

University of Montana
ScholarWorks at University of Montana

Syllabi

Course Syllabi

1-2013

COMM 350.01: Persuasive Speaking and Criticism

David J. Airne

University of Montana - Missoula, davidairne@gmail.com

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Recommended Citation

Airne, David J., "COMM 350.01: Persuasive Speaking and Criticism" (2013). *Syllabi*. 859.
<https://scholarworks.umt.edu/syllabi/859>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

Persuasive Speaking and Criticism

COMM 350

Instructor: David Airne
Office: LA 237
Office Hours: T/R 10:00-10:50; T/R 12:30-1:50
By Appointment also
Office Phone: (406) 243-4551
E-mail: david.airne@umontana.edu

Course Catalog Description:

The persuasive process through the criticism and creation of speeches and other rhetorical artifacts emphasizing the role persuasion plays in creating and shaping our culture.

Objectives:

While COMM 111 focused on the general practice of public speaking the concern was more about audience much more than the creation of message(s). By focusing on perhaps the most common form of speaking, persuasive, we will examine the process for crafting messages and evaluating those messages both of which are critical to your participation in the world at large.

The focus of the class will be less on the delivery of messages, but instead we will focus on the rhetorical practices needed for critical evaluations of those messages. Consequently, when you do deliver speeches the content will be the most important factor as you create arguments that are designed to withstand the scrutiny of others.

Ultimately, the objective of the course is that by the end, you should produce public discourse that addresses issues of significance that would meet the needs of an audience and can withstand the scrutiny of the audience.

Texts:

Larson, C. U. (2010). *Persuasion: Reception and responsibility* (12th ed). Boston: Wadsworth.
Additional readings will be found on the class page on Moodle

Assignments:

You will produce three speeches during the semester. These three will make up 60% of your grade. Two exams will be worth 20% of your grade. Critical evaluations of each of the three speeches will make up another 10% of your grade. The remaining 10% will be from in class assignments, quizzes, and activities.

Grading:

Your final grade will be calculated on a plus/minus scale based on the following breakdown:

A 100-90%

B 89-80%

C 79-70%

D 69-60%

E/F Below 60%

It is my philosophy that for grades to be meaningful a C should be average and high grades must be reserved for exceptional work. Cs (not Bs or As) will be given for work that is acceptable and of average college level quality. The grade of C, therefore, **does not indicate any shortcoming** and **may** be the most common grade given. This means that you have met the basic requirements of the speech/assignment, but there is more that could be done to make the speech/assignment better. For example, if a paper requires you to write 8 pages and use 10 different sources, that does not mean that you would receive an A for that work, only that you have met the basic requirements. This should not be read to mean that you would only get a C in the class. Grading will be done as follows:

C: Represents achievement that meets the course requirements in every respect. This score **does not indicate any shortcoming**. All the work was done adequately and completely, and the work showed basic understanding and mastery of the course material.

B: Represents achievement that is significantly above the level necessary to meet course requirements. Not only were all the basic expectations met, it exceeded minimum expected quality levels. This work probably showed one or more of the following characteristics: excellent understanding of the class material, excellent application of theory to practice, unusual thoroughness in thought and preparation.

A: Represents achievement that is outstanding relative to the level necessary to meet course requirements. This work is superior in every respect, and represents the highest level of achievement. Its quality is so good that it would be unreasonable to ask a college student to improve upon it.

D: Represents achievement that is worthy of credit even though it does not fully meet course requirements. While there was merit to what was done, there were also deficiencies that meant the work did not fully meet the minimal expectations.

E/F: Represents performance that fails to meet the course requirements and is unworthy of credit. This work shows serious deficiencies in regard to the expectations for the assignment.

GPA requirement:

The college of Communication and Information Sciences requires that all students enrolled in upper division courses (300/400) have a 2.0 GPA overall. Students who do not have the 2.0 GPA may be administratively disenrolled on or before the first day of class.

Incomplete:

An "I" is reserved for special circumstances (unforeseen or unexpected circumstances beyond the student's control.) that prevent a student from completing prescribed course work during a semester. An "I" will not be given because a student is failing, negligent or not meeting requirements. Work missed must be made up within an agreed upon time between the student and the instructor. An "I" will revert to an "F" when missed work is not made up during the time-period specified.

Make-up Examinations and assignments:

There are no make up without prior approval. No make-up tests will be given unless the absence was unavoidable or otherwise justified, the student and instructor will coordinate for a make-up examination to be taken as soon as possible. A properly documented medical reason for missing an assignment is an example of a legitimate reason for a make up. Airline tickets for a vacation or going home early do not constitute a legitimate reason for a make up exam and no make up will be offered.

Academic Honesty:

Each student must fulfill his or her academic obligation by an honest, independent effort. Academic dishonesty will not be tolerated. Students who engage in academic dishonesty will be penalized. You will receive a zero for that assignment. Next the student will be informed of the charge(s) against them and the actions described in the due process and students rights section

Any of these acts are plagiarism; each is sufficient ground to fail the assignment and begin disciplinary action. **This list is not exhaustive**; it is merely intended to clarify a few common misunderstandings of what plagiarism and/or academic dishonesty is:

1. The use of a speech, paper, or outline written by someone else;
2. Any time you use 5 or more consecutive words from a source without putting it in quotation marks and citing the source, whether or not the source is copyrighted;
3. Copying material from the internet without putting it in quotation marks and/or citing it.
4. Using notes in any form on your exams or quizzes unless otherwise instructed.

Remember, when in doubt error on the side of caution or ask your instructor.

Students with Disabilities:

The University of Montana assures equal access to instruction through collaboration between students, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide an appropriate accommodation.

Grievances (Complaints):

There is a specific process for raising grievances that is defined in the Student Conduct Code. Following this process is necessary for insuring that the rights of all parties to a grievance are respected. In a nutshell, the process simply directs you to address concerns with your instructor first and then proceed up the university hierarchy.

Classroom Conduct:

In order for the class to function properly, all students should follow the following:

Respect your instructor and your colleagues. This encompasses all of the following items. It is absolutely necessary for a positive educational experience. Whether it is arriving in class promptly, behaving ethically toward your instructor and classmates, or contributing to a positive classroom climate, please act respectfully.

The Code of Student Conduct requires that students behave in a manner that is conducive to a teaching/learning environment. Students who engage in behavior that is disruptive or obstructive to the teaching/learning environment will be subject to disciplinary sanctions as outlined by the Code of Student Conduct. Disruptive/obstructive behavior is described as but not limited to the following examples: physical abuse, verbal abuse, threats, stalking, intimidation harassment, hazing, possession of controlled substances, possession of alcoholic beverages. Other things that should not be in the classroom are as follows: pets; guns or other weapons; explosives; alcoholic beverages; tobacco; illegal drug/controlled substances.

Attend all class sessions and arrive on time. The in class assignments that make up 10% of your grade come from activities each day. You can only earn these points by arriving in class on time and attending for the entire session. If you arrive late, leave early, or skip class, you may miss these opportunities. Good attendance is a predictor of academic success. This is especially true of a math course as it is in a communication course, where the skills learned tomorrow require mastery of the skills we learn today. I do understand that some things come up that are unavoidable, but you need to keep me informed

to these problems. There is very little I can do after the fact, so let me know in advance or as soon as possible if you are missing or have missed class. However, no in class assignments (critiques, quizzes, etc.) cannot be made up despite the legitimacy of the absence.

Late work will receive 1 letter grade deduction per late day. Remember I will require some form of documentation if work is to be accepted late. Those with qualifying documents will not be assessed the late penalty, for the arranged make up time, but failure to perform on that day will incur the deduction described above. Absolutely no late work will be accepted after the final exam period. Remember that no in class assignments can be made up no matter the reason.

In addition to the above, students who do not attend the first 2 meetings of a T/R course or the first 3 meetings of M/W/F courses may be administratively disenrolled.

Refrain from using media that are unrelated to the class. This includes but is not limited to cellphones, messaging devices, music players, and the *Kaimin*. Any device that can make noise should be turned completely off for the entire class period. Not only do these items disrupt class but whoever is speaking will find it exceedingly rude.

Student Consent and Instructor Elasticity:

The instructor stipulates that a student's receipt of this syllabus shall act as a contract between the instructor and the student. Receipt of this syllabus presupposes that a student has read and understands the policies contained herein. The instructor reserves the right to amend course assignments, assignment weights, readings and non-administrative items contained in this syllabus.

January

29—Syllabus; What is persuasion?
31—Persuasion in the world; Ch 1

February

5—Ethics, Ch 2
7—Approaches to Persuasion; Ch 3, 4
12—Approaches to Persuasions; Ch 3, 4
14—Public Speaking Flashbacks; Ch 12
19—Public Speaking Flashbacks; Ch 12
21—Symbols; Ch 5
26—Symbols & Criticism; Ch 5, 6, Burke
28—Criticism; Ch 6

March

5— Exam 1; Chapters 1-6, 12 & readings
7—Speech 1
12—Speech 1
14—Speech 1
19—Content & Logic; Ch 8
21—Psychology; Ch 7
26—Culture; Ch 9; McGee_Ideographs
28—Nonverbal; Ch 10

April

2 Spring Break
4 Spring Break
9—Campaigns & Movments; Ch 11
11—Speech 2
16—Speech 2
18—Speech 2
23—Media Campaigns; Ch 14
25— Advertising; Ch 14
30—Social Movements; Simons_Mvt

May

2—Speech 3
7—Speech 3
9—Speech 3

Final Exam Wed May 15 1:10-3:10