/or examples that demonstrate an understanding of...
course material, contribute to the class topic, and seek additional knowledge relevant to
the class topic. Students will also be expected to give an Introductory Speech at the
beginning of the semester. This assignment is worth 100 points.

Course Procedures or Additional Instructor Policies: Available on eCourses
Course Procedures and Other Instructor Policies

Online Procedures: You will be uploading all speeches to YouTube. This may require you to create an account and
you can find videos online to help you do that. Please make all videos UNLISTED and not private… I cannot watch
videos that are listed as private. You must put your video link at the top of your outline and upload the outline to E-
Courses. All discussions, exams, and course content will be on e-courses.

Make-up and Late Work: NO LATE ASSIGNMENTS, PERFORMANCES, SCRIPTS, DISCUSSIONS, OR EXAMS
WILL BE ACCEPTED. I do not accept late WORK unless you have a university-approved absence and provide
university-approved documentation to me within one week (7 days) of your absence. I will not accept late
assignments, presentations, exams, or discussions under any circumstance. You are expected to come to each and
every class on time and prepared. Finally, I will not accept late assignments, presentations or exams under any
circumstance.

Grade Concerns: I am happy to discuss your work and performance with you. Keep in mind that I will protect your
privacy in discussing your work. This means not discussing your grade in the presence of other students, faculty or
staff before, during or after class sessions and or office hours. If others are present at the time that you attempt to
engage in a conversation about your grades I will ask them to leave or instruct you to wait until such time as your
privacy can be maintained.

In general, I require a 24-hour reflection period before discussing grading concerns. After the reflection period has
passed, you may submit your concerns in writing. Make sure that in your email you include:

1.) Your name, the title of the course, and meeting time
2.) The name of the assignment
3.) A clear discussion of your issues or concerns
4.) Your suggestion(s) for resolving the issue(s)

I will respond in writing to your concern(s) within 48 hours of receiving them unless the email is sent over the
weekend or holiday break. If you continue to have questions after you have received and read my written
response(s) to your concern(s), we will find a suitable time to meet and discuss your concern(s). USE ONLY
your pvamu.edu email accounts to discuss grade concerns. I will not respond to emails sent via a non PVAMU
email account as there is no way to secure your receipt of my response or the authenticity of the user.

Speech Sign-Up: In this class students will sign-up for their speeches. Speech sign-up will consist of picking both a
day and order to speak in. Students are expected to adhere to the time that they have signed up for. This is a contract
between a speaker and an audience, promising that they will be there to share their words at a specific time. If a
student does not attend class to speak at the proper time and cannot produce documented evidence to prove their
absence, then they will receive a ZERO (0) for their speech grade. This is in adherence to the LCOM Student
Expectation that NO late work is accepted in this class.

Taskstream
Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your
assignments is REQUIRED to be submitted as an “artifact,” an item of coursework that serves as evidence that course
objectives are met. More information will be provided during the semester, but for general information, you can visit
Taskstream via the link in eCourses.
**Semester Calendar***

<table>
<thead>
<tr>
<th>Week 1 July 12-13</th>
<th>Welcome and Introduction to Course and Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Description</td>
<td></td>
</tr>
<tr>
<td>Readings:</td>
<td>Beebe Chapter 1: Speaking with Confidence</td>
</tr>
<tr>
<td></td>
<td>Beebe Chapter 2: Presenting Your First Speech</td>
</tr>
<tr>
<td></td>
<td>Beebe Chapter 5: Analyzing Your Audience</td>
</tr>
<tr>
<td>Assignment (s):</td>
<td>Any Old Bag Speech Due July 17 at 11:59 PM</td>
</tr>
</tbody>
</table>

**Week Two: July 18-21**

<table>
<thead>
<tr>
<th>Topic Description</th>
<th>Organization and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings:</td>
<td>Beebe Chapter 16: Speaking for Special Occasions</td>
</tr>
<tr>
<td></td>
<td>Beebe Chapter 6: Developing Your Speech</td>
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<td></td>
<td>Beebe Chapter 7: Supporting Materials</td>
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<td></td>
<td>Beebe Chapter 8: Organization and Outline</td>
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<tr>
<td></td>
<td>Beebe Chapter 11: Delivery</td>
</tr>
<tr>
<td>Assignment (s):</td>
<td>Hall of Fame Speech Due July 24 at 11:59 PM</td>
</tr>
</tbody>
</table>

**Week Three: July 25-28**

<table>
<thead>
<tr>
<th>Topic Description</th>
<th>Organization Continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings:</td>
<td>Beebe Chapter 9: Intros and Conclusions</td>
</tr>
<tr>
<td></td>
<td>Beebe Chapter 10: Language</td>
</tr>
<tr>
<td></td>
<td>Beebe Chapter 3: Ethics</td>
</tr>
<tr>
<td></td>
<td>Beebe Chapter 4: Language</td>
</tr>
<tr>
<td>Assignment (s):</td>
<td>Midterm Exam Due July 31 at 11:59 PM</td>
</tr>
</tbody>
</table>

**Week Four: Aug 1-4**

<table>
<thead>
<tr>
<th>Topic Description</th>
<th>Informative Speaking and Visual Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings:</td>
<td>Beebe Chapter 13: Informative Speaking</td>
</tr>
<tr>
<td></td>
<td>Beebe Chapter 12: Presentation Aids</td>
</tr>
<tr>
<td></td>
<td>Informative Speech Due Aug 7 at 11:59 PM</td>
</tr>
<tr>
<td>Assignment (s):</td>
<td>Persuasive Speeches</td>
</tr>
<tr>
<td></td>
<td>Beebe Chapter 14: Principles of Persuasion</td>
</tr>
<tr>
<td></td>
<td>Beebe Chapter 15: Persuasive Strategies</td>
</tr>
<tr>
<td></td>
<td>Persuasive Speech Due Aug14 at 11:59PM</td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
</tr>
<tr>
<td></td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Final Exam Due Aug 8th at 11:59PM</td>
</tr>
</tbody>
</table>

*Please note that the above calendar is provisional. As instructor, I reserve the right to make changes, including the addition or deletion of materials.

**Weekly topic titles are adopted from Readings/course texts.**
Student Support and Success

John B. Coleman Library
The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. https://www.pvamu.edu/library/ Phone: 936-261-1500

The Learning Curve (Center for Academic Support)
The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing
The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services
As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs
Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement
The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services
Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Title IX Statement**
Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU’s Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

**Class Attendance Policy (See Catalog for Full Attendance Policy)**
Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University’s attendance policy in each course syllabus.

**Student Academic Appeals Process**
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

**TECHNICAL CONSIDERATIONS**

**Minimum Recommended Hardware and Software:**
- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

**Note:** Be sure to enable Java & pop-ups in the Web browser preferences

**Participants should have a basic proficiency of the following computer skills:**
- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

**Netiquette (online etiquette):**
Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.
**Technical Support:**
Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283.

**Communication Expectations and Standards:**
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

**Discussion Requirement:**
Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1)If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.