COMMUNICATION
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Communication

2. Course prefix and number: COMM 203
   3. Texas Common Course Number: SPCH 1315

4. Complete course title: Public Speaking
   5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   Communication
   Mathematics
   Life and Physical Sciences
   Language, Philosophy and Culture
   Creative Arts
   American History
   Government/Political Science
   Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   Yes
   No

8. How frequently will the class be offered? Each semester and each summer session

9. Number of class sections per semester: 30 sections per long term, 20 sections per summer

10. Number of students per semester: 750 per semester (500 per summer)


This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:

   Name: [Signature]

   Course Instructor

   Date: 3/12/13

14. Department Head

   [Signature]

   Date: 3/12/13

15. College Dean/Designee

   [Signature]

   Date: 3/28/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Communication

In the box below, describe how this course meets the Foundational Component Area description for Communication. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

COMM 203 Public Speaking requires the integration of intellectual, critical and performance capabilities in the pursuit of delivering speeches in the public realm. Students must select and focus ‘assignment specific’ topics, hone a thesis, employ research skills to locate, evaluate, select and cite appropriate supporting material, develop logical arguments and other forms of persuasion, design visual aids to illustrate points and to bolster arguments, deliver speeches orally and display visual aids appropriately. Formal, full-sentence written outlines with source citations and are required and support each speech. However, speeches are subsequently delivered extemporaneously to insure that the student is fully familiar with the speech topic, content and organization; and as a matter of audience adaptation to insure that neither outlines nor manuscripts are ever read to the audience. Each message must be adjusted appropriately for the audience to maintain the face and line of the interaction with the goal of achieving communication competence in the public sphere. At least one of the major speeches is conducted in a group format. Therefore each of the aforementioned elements is achieved in a team environment as well. Students prepare and deliver four major speeches (at least one of which is in a group) and listen to and critique approximately 90 peer speeches per semester. Each student listens to and critiques his or her own speeches, too.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Learning Outcome 1: Select speech topics and organizational patterns to satisfy the rhetorical situation as articulated in the speaking assignment.

Students receive four distinct speaking assignments (to include at least one informative speech and one persuasive speech.) Students must analyze the requirements of the assignment and choose an assignment adjusted, audience adjusted, time adjusted topic to satisfy the elements of the rhetorical situation. Students engage variously in brainstorming, mind-mapping, social comparison, surveying, multiple drafting and negotiated adjustment to balance creativity and innovation with convergence. A grading rubric based on National Communication Association standards is used to assess the extent to which the the topic is sufficiently focused as well as whether the most optimum organizational pattern was employed.

Learning Outcome 2: Research, select, and develop appropriate background and supporting material to support and extend the purpose of the speech and with consideration for the audience.

Students receive instruction on source credibility, question interrogation, evaluation of information and use of information to prove and to explain claims made in the speech. Students are instructed in the “COMMLab” computer room
regarding the use and evaluation of searchable databases, ejournals and other quality secondary sources. Some attention is
given to the use of primary sources. Students receive reading assignments and lectures on proof vs explanations and on
evaluation of sources employed in a variety of speeches, both peer and public. A grading rubric based on National
Communication Association standards is used to assess the extent to which the supporting material is well researched,
appropriately selected and well developed and audience adjusted.

Learning Outcome 6: Respond to questions from the audience.
Students receive instruction on listening and responding to questions, and also to response strategies in 'hostile'
audience situations. Drawing from the "responsive classroom" and research on engagement strategies, students are taught
to ask for "questions or comments" and are informed of subtle wording differences that tend to cue an audience to be more
or less engaged in the 'Q&A' portion of a speech. At least two of the speeches include a required 'Q&A' portion.
Departmental rubric on responding to questions from the audience is used to assess this outcome.

Learning Outcome 7: Produce and integrate sensory aids (including computer generated visual aids) to support their
message and with respect and sensitivity for the audience.
Students receive instruction on the appropriate use of powerpoint and are required to display data in charts or
graphs, photos, embedded video clips as appropriate to the supporting material. The use of 'bulleted-points' is limited but
not prohibited. Instruction in color, font, animation (use rarely) with respect to effectiveness and choice of symbols with
respect to effectiveness and audience adaptation are discussed. Smooth integration of the powerpoint including
appropriate display times, orientation to the display and explanation of the display are taught, too. A grading rubric based
on National Communication Association standards is used to assess the extent to which sensory aids (mostly visual aics) are
displayed and integrated to support the speech goals.

Learning Outcome 8: Critique their own speeches and the speeches of others with respect to invention, arrangement,
language, style, critical thinking, and delivery
Students produce formal, full-sentence outlines for each of the four major, graded speeches. Through the use of
readings, lecture and outline templates, students are lead through the principles of balance and of subordination to and
outline that is both a planning and invention document as well as a document that is diagnostic in nature. The outline also
establishes a common vocabulary to use in criticism of invention, arrangement, language, style and critical thinking.
Students cite sources in the body of the outline using MLA or APA style and include a complete bibliography or works cited
cite page. Students are required also to cite sources orally during the delivery of their speeches. Students participate in peer
evaluation of speeches. Each student must complete a self-evaluation of each of his or her own speeches. These
evaluations include criticism of delivery, too. Outlines, peer-evaluations and self-evaluations are evaluated by criteria
articulated in chapters 9, 10 and 11 of Lucas', The Art of Public Speaking.

Communication (to include effective development, interpretation and expression of ideas through written, oral and
visual communication):

Learning Outcome 3: Cite background and supporting material orally during the speech, in writing in the text of the full-
sentence outline and in the bibliography.
Students are referred to source citation guides posted on the library.tamu.edu website and on the Purdue
University OWL for standard forms of source citation. Students are provided a minimum number of sources they must cite
per speech. Source citation is evaluated by applying the citation guideline criteria to evaluation of the outlines and
bibliography. A tally of sources cited is made.

Learning Outcome 4: Deliver speeches extemporaneously from a set of limited notes and within the specified time frame.
Students view example speeches of extemporaneous delivery. Additionally, models of converting a full-sentence
outline to a limited set of notes are provided in class and in the textbook for the course. Practice is encouraged to bring the
speech in within the generous 2 minute time variation. Finally, justification and explanations are offered through lecture
and reading for the reasons that extemporaneous, timed delivery are important. Extemporaneous delivery and timely
speaking are evaluated through direct observation of the 'limited set of note' and through the use of a stopwatch.
Additionally, each speech is recorded digitally and time can be double checked from that source, too.
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Learning Outcome 5: Express ideas artfully, both verbally and nonverbally, with respect and sensitivity for themselves and their audience.

Students receive instruction regarding the power of language and the use of nonverbal communication as a means of influence, both intentional and unintentional. The artful use of linguistic devices, both common (simile, metaphor, antithesis, for example) and less well known (antistrophe, scala, chiasmus, for example) is discussed and practiced during in-class activities. Cultural awareness and rhetorical sensitivity are discussed in lecture and readings. A grading rubric based on National Communication Association standards is used to assess the use of language and of delivery in speeches.

Learning Outcome 6: Respond to questions from the audience.

Students receive instruction on listening and responding to questions, and also to response strategies in ‘hostile’ audience situations. Drawing from the “responsive classroom” and research on engagement strategies, students are taught to ask for “questions or comments” and are informed of subtle wording differences that tend to cue an audience to be more or less engaged in the ‘Q&A’ portion of a speech. At least two of the speeches include a required ‘Q&A’ portion.

Departmental rubric on responding to questions from the audience is used to assess this outcome.

Learning Outcome 7: Produce and integrate sensory aids (including computer generated visual aids) to support their message and with respect and sensitivity for the audience.

Students receive instruction on the appropriate use of powerpoint and are required to display data in charts or graphs, photos, embedded video clips as appropriate to the supporting material. The use of ‘bulleted-points’ is limited but not prohibited. Instruction in color, font, animation (use rarely) with respect to effectiveness and choice of symbols with respect to effectiveness and audience adaptation are discussed. Smooth integration of the powerpoint including appropriate display times, orientation to the display and explanation of the display are taught, too. A grading rubric based on National Communication Association standards is used to assess the extent to which sensory aids (mostly visual aids) are displayed and integrated to support the speech goals.

Learning Outcome 8: Critique their own speeches and the speeches of others with respect to invention, arrangement, language, style, critical thinking, and delivery.

Students produce formal, full-sentence outlines for each of the four major, graded speeches. Through the use of readings, lecture and outline templates, students are lead through the principles of balance and of subordination to and outline that is both a planning and invention document as well as a document that is diagnostic in nature. The outline also establishes a common vocabulary to use in criticism of invention, arrangement, language, style and critical thinking. Students cite sources in the body of the outline using MLA or APA style and include a complete bibliography or works cited page. Students are required also to cite sources orally during the delivery of their speeches. Students participate in peer evaluation of speeches. Each student must complete a self-evaluation of each of his or her own speeches. These evaluations include criticism of delivery, too. Outlines, peer-evaluations and self-evaluations are evaluated by criteria articulated in chapters 9, 10 and 11 of Lucas', The Art of Public Speaking.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

Learning Outcome 9: Work with a team to develop and deliver a speech.

Students are introduced to the format for group presentations through lecture and readings. Each team works with its members to accomplish Learning Outcomes 1 thru 8 (described in other sections of this document) from a team perspective. Teams work through the process of joint decision making for topic selection, research, audience adaptation, visual aids selection and construction, language choices, delivery coaching, etc. Each member of the team receives the same grade based on National Communication Association standards and departmental rubric with up to a letter grade earned based on individual performance of appropriate transitions.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Learning Outcome 3: Cite background and supporting material orally during the speech, in writing in the text of the full-sentence outline and in the bibliography.
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Students are referred to source citation guides posted at library.tamu.edu and on the Purdue University OWL for standard forms of source citation. Students are provided a minimum number of sources they must cite per speech. Source citation is evaluated by applying the citation guideline criteria to evaluation of the outlines and bibliography. A tally of sources cited is made.

Learning Outcome 5: Express ideas artfully, both verbally and nonverbally, with respect and sensitivity for themselves and their audience.

Students receive instruction regarding the power of language and the use of nonverbal communication as a means of influence, both intentional and unintentional. The artful use of linguistic devices, both common (simile, metaphor, antithesis, for example) and less well known (antistrophe, scala, chiasmus, for example) is discussed and practiced during in-class activities. Cultural awareness and rhetorical sensitivity are discussed in lecture and readings. A grading rubric based on National Communication Association standards is used to assess the use of language and of delivery in speeches.

Learning Outcome 6: Respond to questions from the audience.

Students receive instruction on listening and responding to questions, and also to response strategies in ‘hostile’ audience situations. Drawing from the “responsive classroom” and research on engagement strategies, students are taught to ask for “questions or comments” and are informed of subtle wording differences that tend to cue an audience to be more or less engaged in the ‘Q&A’ portion of a speech. At least two of the speeches include a required ‘Q&A’ portion. Departmental rubric on responding to questions from the audience is used to assess this outcome.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Communication 203: sections 501-512
Public Speaking
Mass Lecture is Wednesdays at 8am in CHEM 100
Check your schedule for when your recitation section meets on MW

Dr. Jones Barbour
Course Director and Professor for Comm 203. I will be lecturing, creating the assignments and grading rubrics, writing quizzes and class activities, and determining the final grades for the course. I am happy to answer your questions and the like. So please, email me and/or come to office hours.
Office: Bolton Hall Room 209E
Phone: 979-845-4192
Office Hours: Tu 1-2, W 12:30-1:30, Th 1-2 and by appointment
Email: jonesbarbour@tamu.edu

There are also teaching assistants for this course, who vary by recitation section – check your schedule on Howdy to see whom your teaching assistant is and where/when your recitation section meets on MW. Your teaching assistant will be conducting activities in your recitation section, applying the grading criteria (created by me) to your speeches and outlines, collecting your homework/classwork, maintaining attendance records and holding office hours each week to assist you with your speeches and other course work. You will find the contact information and office hours for your recitation section’s Teaching Assistant on elearning.tamu.edu

COURSE DESCRIPTION:
Principles, practice and criticism of public speaking. Training in speeches of social and technical interest designed to teach students to develop and illustrate ideas and information. Emphasis on public speaking that informs and persuades audiences (From the TAMU Undergraduate Catalog).

LEARNING OUTCOMES:
By the end of the course a successful Comm 203 student will be able to:
1) Select speech topics and organizational patterns to satisfy the rhetorical situation as articulated in the speaking assignment.
2) Research, select, and develop appropriate background and supporting material to support and extend the purpose of the speech and with consideration for the audience.
3) Cite background and supporting material orally during the speech, in writing in the text of the full-sentence outline and in the bibliography.
4) Deliver speeches extemporaneously from a set of limited notes and within the specified time frame.
5) Express ideas artfully, both verbally and nonverbally, with respect and sensitivity for themselves and their audience.
6) Respond to questions from the audience.
7) Produce and integrate sensory aids (including computer generated visual aids) to support their message and with respect and sensitivity for the audience.
8) Critique their own speeches and the speeches of others with respect to invention, arrangement, language, style, critical thinking, and delivery.
9) Work with a team to develop and deliver a speech

*Please see page 8 of this syllabus for additional information on this course and the core curriculum.

REQUIRED TEXTS AND SUPPLIES:
NOTE: A hard copy or CourseSmart version is acceptable. Used books are fine. You will not need the CD-ROM or extra access codes the publisher may offer. The book from the TAMU bookstore is a custom TAMU edition in black and white ordered to save you money.
2) Dr. Jones Barbour Course Manual for Public Speaking: Comm 203, Spring 2013 (CM in the course schedule). The course manual is posted on elearning.tamu.edu NOTE: Please print out and bring this manual to class everyday.
3) Access to and use of a printer, paper, and ink
4) Folder with 2 internal pockets
5) USB drive for storing PowerPoint Presentations and your recorded speeches

Jones Barbour Public Speaking Syllabus
A NOTE ABOUT eLEARNING:
I use eLearning in this course (elearning.tamu.edu). In addition to the CM posted on eLearning, all of the forms you need to complete for each assignment are posted on there. You will need to print these forms out for each round of speeches (single sided only). Please be sure to check the eLearning page for this course frequently.

MY EXPECTATIONS OF YOU:
1) Everyone should participate actively in classroom discussions.

2) Everyone should come to each class having already completed the assigned readings, and having prepared questions, comments, and thoughtful responses to the readings.

3) Attendance is MANDATORY – You are expected to attend every single class period. This is a course on public speaking and therefore you will be speaking and listening every day.
   a) You may, however, have three (3) unexcused absences. Unexcused absences may be taken only on days when you are not scheduled to speak, no else is speaking, or there is no quiz, exam, or graded in class activity.
   b) You must sign the daily attendance sheet and be present for the entire class period in order to be counted as present in class. It is your responsibility to see that you sign the attendance sheet before you leave class each day.
   c) If your reason for being absent is recognized by the University as an excused absence (please see http://student-rules.tamu.edu/rule07) then you must turn in satisfactory documentation attached to the “form to appeal for an excused absence” found on eLearning to your Teaching Assistant within one week of your return to class. Please note that a receipt from a healthcare provider is NOT satisfactory documentation, nor is the Texas A&M University Explanatory Statement for Absences. Also please note that we may verify any documentation for an excused absence request.
   d) If you do miss class, it is your responsibility to make up any course material missed by working with classmates and doing additional readings and assignments. This course has no make-up lectures or course notes.
   e) For each unexcused absence in excess of three (3), your final course grade will be reduced by one letter grade.

4) Written Work – All written work must be typed and neatly printed, and it should conform to high standards of composition. All assignments are due during the class period for which they have been assigned. We do not accept late papers, nor do we accept papers turned into a mailbox or sent via e-mail. Anticipate problems in advance and communicate with your teaching assistant or me to avoid misunderstandings. Always keep a copy of your work.

5) Plagiarism, the intentional or unintentional misrepresentation of work as your own, will not be tolerated. Anyone convicted of plagiarizing all or part of an assignment will earn an F* in this course. Be warned: plagiarism is not just copying someone else’s work word for word. There are different types of plagiarism including but not limited to passing off someone else’s work as your own (whether that someone else is a classmate, friend, online source, or published author), source misrepresentation (failure to cite a paraphrased source, use quotation marks around exact quotations, or turn in a list of sources cited), and using work of your own which has already been used in another class.

If you are unsure what constitutes plagiarism, see me, check a writing handbook, or consult the Texas A&M University Honor Code. Remember: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Aggiehonor.tamu.edu

6) Everyone should function at all times as critical intellectuals, thoughtfully engaged in the course material, with your peers, and with your instructors.

For more details about these expectations please see Chapter 3 in the Course Manual.

Jones Barbour Public Speaking Syllabus
YOU CAN EXPECT THAT YOUR INSTRUCTORS WILL:
1) Be prepared for every class meeting.
2) Evaluate your work fairly and offer clear suggestions for improvement.
3) Return your work promptly.
4) Be accessible outside of class for questions and feedback.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT:
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 Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Special Accommodations: If you require accommodation for a disability, please contact the course director so that we may make arrangements for you.

COURSE ASSIGNMENTS:
Speeches:
Round I: My favorite! In this first speech you will tell us about your favorite public figure or media (e.g. author, songwriter, game developer, screenwriter or director OR your favorite movie, song, book, television show or video game). (3-4 minutes)

Round II: Here is something interesting WE want to tell you about. In this second speech you will describe something, demonstrate something, or explain something to your audience. This is an informative speech and will be given as part of a team. (5-6 minutes + Q&A session)

Round III: I have a solution to this problem. In this third speech you will advocate for a particular policy that addresses a significant problem facing the University, the local community, the state, the nation, or the world. This is a persuasive speech. (7-8 minutes + 1 min of questions from the audience)

Round IV: Here is one way we can help our community. In this fourth speech you will combine informative and persuasive speaking to tell us about a social issue you think is important and an organization doing something about the problem. (5-6 minutes)

Writing:
Preparation Full Sentence Outline: You will write a full sentence outline for each speech.
Goals for public speaking: You will write a brief essay in which you identify potential ways that you will engage in public speaking in your future career and then you will articulate 5-6 specific goals for your own public speaking this semester.
Self Evaluations: You will review your speech and complete a self-evaluation form for each speech you deliver. These self-evaluations will incorporate the goals for your public speaking you set at the beginning of the semester.
Peer Evaluations: You will complete a peer evaluation form for each round of speeches.
Library Research Form: You will complete a library research form for each round of speeches.

Quizzes and Mass Lecture Activities:
There will be a quiz or graded activity each day mass lecture meets. See course calendar for details about quiz content.

Please see the Course Manual for complete assignment requirements.
GRADES:
The instructor does not give grades; rather, students earn their grade according to the quality of their work. Your final course grade is calculated in the following way:

1) Round I - My Favorite! (3-4 minutes) - worth 10% of your final grade
2) Round II - Something Interesting (5-6 minutes) - worth 20% of your final grade
3) Round III - Solution to a problem (7-8 minutes + 1 min Q&A) - worth 20% of your final grade
4) Round IV - Help Our Community (5-6 minutes) - worth 20% of your final grade
5) Writing Assignments - each assignment is worth 2.5% of your final grade (total is worth 20% of your final grade)
6) Quizzes and mass lecture activities - worth 10% of your final grade

Your course grade will be determined by the weighted average of the grades on individual assignments. Each assignment will receive a letter grade, with a numerical equivalent as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
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<tr>
<td>D+</td>
<td>1.333</td>
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<tr>
<td>D</td>
<td>1.000</td>
</tr>
<tr>
<td>D-</td>
<td>0.667</td>
</tr>
<tr>
<td>F</td>
<td>0.000</td>
</tr>
</tbody>
</table>

So for example a student who received a C on Rd I, a C+ on Rd II, a B on Rd III, a B+ on Rd IV, a B+ on the writing assignments, an A- on the quizzes, and a B on each outline would have a course average of 2.93

To convert the course average into a course grade, the following scale will apply:

<table>
<thead>
<tr>
<th>Course Average</th>
<th>Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5 and up</td>
<td>A</td>
</tr>
<tr>
<td>2.5 and up</td>
<td>B</td>
</tr>
<tr>
<td>1.5 and up</td>
<td>C</td>
</tr>
<tr>
<td>0.3335 and up</td>
<td>D</td>
</tr>
<tr>
<td>below 0.3335</td>
<td>F</td>
</tr>
</tbody>
</table>

So, for example, a student with a course average of 2.93 would receive a course grade of B.

To calculate your own final grade use the following formula:

\[
\text{Course Grade} = (\text{Rd I} \times 0.10) + (\text{Rd II} \times 0.20) + (\text{Rd III} \times 0.20) + (\text{Rd IV} \times 0.20) + (\text{Goals paper} \times 0.025) + (\text{SE Avg} \times 0.025) + (\text{PF Avg} \times 0.025) + (\text{LRN Avg} \times 0.025) + (\text{RI Outline} \times 0.025) + (\text{RIII Outline} \times 0.025) + (\text{RIV Outline} \times 0.025) + (\text{Quiz Avg} \times 0.10)
\]

Your work in this class will be graded carefully and strictly. Plagiarism will not be tolerated. Your work will be graded according to the standardized criteria for speech grade assessment. The criteria are in the Course Manual Chapter 4, Section 4. Keep in mind that meeting the minimum requirements for an assignment constitutes the grade of a C. Work that goes beyond the requirements constitutes a B, and distinctly superior work constitutes an A.

IMPORTANT GRADING NOTE - grades reflect the quality of your work, not the amount of difficulty you experience in producing the work.

Jones Barbour Public Speaking Syllabus
OFFICE HOURS:
Do not let questions or confusion slide, office hours (both mine and your teacher assistant's) are a
time to review assignments and readings, seek help, or talk about things you find interesting in the
course. Use this resource to your advantage.

My office hours are Tu 1-2, W 12:30-1:30, Th 1-2 and by appointment. Remember to check
elearning.tamu.edu for your teaching assistant's office hours. Please meet with your Teaching
Assistant on a regular basis.

COURSE NOTES (INFORMATION THAT YOU NEED TO BE SUCCESSFUL IN THIS COURSE):
1) Speeches must be given on the day that they are scheduled. If you miss your speaking
assignment, class time is wasted. Sometimes meeting your assigned date is difficult, but it is unfair to
classmates to ask for an extension. Therefore, failure to speak on your assigned day without a pre-
authorized excuse will result in a failing grade on the assignment. (Remember giving an unfinished
speech will at least earn some credit – no speech will earn no credit). If you know you are going to
miss class for some university recognized excuse then you should advise your teaching assistant of
this well in advance and be sure to be scheduled for a different date. If you find yourself too ill or
have a genuine emergency on the day you are scheduled to speak, you can be excused only if you
present documentation of the emergency or University excused absence.

2) Missed speeches must be made up within 30 calendar days. Sessions for make-up speeches
will be for all students across sections of Comm 203 with University Excused Absences who missed a
speech. All students attending a session must stay for the entire time to serve as audience members
for one another. These sessions will be scheduled outside of class time and may last several hours
depending on the number of make-up speeches. Giving your speech at the scheduled time will
ensure you do not have to attend one of these sessions.

3) I and your teaching assistant will be contacting you via the TAMU email system. If your
account is “messsed up” please resolve the problem today! You will miss information for which you
will be responsible if you do not follow this request.

4) There is no extra credit in COMM 203 beyond that authorized for all students by the Course
Director.

Additional information regarding the course and assignments is in the Course Manual found on
elearning.tamu.edu

COURSE SCHEDULE: (changes to the schedule may be announced in class; you are responsible for all
such announcements).

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Please Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recitation</td>
<td>Introduction to</td>
<td>Read Syllabus and Course Manual (CM)</td>
<td>Check your schedule for time and room.</td>
</tr>
<tr>
<td>Mon, Jan 14</td>
<td>Recitation - Course</td>
<td>Print Course Manual (CM)</td>
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<td></td>
<td>Overview</td>
<td></td>
<td></td>
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<tr>
<td>Mass Lecture</td>
<td>Course Overview</td>
<td>Read Chapter 1 in Lucas textbook (L)</td>
<td>Graded in class activity</td>
</tr>
<tr>
<td>Wed, Jan 16</td>
<td>Why study public speaking?</td>
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<tr>
<td></td>
<td>Introduction to Rd 1</td>
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<td></td>
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<tr>
<td>Recitation</td>
<td>Strategies for Round 1</td>
<td>Read Chapters 4 and 5 (L)</td>
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</tr>
<tr>
<td>Wed, Jan 16</td>
<td>Speech</td>
<td>Hand in completed student information sheet found on eLearning</td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>Week 2</td>
<td></td>
<td>No Class</td>
<td>Quiz over chapters 2, 9, 10 (L)</td>
</tr>
<tr>
<td>Recitation</td>
<td>Ethics and Organization</td>
<td>Read Chapters 2, 9, 10 (L)</td>
<td>You will sign up for speaking times today (day and order)</td>
</tr>
<tr>
<td>Mon, Jan 21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mass Lecture</td>
<td>Thesis Check and Sign</td>
<td>Bring at least 2 potential topics for your Rd 1</td>
<td></td>
</tr>
<tr>
<td>Wed, Jan 23</td>
<td>Up Outline Workshop</td>
<td>speech</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Read Chapter 11 (L)</td>
<td></td>
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Jones Barbour Public Speaking Syllabus
<table>
<thead>
<tr>
<th>Week 3</th>
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</thead>
<tbody>
<tr>
<td>Recitation Mon, Jan 28</td>
</tr>
<tr>
<td>Mass Lecture Wed, Jan 30</td>
</tr>
<tr>
<td>Recitation Wed, Jan 30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
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<tbody>
<tr>
<td>Recitation Mon, Feb 4</td>
</tr>
<tr>
<td>Mass Lecture Wed, Feb 6</td>
</tr>
<tr>
<td>Recitation Wed, Feb 6 Sections: 501, 503, 505, 507, 509, 511</td>
</tr>
<tr>
<td>Recitation Wed, Feb 6 Sections: 502, 504, 506, 508, 510, 512</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recitation Mon, Feb 11 Sections: 501, 503, 505, 507, 509, 511</td>
</tr>
<tr>
<td>Recitation Mon, Feb 11 Sections: 502, 504, 506, 508, 510, 512</td>
</tr>
<tr>
<td>Mass Lecture Wed, Feb 13</td>
</tr>
<tr>
<td>Recitation Wed, Feb 13</td>
</tr>
</tbody>
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<tr>
<th>Week 6</th>
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<tbody>
<tr>
<td>Recitation Mon, Feb 18</td>
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<tr>
<td>Mass Lecture Wed, Feb 20</td>
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<td>Recitation Wed, Feb 20</td>
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<tr>
<th>Week 7</th>
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<tbody>
<tr>
<td>Recitation Mon, Feb 25</td>
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</tbody>
</table>

Jones Barbour Public Speaking Syllabus
<table>
<thead>
<tr>
<th>Mass Lecture</th>
<th>Persuasive Speaking introduction to Rd III</th>
<th>eLearning by class time</th>
<th>Graded in class activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed, Feb 27</td>
<td>Rd II Speeches</td>
<td>Self-Evaluation Form due for speakers from 2/25 If you are speaking today you must turn in a complete folder before you speak – see CM for Round II folder checklist Preparation Outline for Day 4 speakers due on eLearning by class time</td>
<td></td>
</tr>
</tbody>
</table>

**Week 8**

| Recitation | Round II speeches | Self-Evaluation Form due for speakers from 2/27 If you are speaking today you must turn in a complete folder before you speak – see CM for Round II folder checklist | |

<table>
<thead>
<tr>
<th>Mass Lecture</th>
<th>Language</th>
<th>Read Chapter 12(L)</th>
<th>Quiz over chapter 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed, March 6</td>
<td>Round III Strategies Thesis Check and Sign up</td>
<td>Self-Evaluation Form due for speakers from 3/4 Bring at least 2 potential topics for your Rd III speech</td>
<td>You will sign up for speaking times today (day and order)</td>
</tr>
</tbody>
</table>

**Recitation Mon, March 4**

**Recitation Wed, March 6**

**Week 9**

| Recitation | Language Workshop | Library Research Form Due for Rd III speech Preparation Outline for Day 1 speakers due on eLearning by class time | |
| Mon, March 11 | Reasoning | Read Chapter 17 (L) | Graded in class activity |

<table>
<thead>
<tr>
<th>Mass Lecture</th>
<th>Rd III Speeches</th>
<th>If you are speaking today you must turn in a complete folder before you speak – see CM for Round III folder checklist Preparation Outline for Day 2 speakers due on eLearning by class time</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed, March 20</td>
<td></td>
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</table>

**Week 10**

| Recitation | Rd III Speeches | Self-Evaluation Form due for speakers from 3/20 If you are speaking today you must turn in a complete folder before you speak – see CM for Round III folder checklist Preparation Outline for Day 3 speakers due on eLearning by class time | |

<table>
<thead>
<tr>
<th>Mass Lecture</th>
<th>Fallacies</th>
<th>Review Chapter 17 (L)</th>
<th>Graded in class activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed, March 27</td>
<td></td>
<td></td>
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</tbody>
</table>

| Recitation | Rd III Speeches | Self-Evaluation Form due for speakers from 3/25 If you are speaking today you must turn in a complete folder before you speak – see CM for Round III folder checklist Preparation Outline for Day 4 speakers due on eLearning by class time | |

<table>
<thead>
<tr>
<th>Mass Lecture</th>
<th>Introduction to Rd IV Strategies for Persuasion</th>
<th>Review Chapter 16 (L)</th>
<th>Graded in class activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed, April 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recitation Mon, April 8</td>
<td>Social Issues Impromptu Exercise</td>
<td>Self-Evaluation Form due for speakers from 4/3 if you are speaking today you must turn in a complete folder before you speak - see CM for Round III folder checklist</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Mass Lecture Wed, April 10</td>
<td>Strategies for Persuasion</td>
<td>Review Chapter 6 (L) graded in class activity</td>
<td></td>
</tr>
<tr>
<td>Recitation Wed, April 10</td>
<td>Thesis Check and Sign up Strategies for Round IV Speech</td>
<td>Bring at least 2 potential topics for your Rd IV speech You will sign up for speaking times today (day and order)</td>
<td></td>
</tr>
</tbody>
</table>

| Week 13 |
|-----------------------|---------------------------------|--------------------------------------------------------------------------------------------------|
| Recitation Mon, April 15 | Strategies for Round IV Library Research Form Due for Rd IV speech Preparation Outline for Day 1 speakers due on eLearning by class time |
| Mass Lecture Wed, April 17 | Audience Adaptation II Read Chapter 10 Graded in class activity |
| Recitation Wed, April 17 | Round IV Speeches If you are speaking today you must turn in a complete folder before you speak - see CM for Round IV folder checklist Preparation Outline for Day 2 speakers due on eLearning by class time |

| Week 14 |
|-----------------------|---------------------------------|--------------------------------------------------------------------------------------------------|
| Recitation Mon, April 22 | Round IV Speeches Self-Evaluation Form due for speakers from 4/17 if you are speaking today you must turn in a complete folder before you speak - see CM for Round IV folder checklist Preparation Outline for Day 3 speakers due on eLearning by class time |
| Mass Lecture Wed, April 24 | Public Speaking Contest Please arrive by 7:45am today. No late admittance today |
| Recitation Wed, April 24 | Round IV Speeches Self-Evaluation Form due for speakers from 4/22 if you are speaking today you must turn in a complete folder before you speak - see CM for Round IV folder checklist Preparation Outline for Day 4 speakers due on eLearning by class time |

| Redefined day and May 3 due date |
|-----------------------|---------------------------------|--------------------------------------------------------------------------------------------------|
| Recitation Mon, April 29 | Round IV Speeches Self-Evaluation Form due for speakers from 4/24 if you are speaking today you must turn in a complete folder before you speak - see CM for Round IV folder checklist |
| Fri, May 3 | Self Evaluation Form for speakers from 4/29 due by noon today. |

*This course addresses the core curriculum at Texas A&M for Communication through these foundational components:

**Critical Thinking** which includes creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. While the course works together as a whole to nurture critical thinking, Learning Outcomes 1,2,6,7 and 8 support especially the tenets of critical thinking.

**Communication** which includes effective development, interpretation and expression of ideas through written, oral, aural and visual communication. While the course works together as a whole to develop communication, Learning Outcomes 3,4,5,6,7 and 8, support especially the tenets of communication.

**Teamwork** which includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Learning Outcome 9 supports especially the tenets of teamwork, however, each of the other Learning Outcomes is addressed in the context of team presentations.

**Personal Responsibility** which includes the ability to connect choices, actions and consequences to ethical decision making. While the course works together as a whole to nurture personal responsibility, Learning Outcomes 3,5 and 8 support especially the tenets of personal responsibility.

Jones Barbour Public Speaking Syllabus
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a Course to be Considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Communication

2. Course prefix and number: COMM 205

3. Texas Common Course Number: none

4. Complete course title: Communication for Technical Professions

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

☐ Communication
☐ Mathematics
☐ Life and Physical Sciences
☐ Language, Philosophy and Culture
☐ Creative Arts
☐ American History
☐ Government/Political Science
☐ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

☐ Yes
☐ No

8. How frequently will the class be offered? Each semester

9. Number of class sections per semester: 6 sections per long term

10. Number of students per semester: 150

11. Historic annual enrollment for the last three years: 2011-12: 300 2010-2011: 272 2009-2010: 280

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:

Nancy J. Street
Course Instructor

3-18-13
Date

Approvals:

13. Department Head

3-12-13
Date

14. College Dean/Designee

3/20/13
Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.

Associate Provost for Undergraduate Studies

Texas A&M University
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Communication

In the box below, describe how this course meets the Foundational Component Area description for Communication. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

COMM 205—Communication for the Technical Professions requires that students frame technical topics and compose spoken and written messages for others in the technical arena as well as for lay people. These messages are framed by individuals and yet, in preparation for working in the technical world, are also the product of teams. Therefore, a command of the subject matter is necessary along with selection of audience adapted supporting material, construction of appropriate visual aids, selection and evaluation of excellent research materials, composition of technical communication documents, design of visual displays in powerpoint, wikis and similar, evaluation of technical messages produced by others, are each significant features of COMM 205. Students plan and produce two individual speeches and students plan and produce two group speeches. In support of these assignments, students create full-sentence outlines with source citations and bibliographies, team constructed wikis with documented articles, embedded videos, links to relevant sources and the like, and an FAQ document for a topic in their field of study. Each student listens to and critiques 6 other team presentations and 48 other individual presentations. Each student listens to and critiques his or her own speeches, too.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Learning Outcome 3. Work with a team to develop and deliver technical presentations.

Students are introduced to the format and principles of group presentations through lecture and readings. Each team works with its members to accomplish all Learning Outcomes detailed in this document. Teams work through the critical thinking process of joint decision making for topic selection, research, audience adaptation, visual aids selection and construction, language choices, delivery coaching, etc. Each member of the team receives the same grade based on National Communication Association standards and departmental rubric with up to a letter grade earned based on individual performance of appropriate transitions. Therefore, an element of accountability and additional motivation for maximizing synergy is present. Additionally, students construct a group wiki containing discussion of their topic, articles of interest, linked video as well as explanations of facts.

Learning Outcome 4. Select appropriate topic and organizational pattern to meet given assignment

Students receive four distinct speaking assignments (at least one informative, at least one persuasive, at least two group presentations.) Students must analyze the requirements of the assignment and choose and appropriately adjusted topic and organizational pattern to achieve the assignment goals. Students work through a variety of methods (narrowing, brainstorming, mind-mapping) to select a topic. Creativity, originality and innovation are encouraged while working within the constraints introduced by the assignment. A grading rubric based on National Communication Association standards is sued to assess the extent to which the topic is sufficiently focused as well as whether the most optimum organizational pattern is employed.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Learning Outcome 5  Research the topic and select information that best supports the purpose of the speech
Students receive instruction on source credibility, question interrogation, evaluation of information and use of
information to prove and to explain claims made in the speech. Student are instructed in the "COMMLab" computer room on
the use and evaluation of pertinent, scientific databases, technical ejournals, and other quality secondary resources. Students
are encouraged to pursue primary sources as possible and to avoid tertiary sources. Students receive reading assignments
and lectures on providing appropriate datasets and evidence to support claims. A grading rubric based on National
Communication Association standards is used to assess the extent to which the supporting material is well researched,
appropriately selected, well developed and audience adjusted.

Learning Outcome 8. Respond to questions from the audience
Students receive instruction on listening and responding to questions, and also to response strategies to complex
questions. At least two of the speeches require a Q&A portion. Departmental rubric on responding to questions from the
audience is used to assess this outcome.

Learning Outcome 9. Produce and integrate visual and graphic materials sensory aids to support the message and with
respect and sensitivity for the audience.
Students receive instruction on the appropriate use of PowerPoint, and are required to display data in charts and/or
graphs, photos, embedded video, as appropriate for supporting material. Instruction in slide composition is provided (color,
font, textual density, etc.) with respect to effectiveness and audience adaptation. Smooth integration of the PowerPoint
including appropriate display times, orientation to the display and explanation of the display are taught, too. A grading rubric
based on National Communication Association standards is used to assess the extent to which sensory aids (mostly visual
aids) are displayed and integrated into the support material

Learning Outcome 10. Critique his/her speeches and those speeches of others with respect to invention, arrangement,
language, style, critical thinking and delivery
Students produce formal, full-sentence outlines for each of the four major, graded speeches. Through the use of
reading, lectures and outline templates, student are lead through the principles of balance and subordination to produce an
outline that is both a planning and invention document that is diagnostic in nature. The outline establishes also a common
vocabulary to use in criticism of invention, arrangement, language, style and critical thinking. Students cite sources in the body
of the outline using APA style and include a complete bibliography. Students participate in peer evaluation of speeches. Each
student must complete a self-evaluation of each of his or her own speeches. These evaluations include criticism of delivery,
too. Outlines, peer-evaluations and self-evaluations are evaluated by standard Departmental criteria.

Communication (to include effective development, interpretation and expression of ideas through written, oral and
visual communication):

Learning Outcome 1. Deliver technical speeches for specified audiences.
Students receive instruction on audience adaptation through readings and lectures. Students view technical
speeches adapted for technical and nontechnical audiences. Language choices, complexity of visual support, cultural
awareness and rhetorical sensitivity are discussed. A grading rubric based on National Communication Association standards
is used to assess audience adaptation.

Learning Outcome 2. Write technical information for specified audiences.
Students receive instruction on writing full-sentence outlines and bibliographies, wikis and FAQ documents. Students
produce formal, full-sentence outlines for each of the four major, graded speeches. Through the use of reading, lectures and
outline templates, student are lead through the principles of balance and subordination to produce an outline that is both a
planning and invention document that is diagnostic in nature. Each team produces a wiki relevant to their final group speech.
Additionally, each individual produces an FAQ document relevant to his or her field of study. Outlines, wikis and FAQ
documents are evaluated using a departmental rubric.

Learning Outcome 6. Cite scholarly sources in oral and written communication
Students are referred to source citation guides posted on the library.tamu.edu website and on the Purdue University
OWL for standard forms of source citation. Students are provided a minimum number of sources they must cite per speech.
Source citation is evaluated by applying the citation guideline criteria to evaluation of the outlines and bibliography and a tally of
sources cited is made.

Learning Outcome 7. Deliver extemporaneous speeches within time constraints
Students view example speeches of extemporaneous delivery. Additionally, models of converting a full-sentence
outline to a limited set of notes are provided in class and in the textbook for the course. Practice is encouraged and a practice
room is provided in the COMMLab in Bolton Hall. Students are required to complete the speech within 2 minutes of the target
time for the speech. Finally, justification and explanations are offered through lecture and reading for the reasons that
extemporaneous, timed delivery is important. Extemporaneous speaking and timely delivery are evaluated through direct
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Observation of the ‘limited set of notes’ and through the use of a stopwatch. Additionally, each speech is recorded digitally and time can be double checked from that source, too.

Learning Outcome 8: Respond to questions from the audience
Students receive instruction on listening and responding to questions, and also to response strategies to complex questions. At least two of the speeches require Q&A portion. Departmental rubric on responding to questions from the audience is used to assess this outcome.

Learning Outcome 9: Produce and integrate visual and graphic materials sensory aids to support the message and with respect and sensitivity for the audience.
Students receive instruction on the appropriate use of PowerPoint, and are required to display data in charts and/or graphs, photos, and embedded video, as appropriate for supporting material. Instruction in slide composition is provided (color, font, textual density, etc.) with respect to effectiveness and audience adaptation. Smooth integration of the PowerPoint including appropriate display times, orientation to the display and explanation of the display are taught, too. A grading rubric based on National Communication Association standards is used to assess the extent to which sensory aids (mostly visual aids) are displayed and integrated into the support material.

Learning Outcome 10: Critique his/her speeches and those speeches of others with respect to invention, arrangement, language, style, critical thinking and delivery
Students produce formal, full-sentence outlines for each of the four major, graded speeches. Through the use of reading, lectures and outline templates, students are lead through the principles of balance and subordination to produce an outline that is both a planning and invention document that is diagnostic in nature. The outline establishes also a common vocabulary to use in criticism of invention, arrangement, language, style and critical thinking. Students cite sources in the body of the outline using APA style and include a complete bibliography. Students participate in peer evaluation of speeches. Each student must complete a self-evaluation of each of his or her own speeches. These evaluations include criticism of delivery, too. Outlines, peer-evaluations and self-evaluations are evaluated by standard Departmental criteria.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

Learning Outcome 3: Work with a team to develop and deliver technical presentations.
Students are introduced to the format for and principles of group presentations through lecture and readings. Each team works with its members to accomplish all Learning Outcomes detailed in this document. Teams work through the process of joint decision making for topic selection, research, audience adaptation, visual aids selection and construction, language choices, delivery coaching, etc. Each member of the team receives the same grade based on National Communication Association standards and departmental rubric with up to a letter grade earned based on individual performance of appropriate transitions. Therefore, as element of accountability and additional motivation for maximizing synergy is present. Additionally, students construct a group wiki containing discussion of their topic, articles of interest, linked video as well as explanations of facts.

Additionally, each of the Learning Outcomes contained in and detailed in this document are applied in a group context as well.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Learning Outcome 6: Cite scholarly sources in oral and written communication
Students are referred to source citation guides posted on the library.tamu.edu website and on the Purdue University OWL for standard forms of source citation. Students are provided a minimum number of sources they must cite per speech. Extensive discussion of the reasons behind plagiarism standards, data integrity and a scientists personal integrity in upholding these standards is woven throughout the course. Source citation is evaluated by applying the citation guideline criteria to evaluation of the outlines and bibliography; a tally of sources cited is made.

Learning Outcome 7: Deliver extemporaneous speeches within time constraints
Students view example speeches of extemporaneous delivery. Additionally, models of converting a full-sentence outline to a limited set of notes are provided in class and in the textbook for the course. Practice is encouraged and a practice room is provided in the COMMLab in Bolton Hall. Students are required to complete the speech within 2 minutes of the target time for the speech. Justification and explanations are offered through lecture and reading for the reasons that extemporaneous, timed delivery is important. Extemporaneous speaking and timely delivery are evaluated through direct observation of the 'limited set of notes' and through the use of a stopwatch. Additionally, each speech is recorded digitally and time can be double checked from that source, too.
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Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Learning Outcome 8. Respond to questions from the audience

Students receive instruction on listening and responding to questions, and also to response strategies to complex questions. At least two of the speeches require a Q&A portion. Departmental rubric on responding to questions from the audience is used to assess this outcome.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Syllabus: Communication for Technical Professions

Nancy Street
Office hours: TR 8-10
Phone: instructors do not have telephones

Course Director: Inst. Prof. Nancy Street
Phone: 979-862-6968

Course Description
Design and presentation of oral reports for technical professions; incorporation of visual and graphic materials into presentation required; written reports required.

Learning Outcomes
The successful student will:
1. Deliver technical speeches for specified audiences.
2. Write technical information for specified audiences.
3. Work with a team to develop and deliver technical presentations.
4. Select appropriate topic and organizational pattern to meet given assignment
5. Research the topic and select information that best supports the purpose of the speech
6. Cite scholarly sources in oral and written communication
7. Deliver extemporaneous speeches within time constraints
8. Respond to questions from the audience
9. Produce and integrate visual and graphic materials sensory aids to support the message and with respect and sensitivity for the audience.
10. Critique his/her speeches and those speeches of others with respect to invention, arrangement, language, style, critical thinking and delivery

*Please see additional information about Core Curriculum Components of this course on page 5 of the syllabus.

Required Texts and Materials
Disanza and Legge AND Thill and Bovee Communication for the Technical Professions ebook available with code through local bookstores or available directly from pearson.com
www.pearsoncustom.com/texas/tamu_comm205
N. Street Packet for COMM 205, Spring 2013 posted on elearning.
Print this packet single-sided and bring to class each day throughout the semester.
All materials posted on elearning USB stick

Grading
The course grade will be calculated from these assignments with these weights.

Project One 10%: Speech One/Outline & Bibliography
Project Two 25%: Speech Two/Outline & Bibliography 15% and FAQ paper 10%
Project Three 20%: Speech Three/Outline & Bibliography
Project Four 25%: Speech Four/Outline & Bibliography 15% and Group Wiki 10%
Homework 10%: 4 self-evals @ 15 pts. & 2 group pres. planning sheets @ 20 pts.
Quizzes 10%: 4 @ 25 pts. 10%

The final course grade will be assigned like this:
A= 89.5-100+ B= 79.5-89.4 C=69.5-79.4 D=59.5-69.4 F=0-59.4

Students may rest assured that this scale will be applied uniformly. Please do not request that the scale be applied to your grade in a different manner.

Extra credit is never offered on an individual basis. If extra credit is offered, it will be offered to the entire course and only by the Course Director.
Attendance

Class is going to be so great that we think that you’ll want to attend every session, however, Attendance is required at each meeting of COMM 205. Students shall arrive on time and stay for the entire class period. Attendance is documented by the student’s full signature on the daily sign-in sheet. Students may have three (3) unexcused absences however no make-up work is available for unexcused absences. Therefore, the student shall not have an unexcused absence on days the student is to deliver a speech, turn in homework, or take an exam or quiz.

Make-up work is available for students with excused absences in accordance with Student Rules. Please see Student Rule http://student-rules.tamu.edu/rule07. To document an excused absence: We do NOT accept the Texas A&M University Explanatory Statement for Absence from Class. With the exception of religious observances, students must provide written documentation of an excused absence, from a healthcare provider for illnesses or injuries too severe or contagious for a student to attend class, or from the appropriate official able to document other University excused absences http://student-rules.tamu.edu/rule07.

Please note that job interviews are NOT excused absences. Student shall use their three unexcused absences for job interviews and schedule such interviews at times that do not conflict with class.

Assignments

PROJECT ONE: Speech One—Career Aspirations (worth 10% of course grade)
Deliver an informative presentation about a career or job within an industry associated with your present major. You have chosen your major for a reason and this presentation will give you the opportunity to articulate one possible career option. Not only will it help you think about what you want to do after college, it will help you learn how connect your expertise to serving society. In this speech you should:
- Describe the tasks of career/job and why it is important for society
- Describe knowledge & expertise required for the job
- Describe why you have personal interest in this job

Speaker: Individual
Audience: Public/society
Purpose: Informative
Presentation minimal requirements:
- Extemporaneous presentation
- Full sentence outline & key word (speaking) outline
- 3 sources required (oral citations, written outline citations, bibliography)
- 4 minutes long (3-5 minutes allowed)

PROJECT TWO: Speech Two—What’s it all About Symposium (worth 15% of course grade) and FAQ paper (worth 10% of course grade)
Deliver: An informative symposium about recent technical developments related to your field of study. Group presentation in symposium format

Speaker: Individual speaker as part of a team
Audience: Public/society
Purpose: Informative
Presentation minimum requirements:
- 5 minutes per speaker
- 4 sources per speaker (oral citations, written outline citations, bibliography)
- 2-3 main points per speaker
- Full sentence outline per speaker
- Powerpoint presentation by each speaker incorporating visual and graphic material
- 15% of course grade (90% of the grade is derived from individual performance. 10% based on meeting group coordination. See elearning for rubric.)

Write: an FAQ document about technical aspects of your field of study related to Speech Two.
Individual paper—do NOT collaborate in any way
- 5 substantive and distinct questions related to the technical development featured in Speech Two.
- Each answer shall be supported by at least one source of information (scholarly paper, technical documentation, interview with expert) Sources may or may not be duplicative of sources for speech two.
- Typed, double spaced
- Bibliography formatted to APA
PROJECT THREE: Speech Three—Here’s What You Need (worth 20% of course grade)
Professionals in technical fields frequently sell products or services and/or propose projects. For this assignment, you will work as an individual to prepare either a sales presentation for a product or service or to propose a project. Details of the assignment are posted on elearning.
Speaker: Individual
Audience: Well educated funding agents and/or executives who are not necessarily experts in your field.
Purpose: Persuasive
Presentation minimum requirements:
- Extemporaneous presentation
- Individual speech 7 minutes plus 2 minute Q&A
- Full sentence outline & key word (speaking) outline
- 5 sources required (oral citations, written outline citations, bibliography)
- PowerPoint slides as visual support by each speaker incorporating visual and graphic material

PROJECT FOUR: Speech Four—We Can Fix That (15% of course grade) and Group Wiki (10% of course grade)
Create: Group wiki (worth 10% of course grade): Collaborative social media tools are especially common to the technical professions, which is why we are creating wiki pages in this class. Our wiki project is in alignment with Speech #4, “We Can Fix That.” For that project, each student will be assigned to a group. The group will select a controversial issue representing risk or crisis and relevant to her/his chosen field(s) and give a persuasive speech representing each side (see more on elearning). For the wiki, the five partners are to create a wiki page in order to research a problem (crisis or risk) that needs a solution within your chosen industry. The topic should be timely, or, should address a current problem. Each group’s wiki, when completed, will be between 2500-3000 words (the equivalent 8-10 double-spaced, Times New Roman printed pages.) While there are stringent academic guidelines to this project, you are encouraged to utilize the interactive features of the wiki. Feel free to post videos from YouTube or elsewhere, create a hyperlinked section for further reading, post pictures, graphs, FAQs, etc. The Wiki will include an Executive Summary (concise; bullets are acceptable) Have fun. This assignment is a challenge but isn't nearly as complex or time-consuming as it may seem at first. The Wiki site I've chosen is simple to use (it's designed for K-12...that's right...K) and I'll be prompt in answering questions. (Adapted with permission from "Wikis for Commies", unpublished by Lucas Logan, MA)

Deliver: Speech Four: “DON'T WORRY—WE CAN FIX THAT” (worth 15% of course grade) In groups (5 members) you will research a problem that needs a solution within your chosen industry. This project may represent a risk or it may represent a crisis. The topic should be timely, or, should address a current problem. Students will work in teams assigned by the instructor.
The organizational structure of the speech will be specified in documents posted on elearning.
The assignment will be supported by the team’s wiki.
You will be trying to persuade a well-educated general audience of policy makers to adopt your policy/plan that will fix the problem identified.
You will conduct library research but you will also be required to interview an expert to gain a better understanding of this problem and feasible solutions.
Group members will be evaluated individually on their presentation of their aspect of the problem and/or solution, and the group will be graded as a whole on the Wiki.
You will conduct library research, but you will also be required to interview an expert to gain a better understanding of this problem and feasible solutions.

Purpose: Persuasive
Presentation minimum requirements:
- Extemporaneous presentation
- Each member should speak for 5 minutes.
- Full sentence outline & key word (speaking) outline
- 4 sources required/per speaker (oral citations, written outline citations, bibliography, 1 mandatory interview with expert (professor or industry)
- PowerPoint slides as visual support by each speaker incorporating visual and graphic material
15% of course grade (90% of the grade is derived from individual performance. 10% based on meeting group coordination. See elearning for rubric.)

**Homework:** Students will complete a self-evaluation assignment following each speech. Forms provided in Packet for COMM 205 on elearning. Students will complete Group Presentation planning sheet prior to each of the two group presentations. Forms provided in Packet for COMM 205 on elearning.

**Quizzes:** Four quizzes over the readings for the course will be given online through elearning on the day specified in the calendar. Quizzes will be multiple choice, matching, fill in the blank and/or brief essay.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues, Jan 15</td>
<td>Intro to course and speech warm-up</td>
<td></td>
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<tr>
<td>Thurs, Jan 17</td>
<td>Topic selection and audience</td>
<td>EBC Chap 11</td>
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<tr>
<td>Tues, Jan 22</td>
<td>Organization and outlining</td>
<td></td>
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<tr>
<td>Thurs, Jan 24</td>
<td>Introduction and conclusions</td>
<td>EBC Chap 12</td>
<td>Quiz I</td>
</tr>
<tr>
<td>Tues, Jan 29</td>
<td>Speech 1 (speakers 1-6)</td>
<td>EBC Chap 14</td>
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<tr>
<td>Thurs, Jan 31</td>
<td>Listening</td>
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<tr>
<td>Tues, Feb 5</td>
<td>Speech 1 (speakers 13-18)</td>
<td>EBC Chap 13</td>
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<tr>
<td>Tues, Feb 7</td>
<td>Speech 1 (speakers 19-25)</td>
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<tr>
<td>Tues, Feb 12</td>
<td>COMMLab Day Library Resources Evaluating Sources</td>
<td></td>
<td>Quiz II</td>
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<tr>
<td>Thurs, Feb 14</td>
<td>Speaking in Teams and Groups</td>
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<tr>
<td></td>
<td>Groups assigned</td>
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<td></td>
<td>Team Wiki assigned</td>
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<tr>
<td>Tues, Feb 19</td>
<td>Writing FAQ’s for a lay audience</td>
<td>BPC Chap 9</td>
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</tr>
<tr>
<td>Thurs, Feb 21</td>
<td>Visual Aids, graphs, graphics, charts, tables</td>
<td>BPC 10 and 11</td>
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<tr>
<td>Tues, Feb 26</td>
<td>Proposal Presentations</td>
<td></td>
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<tr>
<td>Thurs, Feb 28</td>
<td>Speech II (Groups I and II)</td>
<td></td>
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<tr>
<td>Tues, Mar 5</td>
<td>Speech II (Groups III and IV)</td>
<td></td>
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<tr>
<td>Thurs, Mar 7</td>
<td>Speech II (Group V)</td>
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<td><strong>Spring Break!!</strong></td>
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<tr>
<td>Tues, Mar 19</td>
<td>Persuasion: Assign Projects III and IV</td>
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<tr>
<td>Thurs, Mar 21</td>
<td>Persuasion</td>
<td></td>
<td>Quiz III</td>
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<td>Persuasion</td>
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<td>Thurs, Mar 28</td>
<td>Speech III (speakers 1-6)</td>
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<td>Tues, Apr 2</td>
<td>Speech III (speakers 7-12)</td>
<td>BPC 12</td>
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<td>Thurs, Apr 4</td>
<td>Speech III (speakers 13-18)</td>
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<tr>
<td>Tues, Apr 9</td>
<td>Speech III (speakers 19-25)</td>
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<td>Thurs, Apr 11</td>
<td>Risk Communication</td>
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<td>Tues, Apr 16</td>
<td>Crisis Communication</td>
<td>Quiz IV</td>
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<tr>
<td>Thurs, Apr 18</td>
<td>Speech IV (Groups III and IV)</td>
<td></td>
<td></td>
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<tr>
<td>Tues, Apr 23</td>
<td>Speech IV (Groups V and I)</td>
<td>Bring laptop, smart phones, etc. to class today.</td>
<td></td>
</tr>
<tr>
<td>Thurs, Apr 25</td>
<td>Speech IV (Group II) and course wrap-up.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Americans with Disabilities Act (ADA) Policy Statement**

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 Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity Statement and Policy**

Do not cheat in this course. Do not commit scholastic dishonesty of any kind. **Students who commit scholastic dishonesty will earn an F** on the transcript for this course. See the Aggie Honor System website for additional information on Scholastic Dishonesty and the Honor Council Rules and Procedures [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/)

"An Aggie does not lie, cheat or steal, or tolerate those who do."

*This course addresses the core curriculum at Texas A&M for Communication through these foundational components:

**Critical Thinking** which includes creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. While the course works together as a whole to nurture critical thinking, Learning Outcomes 3,4,5,8,9 and 10, support especially the tenets of critical thinking.

**Communication** which includes effective development, interpretation and expression of ideas through written, oral, aural and visual communication. While the course works together as a whole to develop communication, Learning Outcomes 1,2,6,7,8,9 and 10, support especially the tenets of communication.

**Teamwork** which includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Learning Outcome 3 supports especially the tenets of teamwork, however, each of the other Learning Outcomes is addressed in the context of team presentations.

**Personal Responsibility** which includes the ability to connect choices, actions and consequences to ethical decision making. While the course works together as a whole to nurture personal responsibility, Learning Outcomes 6,7 and 8 support especially the tenets of personal responsibility.
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a Course to be Considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Communication

2. Course prefix and number: COMM 243

3. Texas Common Course Number: SPCH 2335

4. Complete course title: Argumentation and Debate

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - [X] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [ ] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences

   Current core - yes

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [ ] Yes
   - [X] No

8. How frequently will the class be offered? Each semester

9. Number of class sections per semester: 4 sections per long term; 2 sections per summer

10. Number of students per semester: 240


   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by: Jonie Lawler
    Course Instructor
    Date 3/12/13

13. Approvals:
    Date 3/12/13

14. Department Head
    Date 3/20/13

15. College Dean/Designee
    Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Communication

In the box below, describe how this course meets the Foundational Component Area description for Communication. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

COMM 243-Argumentation and Debate: Argumentation is the study of practical reasoning. When we argue, we engage in the process of justifying decisions under conditions of uncertainty in the presence of competing values or opposing viewpoints. Debate is the application of argumentative strategies in order to demonstrate differences in factual, evaluative, or policy positions. Both topics carry equally rich history and relevant application to social and political interactions. This class is designed to enhance and improve skills in engaging public argument through written and spoken assignments, as well as a semester-long group assignment culminating in a formal debate. The semester focuses substantial time on topics such as persuasion, ethics, critical thinking, and public advocacy, all inherently tied to the larger subject of argumentation. Assignments are designed to let students demonstrate their knowledge and application of key concepts and to prepare their involvement in this important subject in their personal and social lives. Students in this class are supported in critical thinking with the presumption that every issue and argumentative claim has multiple viewpoints and distinctive values. Recognizing this dimension of living a pluralistic society is a cornerstone to this class. Numerous assignments and exercises ask students to assume a point of view other than their own. As the syllabus states, “It is natural to disagree. It is not okay to approach an argument with an attitude that builds an unfair, immature, or hostile environment for mutual discussion and discovery. Knowing what you believe is an important place to start, but knowing how to effectively argue your position is the essential step toward a meaningful exchange with others.”

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

1) Evaluate and critique arguments (individual claims and extended argument chains) using standards of argument construction, identification of fallacies, type of evidence, and source credibility.

Students produce formal, full-sentence outlines for each of the graded speeches and debates. Through the use of readings, lecture, outline templates and argument diagrams, students are lead through the principles claim, evidence and warrant. Outline and diagrams are both planning and invention documents as well as documents that are diagnostic in nature. The outline also establishes a common vocabulary to use in criticism of invention, arrangement, language, style and critical thinking. Students cite sources in the body of the outline using MLA style and include a complete bibliography or
works cited page. Students are required also to cite sources orally during the delivery of their speeches and debates. Students participate in peer evaluation of speeches. Each student must complete a self-evaluation of each of his or her own speeches. These evaluations include criticism of delivery, too. Outlines, diagrams, peer-evaluations and self-evaluations are evaluated by departmental rubric.

2) Produce arguments (individual claims and extended argument chains) that adhere to standards of argument construction and avoidance of fallacies.

Students receive instruction through readings, lectures and video examples of effective arguments and fallacious arguments. Deconstruction of fallacies of reasoning is modeled. Students engage in mock debates that feature signals to the speaker when fallacies occur. Critical listening is key. Arguments are evaluated by means of Departmental rubric.

3) Research, select, and develop appropriate background and supporting material to support arguments with consideration for the audience.

Students receive instruction on source credibility, question interrogation, evaluation of information and use of information to prove and to explain claims made in the speech. Students are instructed in the "COMMLab" computer room on the use and evaluation of pertinent databases, e-journals, and other quality secondary resources. Students are encouraged to pursue primary sources as possible and to avoid tertiary sources. Students receive reading assignments and lectures on providing appropriate evidence to support claims. A grading rubric based on National Communication Association standards is used to assess the extent to which the supporting material is well researched, appropriately selected and well developed and audience adjusted.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

3) Research, select, and develop appropriate background and supporting material to support arguments with consideration for the audience.

Students receive instruction on source credibility, question interrogation, evaluation of information and use of information to prove and to explain claims made in the speech. Students are instructed in the "COMMLab" computer room on the use and evaluation of pertinent databases, e-journals, and other quality secondary resources. Students are encouraged to pursue primary sources as possible and to avoid tertiary sources. The syllabus features a direct link to the Constitution of the United States of America. Students receive reading assignments and lectures on providing appropriate evidence to support claims. A grading rubric based on National Communication Association standards is used to assess the extent to which the supporting material is well researched, appropriately selected, well developed and audience adjusted.

4) Express ideas artfully, both verbally and nonverbally, with respect and sensitivity for themselves and their audience.

Students receive instruction on the appropriate use of PowerPoint, and are required to display data in chart and graphs, and photos, as appropriate for supporting material. Instruction in slide composition is provided (color, font, textual density, etc.) with respect to effectiveness and audience adaptation is discussed. Smooth integration of the PowerPoint including appropriate display times, orientation to the display and explanation of the display are taught, too. A grading rubric based on National Communication Association standards is used to assess the extent to which sensory aids (mostly visual aids) are displayed and integrated into the support material.

Students receive instruction regarding the power of language and the use of nonverbal communication as a means of influence, both intentional and unintentional. The artful use of linguistic devices, both common (simile, metaphor, antithesis, for example) and less well known (antistrophe, scala, chiasmus, for example) is discussed and practiced during in-class activities. Cultural awareness and rhetorical sensitivity are discussed in lecture and readings. A grading rubric based on National Communication Association standards is used to assess the use of language and of delivery in speeches.

5) Deliver speeches extemporaneously from a limited set of notes and within a specified time frame.

Students view example speeches of extemporaneous delivery. Additionally, models of converting a full-sentence outline to a limited set of notes are provided in class and in the textbook for the course. Practice is encouraged and a practice room is provided in the COMMLab in Bolton Hall. Students are required to complete the speech within 2 minutes of the target time for the speech. Finally, justification and explanations are offered through lecture and reading for the reasons that
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Extemporaneous, timed delivery is important. Extemporaneous and timely delivery speaking are evaluated through direct observation of the ‘limited set of notes’ and through the use of a stopwatch. Additionally, each speech is recorded digitally and time can be double checked from that source, too.

6.) Perform responsively the stages of ethical debate with attention to appropriate roles enacted and knowledge accrued.

Students are introduced to ethics of debate through readings and lectures from both a classical perspective, The good man speaking well (Quintillian) and from a contemporary perspective (codes of ethics, both public and personal.) Additionally, students are apprised of the principle that communication and ethics are inextricably intertwined (Miller) and therefore every communicative act carries an ethical responsibility. The final debate, especially, is evaluated according to departmental rubric for ethical adherence. Additionally the use of solid reasoning and adequate source citation contribute to this evaluation.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

7.) Engage in civil dialogue with a team to define and explain socially significant topic.

Students are introduced to the tenets of civil dialogue through lecture, readings and with special reference to the principles of the U.S. Founders. Together with a team, students work on a semester long project to frame a civil debate on a topic of significance to our society to day. Performance of the final civil dialogue is evaluated by Departmental rubric.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

1) Evaluate and critique arguments (individual claims and extended argument chains) using standards of argument construction, identification of fallacies, type of evidence, and source credibility.

Students produce formal, full-sentence outlines for each of the graded speeches and debates. Through the use of readings, lecture, outline templates and argument diagrams, students are lead through the principles claim, evidence and warrant. Outline and diagrams are both planning and invention documents as well as a documents that are diagnostic in nature. The outline also establishes a common vocabulary to use in criticism of invention, arrangement, language, style and critical thinking. Students cite sources in the body of the outline using MLA style and include a complete bibliography or works cited page. Students are required also to cite sources orally during the delivery of their speeches and debates. Students participate in peer evaluation of speeches. Each student must complete a self-evaluation of each of his or her own speeches. These evaluations include criticism of delivery, too. Outlines, diagrams, peer-evaluations and self-evaluations are evaluated by departmental rubric.

6.) Responsively perform the stages of ethical debate with attention to appropriate roles enacted and knowledge accrued.

Students are introduced to ethics of debate through readings and lectures from both a classical perspective, The good man speaking well (Quintillian) and from a contemporary perspective (codes of ethics, both public and personal.) Additionally, students are apprised of the principle that communication and ethics are inextricably intertwined (Miller) and therefore every communicative act carries an ethical responsibility. The final debate, especially, is evaluated according to departmental rubric for ethical adherence. Additionally the use of solid reasoning and adequate source citation contribute to this evaluation.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
SYLLABUS
COMMUNICATION 243, SECTION 502: ARGUMENTATION AND DEBATE
MWF: 10:20-11:10AM, Bolton 018
TEXAS A&M UNIVERSITY—SPRING 2013

Instructor: Mr. Adam Gaffey 207 Bolton Hall  E-Mail: ajgaffey@tamu.edu
Telephone: 845-5590  Office Hours: M F, 11:30AM-1:30PM, by appointment.
Note: I normally check and respond to student e-mail through 6PM. Whenever
possible, please refrain from last minute, late-night messages and plan accordingly.

Course Director: Dr. Jones Barbour  E-Mail: jonesbarbour@tamu.edu

Required Text: Inch, Edward S. and Barbara Warnick. Critical Thinking and

Helpful Links:
—To read the U.S. Constitution with notes, see: http://topics.law.cornell.edu/constitution.
—To search court rulings, start with: www.law.cornell.edu; www.findlaw.com;
www.oyez.org; www.supremecourtus.gov; www.landmarkcases.org
—For general tips on academic writing, see: http://owl.english.purdue.edu and The
Elements of Style, by Strunk and White: http://www.bartleby.com/141/

TAMU Undergraduate Catalog Summary of COMM. 243:
"Principles of argumentation and skills of debate, including reasoning, evidence,
refutation, and briefing."

Course Description:
Argumentation is the study of practical reasoning. When we argue, we engage in the
process of justifying decisions under conditions of uncertainty in the presence of
competing values or opposing viewpoints. Debate is the application of argumentative
strategies in order to demonstrate differences in factual, evaluative, or policy positions.
Both topics carry equally rich history and relevant application to social and political
interactions. This class is designed to enhance and improve your skills in engaging
public argument through written and spoken assignments, as well as a semester-long
group assignment culminating in a formal debate. Our semester focuses substantial time
on topics such as persuasion, ethics, critical thinking, and public advocacy, all inherently
tied to the larger subject of argumentation. Assignments are designed to let students
demonstrate their knowledge and application of key concepts and to prepare their
involvement in this important subject in their social lives.

As a student in this class, it is imperative that you presume every issue and argumentative
claim has multiple viewpoints and distinctive values. Recognizing this dimension of
living a pluralistic society is a cornerstone to this class. Numerous assignments and
exercises will ask you to assume a point of view other than your own. It is natural to
disagree. It is not okay to approach an argument with an attitude that builds an unfair,
immature, or hostile environment for mutual discussion and discovery. Knowing what
you believe is an important place to start, but knowing how to effectively argue your
position is the essential step toward a meaningful exchange with others.
Learning Outcomes:
By the end of the semester, the successful COMM. 243 student will be able to:

1) Evaluate and critique arguments (individual claims and extended argument chains) using standards of argument construction, identification of fallacies, type of evidence, and source credibility.

2) Produce arguments (individual claims and extended argument chains) that adhere to standards of argument construction and avoidance of fallacies.

3) Research, select, and develop appropriate background and supporting material to support arguments with consideration for the audience.

4) Express ideas artfully, both verbally and nonverbally, with respect and sensitivity for themselves and their audience.

5) Deliver speeches extemporaneously from a limited set of notes and within a specified time frame.

6) Responsively perform the stages of ethical debate with attention to appropriate roles enacted and knowledge accrued.

7) Engage in civil dialogue with a team to define and explain socially significant topic.

**Please see additional information about Core Curriculum Components of this course on page 8 of the syllabus.

Course Policies:
—Assignments will be discussed in advance and should be turned in on time (the start of class, never after). Schedules for speeches and debates will be made in advance. You are expected to meet deadlines on all papers, speeches, and debates.

—Grades will be updated regularly on eLearning (check-in with the website regularly). Questions on grades should always take place in-person and not over e-mail whenever possible. Students should wait a minimum of 24 hours after feedback has been received to discuss grades. Always feel free to arrange a time to meet and discuss your performance in this course.

—Students should always come to class. If and when you need to miss class for an excused absence, it will be expected that you submit any completed work the following class period in order to receive credit, unless arrangements have been made in advance.

—Your attendance and participation is crucial to this class. Roll will be taken at the beginning of each session. Each student is allowed three unexcused absences during the semester. Additional unexcused absences means a grade deduction (four unexcused absences means one grade deduction, five unexcused absences means two grade deductions, and so on). The reasoning on absences from class is elaborated in the Texas A&M University Student Rules, Part I (Academic Rules), Section 7 (Attendance). Please read this at: http://student-rules.tamu.edu. In sum, “The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence.”
**Academic Honesty:** "An Aggie does not lie, cheat, steal nor tolerate those who do." Please visit aggiehonor.tamu.edu. Cheating, plagiarism, and other forms of dishonest scholastic conduct will not be tolerated in this course. Details on punishment for academic dishonesty can be found at http://student-rules.tamu.edu. Generally speaking, plagiarism consists of passing off the work of others as your own.

*If you did not write it, you need to cite it.*

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 Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

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**Semester Grade Breakdown (I will not curve, enhance, or inflate final grades):**
A= 90.00-100%  B= 80.00-89.9%  C= 70.00-79.9%  D= 60.00-69.9%  F= 0-59.9%
A= 450 and above; B=400 and above; C=350 and above; D=300 and above; F=0-299

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<tr>
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<tr>
<td>Quizzes (2 x 50 points)</td>
<td>100 Points</td>
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<tr>
<td>Fact Appeal Speech (For Group Debate)</td>
<td>50 Points</td>
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<tr>
<td>Film Response Paper</td>
<td>20 Points</td>
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<tr>
<td>Class Value Debate</td>
<td>50 Points</td>
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<td>Research Bibliography (For Group Debate)</td>
<td>50 Points</td>
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<tr>
<td>Class Forum Debate</td>
<td>100 Points</td>
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<tr>
<td>Final Policy (Group) Debate (2x2)</td>
<td>130 Points</td>
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<tr>
<td><strong>POINTS POSSIBLE</strong></td>
<td><strong>500 Points</strong></td>
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**DETAILS ON COURSE ASSIGNMENTS:**

**Individual Work (270 Points)**

—*Quizzes (2 x 50 points each):* Twice throughout the summer session you will complete an in-class quiz on relevant textbook material covered up to that point. Questions will be multiple choice and short answer. Quizzes strive to capture the essential components of the readings covered for the course. More than anything, these quizzes are meant to ensure you keep up with the course reading and demonstrate your knowledge on course content. Quiz days will be divided in half, with the first fifty minutes dedicated to taking the quiz and the second half of the session dedicated to other course material.

—*Critical Film Analysis Paper (20 points):* We will view 12 Angry Men (1957) during class. Your assignment will be to construct an analytical response to each film’s depiction of argumentation and formal debate. More specific guidelines for completing each paper will be distributed prior to the in-class viewing. Generally speaking, papers should make a clear argument within 2-3 double-spaced pages, be typed in Times New Roman Font with 1-inch margins, and provide appropriate in-text citations (use APA, MLA, or Chicago consistently). Attach a separate “works cited” summary not included in the page count. *Please refrain from adjusting the page length through generous spacing, wacky fonts, or using half of the first page to tell me your name and the class title.*
—Class Value Debate (50 Points): Students will take part in a value debate on an issue of collective relevance. This exercise and introduction to the debate process is very communal and collective in form, however, your work will be graded based on your own performance in arguing the issue. Effective completion of this assignment includes full participation from each class member, as well as an organized outline of an argument and a rationale establishing a standard of evaluation.

—Class Forum Debate (100 Points): Students will take part in a class debate on an issue of collective relevance. This exercise and introduction to the debate process is very communal and collective in form, however, your work will be graded based on your own performance in arguing the issue. Everyone is required to participate and prepare an assignment brief (more on this later) summarizing his or her argument. Briefs will count towards ten of the seventy-five possible points in the exercise and should include a minimum of three scholarly research sources. More will be said on debating procedures as the assignment nears.

Group-Related Work (230 Points)
Early in the semester we will divide into groups (depending on final enrollment, some creativity may be necessary). Each group will select a different topic of relevant and substantial public controversy. Topics need to have a considerable amount of disagreement to merit a sustained degree of analysis and discussion, while showing a clear policy and legal component. Sample topics or issues might include drug legalization, regulation of immigration/immigrant rights, the war on terror, education vouchers, affirmative action, gun control, or capital punishment, among many other possibilities. Your group will share research tasks and plan together the assignments listed below. Though time is allotted in the course schedule for in-class discussions, plan to meet with your groups outside of class throughout the semester as needed, especially as the policy debate nears.

—Speech: The Facts of the Case (50 Points)
Each group member will deliver a 5-minute speech prepared for a general audience that provides some key background on the group’s topic. Speeches should enhance audience interest and comprehension by providing, for example, a focused discussion on the historical background of the topic, definition of key terms, or the two (or more) sides of the controversy. Speeches should include and cite at least three scholarly research sources. In addition to delivering a speech for assignment credit, all students will be assigned peers to whom they will complete an argument flow chart and review of their speech performance. Some students have more experience in public speaking than others. We won’t spend a lot of time in class covering basic principles of organization and delivery, but I will provide brief handouts for basic tips. All in-class performances, this speech included, require that you speak from outlined notes and never a manuscript.

—Research Bibliography (50 Points):
In addition to providing a contextual overview in the issue speech, each group member will also contribute a 5-7-page research paper on relevant literature and rulings pertaining to their issue of focus. Each group member should write their own work and not overlap sources used by their fellow group members. This exercise allows groups to amass an impressive and diverse depth of sources to shape the collective understanding of the subject (multiple perspectives) while laying groundwork for claims used in the final
policy debate. Each paper should include at least one relevant court ruling (any level, but
the more recent, the better) as well as four scholarly research sources, such as peer
reviewed journals or studies on the topic. More details on the exact form of this paper
will be elaborated in class; however, remember that individual group members will need
to take different positions on the issue for final debates. Let this assignment teach you
about the different claims on your issue and how those claims are reasoned. Papers
should be typed in Times New Roman font, 1-inch margins, and consistently use MLA or
Chicago bibliographic citations.

—Final Policy Debate (130 Points):
Each group will engage in a two-person, two-sided policy debate on their respective issue
with the remaining members of the class acting as a general audience. This exercise aims
for maximum clarity and communication rather than bombast, dramatic exaggeration, or
ad hominem attacks. More on form and procedures will be discussed in advance of this
assignment. Failure to attend your policy debate will result in a zero for the assignment.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>HOMEWORK</th>
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<tbody>
<tr>
<td><strong>Week One</strong></td>
<td></td>
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<tr>
<td>Monday, 1/14</td>
<td>Introduction to Class</td>
<td>Chapter One</td>
</tr>
<tr>
<td>Wednesday, 1/16</td>
<td>Introduction to Argumentation</td>
<td>Chapter Two</td>
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<tr>
<td>Friday, 1/18</td>
<td>Argumentation Continued</td>
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<tr>
<td><strong>Last day to Add/Drop for Spring Semester</strong></td>
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<td><strong>Week Two</strong></td>
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<tr>
<td>Monday, 1/21</td>
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<tr>
<td>Wednesday, 1/23</td>
<td>MLK HOLIDAY—CLASS DOES NOT MEET</td>
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<tr>
<td>Friday, 1/25</td>
<td>Introduction to Evidence</td>
<td>Chapter Five</td>
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<td></td>
<td>Evidence Continued</td>
<td>Chapter Three</td>
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<tr>
<td><strong>Week Three</strong></td>
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<tr>
<td>Monday, 1/28</td>
<td>Lab Session with Dr. Steven Bales</td>
<td>Chapter Four</td>
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<tr>
<td>Wednesday, 1/30</td>
<td>Forms of Reasoning</td>
<td>Barnet &amp; Bedau (EL)</td>
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<td>Friday, 2/1</td>
<td>Reasoning Concluded</td>
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<td><strong>Week Four</strong></td>
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<tr>
<td>Monday, 2/4</td>
<td>Quiz One</td>
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<tr>
<td>Wednesday, 2/6</td>
<td>Begin <em>12 Angry Men</em></td>
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<td>Friday, 2/8</td>
<td>Conclude <em>12 Angry Men</em></td>
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<td><strong>Week Five</strong></td>
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<tr>
<td>Monday, 2/11</td>
<td>Ethics and Argumentation</td>
<td>Johannesen Chapter (EL)</td>
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<td>Wednesday, 2/13</td>
<td>Establish Ethical Code for Class</td>
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<td>Friday, 2/15</td>
<td>Public Speaking Impromptu Exercise</td>
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<td><strong>Week Six</strong></td>
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<tr>
<td>Monday, 2/18</td>
<td>Fact Speeches (2-3 Groups)</td>
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<tr>
<td>Wednesday, 2/20</td>
<td>Fact Speeches (2-3 Groups)</td>
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<tr>
<td>Friday, 2/22</td>
<td>Fact Speech Wrap-Up</td>
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Week Seven
Monday, 2/25
Wednesday, 2/27
Friday, 3/1
Moral, Practical, and Essential Arguments
Modes of Evaluation in Debate
Class Value Debate

Week Eight
Monday, 3/4
Wednesday, 3/6
Friday, 3/8
Introduction to Fallacies
Fallacies Continued
Fallacy Exercise

Monday, 3/11
Wednesday, 3/13
Friday, 3/15
SPRING BREAK—CLASS DOES NOT MEET
SPRING BREAK—CLASS DOES NOT MEET
SPRING BREAK—CLASS DOES NOT MEET

Week Nine
Monday, 3/18
Wednesday, 3/20
Friday, 3/22
Introduction to Policy Debates
Essential Roles of Policy Debates
Cross-Examination and Rebuttal Exercise

Week Ten
Monday, 3/25
Wednesday, 3/27
Tying Together Facts, Values, and Policy
Class Analysis of Debate (Miller Center on Public Policy)

Friday, 3/29
Bibliography for Group Project Due
READING DAY—CLASS DOES NOT MEET

Week Eleven
Monday, 4/1
Tuesday, 4/2
Wednesday, 4/3
Friday, 4/5
Review Class Forum Debate
Last Day to Q-Drop Without Penalty
Forum Debate, Day One
Forum Debate, Day Two

Week Twelve
Monday, 4/8
Wednesday, 4/10
Friday, 4/12
Policy Debate Run-Through
Policy Debate Run-Through
Catch-up Day—Finalize Group Debate Preparation

Week Thirteen
Monday, 4/14
Wednesday, 4/16
Friday, 4/18
Quiz Two
Policy Debates
Policy Debates

Week Fourteen
Monday, 4/21
Wednesday, 4/23
Friday, 4/25
Policy Debates
Policy Debates
Policy Debates

Redefined days
Monday, 4/28
Tuesday, 4/29
Policy Debates
Final Lecture: Argumentation and Popular Culture

Friday, 5/2
READING DAY—NO CLASS
I asked students of COMM. 243 to offer advice to future undergraduates taking “Argumentation and Debate.” Their advice is as follows:

“Don’t pick a topic for debate that has a lot of moral arguments—harder to debate about with credible/objective sources.”

“I know what you’re thinking: ‘this is an easy course.’ I advise you to run like it’s the plague.”

“Begin working on assignments as soon as you can! Talk with the teacher about any concerns or confusion—he knows what he’s doing, and he can point out things you may not have thought of for your debate.”

“Come prepared and ready to work. Do not procrastinate and don’t be afraid to mess up.

“Don’t forget citations.” “Expect harsh grading. Don’t procrastinate!”

“It’s definitely not an easy class. Make notes on every chapter. Rehearse speeches the night before.”

“Drop this course if you’re looking for an easy A. I AP’d out of all my English courses, still got harsh grades on the essay. I am ending with a B. I’m a 3.5 student.”

“When debating, often the side you are debating against is the most important side [to consider].”

“Prepare as much as possible for the final debate and get as many points as you can from the quizzes and analyses in case you do poorly on the final debate.”

“Research both sides for the final debate.” “Stock issues are key for the final debate.”

“Approach Comm. 243 with the expectation to learn. It is truly one of the most interesting and intellectual classes offered on campus. It is also the fastest way to learn about various important issues.”

“Keep an open mind about argumentation. This class can help anyone significantly.”

“Expect to work” “Class is easy if you dedicate enough time.”

“Take it serious from the beginning. If you’re not willing to work, you won’t get the grade you want.”

“Turn in everything and re-read assignments.” “Organize your thought process.”

“Begin research early; always stay on top of it to make sure you are ready for your presentation. Confidence is important to your grade.”

“Research thoroughly, know what you’re talking about. Relax. It’s not that scary.”

“Prof. Gaffey will push you, keep up and the class will be rewarding.”

“Don’t look at the amount of work, panic, and drop during add/drop. I was overwhelmed and almost did, and I’m glad I didn’t! It was an enjoyable class and I’m glad I stayed! Additionally, come to class, spend time researching (don’t rush it), and practice before you speak. If you do that, there is no reason you shouldn’t get an ‘A’! Also, spend time on your writing assignments and don’t blow them off, they will affect your grade.”

“Not to take this course lightly.” “Practice all speeches beforehand.”
This course addresses the core curriculum at Texas A&M for Communication through these foundational components:

**Critical Thinking** which includes creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. While the course works together as a whole to nurture critical thinking, Learning Outcomes 1, 2 and 3, support especially the tenets of critical thinking.

**Communication** which includes effective development, interpretation and expression of ideas through written, oral, aural and visual communication. While the course works together as a whole to develop communication, Learning Outcomes 3, 4, 5 and 6, support especially the tenets of communication.

**Teamwork** which includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Learning Outcome 7 supports especially the tenets of teamwork, however, each of the other Learning Outcomes is addressed in the context of team presentations.

**Personal Responsibility** which includes the ability to connect choices, actions and consequences to ethical decision making. While the course works together as a whole to nurture personal responsibility, Learning Outcomes 1 and 6 support especially the tenets of personal responsibility.
Texas A&M University

Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): English

2. Course prefix and number: ENGL 210

3. Texas Common Course Number: 2311

4. Complete course title: Technical and Business Writing

5. Semester credit hours: 03

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Creative Arts
   - Mathematics
   - American History
   - Life and Physical Sciences
   - Government/Political Science
   - Language, Philosophy and Culture
   - Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

8. How frequently will the class be offered? every fall, spring and summer semester

9. Number of class sections per semester: 18 (some large; some @ 30)

10. Number of students per semester: 580 - 780

11. Historic annual enrollment for the last three years: 1375 1151 1189

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:
    Course Instructor
    Date 3/5/13

13. Approvals:
    Date 3/5/13

14. Department Head
    Date 3/18/13

15. College Dean/Designee
    Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Communication

In the box below, describe how this course meets the Foundational Component Area description for Communication. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course addresses the Foundational Component Area in the following ways:

English 210 provides intensive study and practice in writing for professional settings. The course focuses on the types of documents fundamental to the technical and business workplace, such as, memoranda, proposals, reports, instructional manuals, online correspondence (email as well as ethical responding in social media), business letters, graphics and the elements of document design. The course emphasizes practice in collaborative teamwork and individualized learning by means of understanding and employing research process, writing to explain complex problems and solutions; analysis of relevant issues. The course emphasizes use of conventional rhetorical elements, such as, how to anticipate audience; how to employ the most appropriate and ethical means of persuasion for various types of writing; and how to determine and make use of the rhetorical situation while proposing written and oral-presentational solutions to problems and issues in the technical and business workplace. Assignments consist of a sequence of in-depth, interconnected writing projects designed to foster skills necessary to succeed rhetorically in communications of the business and technical workplace.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

CTS: The course will enhance critical thinking skills through regular reading, online and/or study group discussion, and writing assignments focused on key ideas about technical and business discourse. The evaluation of critical thinking skills will be based on written work, quizzes, exams, presentations, and regular participation in class discussions online.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

CS: The course promotes communication skills through practice in writing and graphics design as well as small and large group discussion about presentational forms of discourse related to technical and workplace writing. It includes writing about and discussion of issues and professional conventions fundamental to technical and
Texas A&M University

Core Curriculum

*Initial Request for a Course Addition to the Fall 2014 Core Curriculum*

business writing, including visual communication through graphics and power point presentations. The evaluation of communication skills will be based on written work, exams, presentations, and participation during online and/or study group discussions.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

T: The course enhances the ability to work in teams by providing students with regular opportunities both within and outside the online-class to collaborate with classmates on relevant technical, researched and/or business-oriented projects employing interpretive and written skills.

The evaluation of teamwork ability will be based on participation in collaborative learning projects making interactive, cooperative use of differing points of view in course readings, writing assignments, and presentational skills to support a shared purpose or goal.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

PR: The course teaches personal responsibility by enhancing students’ understanding of and practice in how to employ ethical business practices in professional communications; the course teaches personal responsibility by offering practice in how to use sources ethically while composing, citing and documenting technical reports and/or business correspondence.

The evaluation of personal responsibility will be based on assignments in which students are expected to cite ethically another person’s work in writing technical and business correspondence, proposals, reports and in delivering presentations.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Course title and number:
ENGL 210: Technical and Business Writing

Section:

Term:

Meeting times and location:
(web-based; online)

Instructor: Dr. Christine Murray
Office: 545 LAAH
Email: chris_murray@tamu.edu
Office Hours: M W Th 12:00-2:00

Catalog Course Description and Prerequisites:
Focus on writing for professional settings: correspondence and researched reports fundamental to the technical and business workplace—memoranda, business letters, research proposals and presentations, use of graphical and document design. Assignments emphasize audience awareness, clarity of communication and collaborative team-work.

Course Description
English 210 provides intensive study and practice in writing for professional settings. The course focuses on the types of documents fundamental to the technical and business workplace, such as, memoranda, proposals, reports, instructional manuals, online correspondence (email as well as ethical responding in social media), business letters, graphics and the elements of document design. The course emphasizes practice in collaborative team-work and individualized learning by means of understanding and employing research process; writing to explain complex problems and solutions; analysis of relevant issues. The course emphasizes use of conventional rhetorical elements, such as, how to anticipate audience; how to employ the most appropriate and ethical means of persuasion for various types of writing; and how to determine and make use of the rhetorical situation while proposing written and oral-presentational solutions to problems and issues in the technical and business workplace. Assignments consist of a sequence of in-depth, interconnected writing projects designed to foster skills necessary to succeed rhetorically in communications of the business and technical workplace.

Learning Outcomes:
At the end of the semester, students will be able to do the following:

- locate, evaluate, and incorporate pertinent information for business and technical purposes
- recognize, analyze, and accommodate diverse audiences and rhetorical situations
- analyze the ethical responsibilities involved in technical and business communications
- develop materials with the necessary rhetorical awareness and in various modes: verbal, visual, graphical, and text-only, in both collaborative team-work and as individual projects
- compose documents appropriate to purposes in technical and business professions
- compose documents appropriate to audiences in technical and/or business settings
- proficiently use a variety of technological and business tools to support online communication, the drafting and sharing of various workplace documents
- revise and edit with the goal of utmost clarity; meeting the standards of appropriate purpose, style, conventions of English usage; grammatical correctness, including studied attention to word choice (diction), sentence structures, the utility of punctuation
• read and edit with an awareness of various differences in spelling for the globalized workplaces of English (primarily American or British)

Core Curriculum Objectives:

• Critical Thinking Skills (CTS): The course will enhance critical thinking skills through regular reading, online and/or study group discussion, and writing assignments focused on key ideas about technical and business discourse.

• Communication Skills (CS): The course promotes communication skills through practice in small and large group discussion of presentational forms of discourse in, issues related to, and professional conventions fundamental to technical and business writing.

• Teamwork (T): The course enhances the ability to work in teams by providing students with regular opportunities both within and outside the online-class to collaborate with classmates on relevant technical, researched and/or business-oriented projects employing interpretive and written skills.

• Personal Responsibility (PR): The course teaches personal responsibility by enhancing students' understanding of and practice in how to employ ethical business practices in professional communications; the course teaches personal responsibility by offering practice in how to use sources ethically while composing, citing and documenting technical reports and/or business correspondence.

Assessment of Core Objectives:

• CTS: The assessment of critical thinking skills will be based on written work, quizzes, exams, presentations, and regular participation in class discussions online.

• CS: The assessment of communication skills will be based on written work, exams, presentations, and participation during online and/or study group discussions.

• T: The assessment of teamwork ability will be based on participation in collaborative learning projects, making interactive, cooperative use of differing points of view in course readings, writing assignments, and presentational skills to support a shared purpose or goal.

• PR: The assessment of personal responsibility will be based on assignments in which students are expected to cite ethically another person's work in writing technical and business correspondence, proposals, reports and in delivering presentations.
Required Textbooks (available at the University Bookstore)
The following resources are required of all students in web-based ENGL 210:

- Online Writing and Grammar Resource: Purdue OWL. [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/)

Grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Grade%</th>
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<tbody>
<tr>
<td>Reading Quizzes</td>
<td>Quizzes</td>
<td>15%</td>
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<tr>
<td>Participation</td>
<td>Regular Discussion and Activities</td>
<td>10%</td>
</tr>
<tr>
<td>Major Writing Project 1</td>
<td>Formal Proposal</td>
<td>25%</td>
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<tr>
<td>Major Writing Project 2</td>
<td>Analytical Report Project</td>
<td>30%</td>
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<tr>
<td>Major Writing Project 3</td>
<td>Resume with Cover Letter</td>
<td>20%</td>
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<tr>
<td>Total</td>
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<td>100%</td>
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Requirements for the 3 Major Writing Assignments: Students will receive a formal assignment instruction prompt for each of the major projects. The sequence of major written projects is: Formal Proposal (including graphic figures and data, and analytical exposition of 1250 words); Analytical Report (on the same topic as the Proposal, developing the ideas to the length of 2500 words, along with a condensed version in PowerPoint for presentation); and Resume with Cover Letter (for professional employment applications, 850-1000 words). The sequence is designed to lead student writers through a systematic, integrated development of the major types of technical and business writing. Format of the Major Written Projects: All work must be typed on a computer and formatted according to guidelines chosen from the instructor from one of the following types of citation and documentation: IEEE (Institute of Electrical and Electronics Engineers), CSE (Council of Scientific Editors), APA (American Psychological Association), CMS (Chicago Manual of Style), or MLA (Modern Language Association). Guides to these types of documentation can be found in the required textbooks for the course. The ethics of appropriate citation and documentation are covered in the early part of the course. Grading of the Major Writing Projects is based on clarity of communication, informed analytical use of data to support proposals and reports, accurate, ethical citation of all sources, and appropriate use of the grammar and mechanics of English. Make-up work for absences is only acceptable with university-approved documentation. Other reasons for late work are unacceptable and will be graded as zero. See university Rule # 7 at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

Participation Requirements: (10%)
Students are expected to keep up with the course readings, activities, grouped-teamwork, writings, and other assignments. The participation grade is based on evidence of preparation, demonstration of proficiency in use of data and analysis in discussions, regularly (twice weekly) signing in and working on the website’s assignments, and engaging in cooperative teamwork with classmates.

Numerical Grade Equivalents:

A 90-100
B 80-89
C 70-79
D 60-69
F 59 or less

Major Assignment Due Dates

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<thead>
<tr>
<th>Project</th>
<th>Due Date</th>
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<tr>
<td>Proposal Project</td>
<td>Week 5</td>
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<tr>
<td>Analytical Report Project</td>
<td>Week 10</td>
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<tr>
<td>Resume and Cover Letter Project</td>
<td>Week 14</td>
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Americans with Disabilities Act (ADA)

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 Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu
**Academic Integrity—Consequences of Plagiarism and/or Dishonesty**

**Aggie Honor Code.** "An Aggie does not lie, cheat, or steal, or tolerate those who do." Students are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/)

**Engl. 210 Course Topics, Calendar of Activities, Major Assignments:**

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<thead>
<tr>
<th>Weeks/Dates</th>
<th>Topics</th>
<th>Required Readings</th>
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<tbody>
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<td>Welcome to Technical Writing</td>
<td>MM 2-16, 40-55</td>
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<td>ABO 46-47, 544-45</td>
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<td>2</td>
<td>Ethics and Technical Communication;</td>
<td>MM 17-39, 84-109</td>
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<td>Audience, Context &amp; The Rhetorical Situation</td>
<td>Handout: Lloyd Blitzer, Rhet.Sit.</td>
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<td>ABO 180-82, 395-96</td>
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<td>3-4</td>
<td>Proposals and Writing Collaboratively</td>
<td>MM 56-82, 439-465</td>
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<td>ABO 433-53, 476-86, 508-10, 544-5</td>
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<td>5</td>
<td>Correspondence</td>
<td>MM 227-258, 370-397</td>
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<td>(Project 1 due)</td>
<td>ABO 109-13, 184-9, 318-23</td>
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<td>6</td>
<td>Creating and Using Graphics</td>
<td>MM 305-348</td>
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<td>ABO 233035, 455, 576-581</td>
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<td>7</td>
<td>Instructions and Documentation</td>
<td>MM 553-603</td>
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<td>ABO 148-155, 268-273, 385-392, 433-467</td>
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<td>(Project 2 due week 9)</td>
<td>ABO 198-220, 312-317, 422-25, 430-32</td>
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<td>11-12</td>
<td>Resumes and Letters of Application</td>
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<td>13-14</td>
<td>Social Media, Professional Presenting</td>
<td>MM 76-7, 92-04, 605 668</td>
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<td>ABO 301-2, 412-21</td>
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Texas A&M University
Departmental Request for a Change in Course
Undergraduate ◦ Graduate ◦ Professional
Submit original form and attachments

1. Request submitted by (Department or Program Name):
   Department of English

2. Course prefix, number and complete title of course:
   ENGL 210 SCNTFIC & TECH WRTNG

3. Change requested
   a. Prerequisite(s): From: ENGL 104 To: None
   b. Withdrawal (reason):
   c. Cross-list with:
      Cross-listed courses require the signature of both department heads:
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description:
   Scientific and Technical Writing. Principles of composition, rhetoric, and document design applied to the basic genres of research-based scientific and technical writing, including the report, proposal, manual, resume and professional correspondence. Appropriate for all majors. Computer sections available.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Technical and Business Writing. Focus on writing for professional settings: correspondence and researched reports fundamental to the technical and business workplace—memoranda, business letters, research proposals and presentations, use of graphical and document design. Emphasis on audience awareness, clarity of communication and collaborative team-work.

7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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</thead>
<tbody>
<tr>
<td>ENGL 210</td>
<td>SCNTFIC</td>
<td>TECH WRTNG</td>
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<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
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<td>32</td>
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</table>

   b. Change to:

<table>
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<tr>
<th>Prefix</th>
<th>Course #</th>
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<tbody>
<tr>
<td>ENGL 210</td>
<td>TECHNICAL BUSINESS WRTNG</td>
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   Approval recommended by
   [Signature]

   Date

   Dean of College
   Date

   Questions regarding this form should be directed to Sandra Williams at 845 8201 or sandra.williams@tamu.edu
   Curricular Services – 02/11
MEMORANDUM

Date: March 11, 2013

To: Chair
University Curriculum Committee

Through: Mike Stephenson, Associate Dean
College of Liberal Arts
Undergraduate Instruction Committee

From: Nancy Warren, Head
Department of English

The Undergraduate Studies Committee of the Department of English recommends changing the course title, course description and prerequisite of the following course:
ENGL 210: Scientific and Technical Writing
The department has already submitted a request to withdraw ENGL 301: Technical Writing and is requesting these changes to ENGL 210 so that it can be considered for the core curriculum. Please let me know if you have additional questions regarding this request.
Sandra, can you include this memo with our ENGL 210 submission when it routes to Faculty Senate? Thanks, Mike

-----Original Message-----
From: Louder, Martha [mailto:mlouder@mays.tamu.edu]
Sent: Thursday, April 04, 2013 2:07 PM
To: Stephenson, Michael T.
Subject: RE: ENGL 210

We have no objections to the title change. Does this count as a W course? Our USBU students are having a hard time finding two W's.

Marty

Martha L. Louder, PhD
Associate Dean, Mays Business School
(979) 845.1807

-----Original Message-----
From: Stephenson, Michael T.
Sent: Monday, March 18, 2013 3:57 PM
To: mlouder@tamu.edu
Subject: ENGL 210

Dear Marty,

This is the ENGL course I mentioned to you at Faculty Senate. I need to know if the newly proposed title is acceptable. The syllabus needs some tweaking to meet UCC guidelines and I am working on that. The course title is the main issue.

Mike

Sent from my iPhone

Begin forwarded message:

> 
> > Sent from my iPhone