Point University Mission Statement

POINT UNIVERSITY MISSION STATEMENT

The mission of Point University is to educate students for Christ-centered service and leadership throughout the world.

Course Description

COURSE DESCRIPTION

The study of communication and rhetorical theory with emphasis on preparation and presentation of both informative and persuasive speeches; students will learn to be critical consumers of public speaking by studying effective listening, basic argument construction, and basic criticism. Prerequisite: ENGL 102

Online Learning

ONLINE LEARNING

Point University’s College of Graduate & Professional Studies (CGPS) specializes in “distance education” for working adults and others who need a flexible learning schedule. It offers university courses and degree programs in both fully-online and hybrid formats (partly online and partly face-to-face).

CGPS delivers coursework via Sakai, a leading online Learning Management System (LMS) and Collaborative Learning Environment designed specifically for higher education. Each course has its own website through which students interact with their professor and classmates, access course materials, explore digital library resources, engage in a variety of learning activities, submit assignments, and receive grades. The latest technology enables participants to do virtually everything online that they could do in an on-ground classroom setting.

A hybrid course typically includes one face-to-face session per week using video conference technology along with online follow-up activities. Fully-online courses are primarily designed for “asynchronous” learning, which enables students to log-in and complete their studies at whatever time of the day or night they wish. Occasionally, online courses include “synchronous” sessions where students may interact with one another in real time.

Each “course week” begins on a Monday and ends on Sunday. Students should log in several times throughout the week to participate in online discussions and other activities. CGPS recommends that students
complete the various readings and assignments in the order in which they are presented, but the format does allow some flexibility for students to modify their approach or even to work ahead.

Active participation in every assignment and every online discussion is expected. Students should be careful of any assignments that have specific “opening” or “closing” times, and they should regularly consult the Course Schedule to ensure they complete all work in a timely manner.

Students access all course materials via Point University's Sakai site, which includes minimum system requirements and orientation tutorials designed to equip class members for online study.

Disability Services

Point University offers disability services in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. The Director of Disability Services determines reasonable accommodations for students with documented disabilities. She then communicates the approved accommodation to the student and the student's instructors. The Educational Resource Center provides appropriate assistance with accommodations. For more information, see the Point University website (https://point.edu/disability) or contact Ms. Jessica Mazaheri, the Director of Disability Services, by telephone (1-706-385-1480) or email (Jessica.Mazaheri@point.edu). The website includes the application process for disability services, frequently asked questions, and the grievance policy and procedure.

Faculty Information

FACULTY INFORMATION

Official course clock for this course is Eastern time. The preferred method of contact for this course is email. Please allow 24 hours for responses to email and phone messages. Keep in mind that the online discussion forums are reserved for shared classroom posts and you should email the instructor directly if there is a question, concern, or emergency.

Required Texts & Resources

REQUIRED TEXTS & RESOURCES

- Additional resources to be downloaded from LMS.

NOTE: The Point University Bookstore may offer this textbook (s) in other formats. Information can found at www.pointuniversityshop.com.
Technology Guidelines

TECHNOLOGY GUIDELINES

Point University's College of Graduate and Professional Studies (CGPS) is dedicated to providing high-quality education and learner-centered experience while managing diverse instructional delivery modes and various academic technologies. The College strives to equip students, faculty, and staff with the development of technology skills and competencies needed within these modalities. Since almost all CGPS courses include significant online components, students are required to provide their own hardware and software for online learning (see below for minimum system requirements). CGPS asks students to adhere to the following technology policies and guidelines to ensure optimum user experience for those taking and teaching Point Online and Point Connect courses.

Acceptable Use of Technology

Technology equipment, network connections, and resources are to be used for supporting the mission, instruction, and services of Point University. Any use which compromises or interferes with the mission, character, and security of Point University is prohibited, regardless of whether the equipment is Point University property or private property. This policy applies to all physically present, virtual, and/or remote transmissions of data within any Point University network or resource. Participation in activities that are disruptive, illegal, or destructive to the Point University mission, students, faculty, or employees will result in disciplinary action, revocation, and/or referral to appropriate law enforcement agencies and authorities. Point reserves the right to define and apply what is considered to be an acceptable use of technology and its resources under these policies and guidelines.

Minimum System Requirements

Sakai is the current Learning Management System (LMS) used for Point's online courses. For best user results, Point recommends that students evaluate their computer or device with the following checklist prior to logging into courses:

- Windows PC or Mac with the most recent version of these browsers:
  - Google Chrome (www.google.com/intl/en/chrome)
  - Mozilla Firefox (www.mozilla.org/en-US/firefox/new)
- Windows PC or Mac with audio (sound card with speakers or headphones/earbuds).
  - Typically found in most computers by clicking on the Start icon, then Control Panel, and/or Sound.
- Windows PC or Mac with video capabilities (webcam and microphone within device or stand-alone)
- High-speed internet access.
  - Typically found in most computers by clicking on the Start icon, then Control Panel, and Network or Internet.
- Adobe Reader (https://get.adobe.com/reader)
- Adobe Flash Player (https://get.adobe.com/flashplayer)
- Access to a printer or scanner (depending on course activities)
It is the users’ responsibility to maintain their personal internet connection, computer, or device with the necessary hardware, software, and browser updates. There may be occasions in which students need an alternate technology plan due to unforeseen circumstances, such as internet outages at home. In preparation for such circumstances, students should identify an alternate location with free WiFi, a computer lab, and/or other needed accommodations. Examples include a Point University education site during facility hours, public library, or restaurant.

Technology Help

The Information Technology (IT) staff and CGPS Educational Technology staff provide 24x7 technical support via email, the online helpdesk, or telephone:

- For help and technical support, send an email to itsupport@point.edu. Include as many details as possible in your message.
- Users may access the online SysAid helpdesk by logging into the single sign-on portal (http://my.point.edu), entering their Point username and password, and then clicking on the “SysAid” icon.
- Users may also telephone the helpdesk at any time (706-385-1493) to speak with a live representative who can assist with issues such as password resets and basic assistance with Point Online and other computer applications. After hours (5:00 p.m. - 8:00 a.m.), weekend, and holiday telephone support are currently limited to password resets and basic user functions for the Single Sign-On portal to ensure that users can access learning resources. Some support questions may require escalation from the after-hours support desk. In this case, a ticket will be created and a technician will contact the user the following business day.

Course Learning Goals & Objectives

COURSE LEARNING GOALS & OBJECTIVES

TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week respectively.

Goal 1: Students will demonstrate proficiency in critiquing a public speaker using effective listening and basic critical thinking skills.

Objective 1.1: Students will evaluate their own listening skills and discuss their areas of weakness and strength.

Objective 1.2: Students will critique and evaluate a speech given by another speaker.

Goal 2: Students will demonstrate proficiency in organizing, researching, and constructing a speech on a
specific topic.

Objective 2.1: Students will explore methods of topic selection and writing a purpose statement.

Objective 2.2: Students will research their speech topics and gather supporting materials according to the principles in the textbook, then cite those materials according to ethical standards.

Objective 2.3: Students will demonstrate proficiency in organizing a speech introduction and conclusion.

Objective 2.4: Students will organize their speeches’ main points according to one of the organizational patterns explained in the text.

Objective 2.5: Students will write effective preparation outlines for two of their speeches.

Objective 2.6: Students will prepare an audience analysis for at least one of their speeches.

Objective 2.7: Students will demonstrate understanding of principles of group communication.

Goal 3: Students will successfully deliver speeches to a group of peers.

Objective 3.1: Students will present an introductory speech from a single notecard.

Objective 3.2: Students will plan and deliver a commemorative speech, focusing on the use of powerful language.

Objective 3.3: Students will demonstrate an informative speech, focusing on the use of examples, statistics and testimony to support ideas, and incorporating a visual aid.

Objective 3.4: Students will plan and deliver a persuasive speech, using the persuasive reasoning techniques in the text to create, reinforce, or change the audience’s attitudes or behavior, while incorporating a visual aid.

Goal 4: Students will apply healthy techniques to combat anxiety when speaking.

Objective 4.1: Students will research techniques for combating anxiety.
Objective 4.2: Students will discuss the techniques for reducing anxiety most applicable to themselves.

Objective 4.3: Students will apply these techniques while delivering their speeches.

Course Schedule

COURSE SCHEDULE

CGPS courses begin on a Monday. Accordingly, a CGPS course week extends from Monday through Sunday. Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). [http://point.edu/course-schedules/](http://point.edu/course-schedules/)

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Graded Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Introduction to Public Speaking and Giving Your First Speech</strong></td>
<td></td>
</tr>
<tr>
<td>Welcome discussion/expectations</td>
<td>n/a</td>
</tr>
<tr>
<td>Brief introduction to classmates</td>
<td>n/a</td>
</tr>
<tr>
<td>Reading: Chapters 1, 2, 4, and 19</td>
<td>n/a</td>
</tr>
<tr>
<td>Reading Quiz</td>
<td>Due Week 1, Day 7</td>
</tr>
<tr>
<td>Lecture Videos</td>
<td>n/a</td>
</tr>
<tr>
<td>Sample introductory speech videos</td>
<td>n/a</td>
</tr>
<tr>
<td>Research, preparation and practice for introductory speech assignment</td>
<td>n/a</td>
</tr>
<tr>
<td>Introductory speech (online, includes listening to classmates’ speeches)</td>
<td>Due Week 1, Day 7</td>
</tr>
</tbody>
</table>
Provide positive feedback to classmates' speeches

Anxiety assessment and reflection/response

Learning Activity #1: Practice Avoiding Plagiarism

RWSW #1: Watch assigned Real-World Speech of the Week and reflect on speaker's skills in discussion forum

Due Week 1, Day 7

Due Week 1, Day 7

Due Week 1, Day 7

Week 2

Organizing Your Speech and Using Language Effectively

Reading: Chapters 5, 9, 12 and 18

Reading Quiz

Lecture Videos

RWSW #2: Watch assigned Real-World Speech of the Week and reflect on speaker's skills in discussion forum

Due Week 2, Day 7

Due Week 2, Day 7

Due Week 2, Day 7

Due Week 2, Day 7

Due Week 2, Day 7

Due Week 2, Day 7

Due Week 2, Day 7

Week 3

Analyzing Your Audience, Beginning and Ending Well, and Using Visual Aids

Learning Activity #5: Presenting an Award

Due Week 2, Day 7
Reading: Chapters 6, 10 and 14

Reading Quiz

Lecture Videos

Research, preparation and practice for commemorative speech assignment

Abbreviated speech outline for commemorative speech

Commemorative speech (online, includes listening to classmates’ speeches)

Activity: Watch and analyze Barbara Bush’s “Choices and Change”

RWSW #3: Watch assigned Real-World Speech of the Week and reflect on speaker’s skills in discussion forum

Week 4

Outlining and Delivering Your Speech; Speaking to Inform

Reading: Chapters 11, 13, 15

Reading Quiz

Lecture Videos

Writing introduction and conclusion for informative speech

RWSW #4: Watch assigned Real-World Speech of the Week and reflect on speaker’s skills in discussion forum

Learning Activity #6: Unscrambling an outline
Sample informative speech videos

Activity: view “needs improvement” and “final” versions of informative speech and analyze differences

**Week 5**

**Finding and Using Supporting Materials**

Reading: Chapters 7 and 8

Reading Quiz

Due Week 5, Day 7

Lecture Videos

Research, preparation and practice for informative speech assignment

Due Week 5, Day 7

Complete preparation outline for informative speech

Creation of visual aid for informative speech

Informative speech (online, includes listening to classmates’ speeches)

Due Week 5, Day 7

Informative speech self-assessment

RWSW #5: Watch assigned Real-World Speech of the Week and reflect on speaker’s skills in discussion forum

Due Week 5, Day 7

**Week 6**

**Speaking to Persuade**

Reading: Chapter 16 and 17

Reading Quiz

Due Week 6, Day 7
<table>
<thead>
<tr>
<th>Activity</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecture Videos</strong></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Learning Activity #7: Audience analysis for persuasive speech</strong></td>
<td>Due Week 6, Day 7</td>
</tr>
<tr>
<td><strong>Learning Activity #8: Monroe’s Motivated Sequence</strong></td>
<td>Due Week 6, Day 7</td>
</tr>
<tr>
<td><strong>Discussion forum/activity: finding examples of logical fallacies</strong></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>RWSW #6: Watch assigned Real-World Speech of the Week and reflect on speaker’s skills in discussion forum</strong></td>
<td>Due Week 6, Day 7</td>
</tr>
<tr>
<td><strong>Watch sample persuasive speeches and analyze at least one</strong></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Honing Listening Skills and Speaking in Small Groups</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Reading: Chapter 3 and 20</strong></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Reading Quiz</strong></td>
<td>Due Week 7, Day 7</td>
</tr>
<tr>
<td><strong>Lecture Videos</strong></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Learning Activity #9: take listening skills quiz and assess results</strong></td>
<td>Due Week 7, Day 7</td>
</tr>
<tr>
<td><strong>Activity: watch the film Twelve Angry Men (available online or from local library for free)</strong></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Learning Activity #10: Reflection paper on group communication principles in Twelve Angry Men</strong></td>
<td>Due Week 7, Day 7</td>
</tr>
<tr>
<td><strong>Research, preparation and practice for persuasive speech assignment</strong></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Complete preparation outline for persuasive speech</strong></td>
<td>Due Week 7, Day 7</td>
</tr>
</tbody>
</table>
Grading Policies

GRADING POLICIES

Course Evaluation Plan
An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution
Graded assignments will be distributed as follows:

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Quizzes (7)</td>
<td>105</td>
</tr>
<tr>
<td>Anxiety Assessment (2 parts)</td>
<td>30</td>
</tr>
<tr>
<td>Introductory Speech</td>
<td>50</td>
</tr>
<tr>
<td>Commemorative Speech</td>
<td>100</td>
</tr>
<tr>
<td>Informative Speech</td>
<td>150</td>
</tr>
<tr>
<td>Persuasive Speech</td>
<td>200</td>
</tr>
<tr>
<td>Speech Outlines (1 at 10 points, 2 at 15 points)</td>
<td>40</td>
</tr>
<tr>
<td>Real-World Speech of the Week Analysis (7)</td>
<td>70</td>
</tr>
<tr>
<td>Learning Activities (10)</td>
<td>150</td>
</tr>
<tr>
<td>Participation</td>
<td>105</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

The following scale will be used when calculating final grades: Final Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

Final grades will be posted according to the Academic Calendar. [http://point.edu/academic-calendar/](http://point.edu/academic-calendar/)
Please consult with your program of study or advisor (http://point.edu/academic-advising/) if you are required to maintain a specific GPA to successfully complete this course.

Checking Grades
Be sure to check your grades often via the Sakai online Gradebook.
For academic policies governing attendance, late assignments and student support, please refer to the Academic Catalog directly (https://point.edu/catalogs/)

Course Expectations

EXPECTATIONS

Attendance
Point’s attendance regulations are based on the belief that students benefit from the discussion and interaction that take place within a community of learners. By missing live class sessions and/or online interactions, students experience a loss that may not be reflected in a final grade, but is nevertheless real. Sharing personal work, life, and experience is a critical part of adult education. If one student does not participate, it impacts other students. Active participation in every assignment and every online discussion is expected. Students should be careful of any assignments that have specific “opening” or “closing” times, and they should regularly consult the Course Schedule to ensure they complete all work in a timely manner.

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please review these resources:

- Netiquette
- What every online student needs to know
- Netiquette guide for online courses
- Discussion board netiquette

Turnitin Requirement

It is especially important that students write their papers with the utmost integrity. Point University and the Access program have high expectations regarding academic dishonesty and plagiarism. It is vital that students demonstrate that they are citing sources correctly and that they are avoiding the different types of plagiarism.

Therefore, CGPS classes will rely on Turnitin to check for originality and plagiarism of written papers. Turnitin will check student papers for originality and will highlight places where text is identical to other sources. The instructor can then determine whether the highlighted text has been used and cited properly.
Papers will be submitted using the regular assignment submission process. If Turnitin is turned on you will be able to see a percentage indicating similarity to other sources after Turnitin has processed the paper.

Policies

For academic policies governing attendance, late assignments and student support, please refer to the Academic Catalog directly (https://point.edu/catalogs/).

Suggested Resources for Further Study

SUGGESTED RESOURCES FOR FURTHER STUDY


Copyright Statement

Copyright and Further Dissemination

All content within this course is intended for transformative, educational, and informational purposes under (Fair Use). These materials are not to be distributed or disseminated outside of this course for public use or profit-making ventures due to outside copyright laws. These materials are intended solely for education, personal training, and/or career building. All other uses are strictly prohibited.

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