



ACADEMIC EXCELLENCE, REDEFINED

American University of Ras Al Khaimah

FALL 2014

Syllabus for ENGL 102

Meeting Times: Mondays and Wednesdays: 102.1 (11:00-12:15) and
102.2: (14:00- 15:15)

Room No: B 110 (11:00) and B125 (14:00)

I. Instructor Information:

Name: Ms. Kate Moore
Office: C-Building, Room 8
Office Hours: Sunday, Tuesday (9:00-10:00) and Monday, Wednesday (12:30-14:00)
Please observe these office hours, or make an appointment for a different time via email.
Email: kate.moore@aurak.ae
Office Phone: +971 7 2210500 (Ext 1104)

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|---------------------|---|---|
| II. Course | : | Public Speaking |
| Course Credit Hours | : | 3 Credits |
| Pre-requisites | : | ENGL 100/101 |
| Catalog Description | : | The course provides learners with principles to develop effective presentations for public and professional settings through using appropriate technologies. It emphasizes audience analysis; meaningful composition, coherent message creation; responsible research conduct; effective argument development; and improved delivery skills to strengthen confidence and credibility. |

III. Course Description:

This course is designed to provide an overview of principles to develop effective presentations for public and professional settings while integrating appropriate technologies. Course content and assignments emphasize audience analysis, effective and coherent composition development, research strategies and skills, and presentation delivery methods to strengthen confidence and credibility

IV. Course Materials and Basic Resources:

Stephen E. Lucas. *The Art of Public Speaking*. 11th ed. New York: McGraw Hill, 2011.
ISBN: 9780077601706

E-learning resources and useful links to websites will be provided.

V. Course Goals and Objectives / Student Learning Outcomes

Goals:

Upon completion of this course, students will be able to:

SLO 1: select appropriate strategies to prepare and deliver informative and persuasive speeches

SLO 2: Compose meaningful and coherent messages; conduct responsible research on appropriate topics; and argue, develop, and polish effective presentations

SLO 3: Use various media and technologies effectively in the communication process

SLO 4: Understand and apply the ethics of free speech, oral communication principles, persuasion and influence-processes, and key human dimensions of the communication process to shape appropriate choices of technology and media.

SLO 5: critically evaluate and critique speeches, of others and one's own, through written and oral feedback

VI. Weekly Topics and Assignments

This is a tentative schedule which may be revised to accommodate contingent events and circumstances. It is your responsibility to keep track of any changes that may occur.

Date	Topics	In-Class Activities	Reading/ Assignments Due	SLO
WEEK 1				
Sept 1, 3	Course Overview Basic Principles of Speech Communication	Introduction to the course; grading and attendance policies; sequence of speeches; assign introductory speeches; complete student forms.	Chapter 1	4
WEEK 2				
Sept 8,10	Ethics and Public Speaking		Chapter 2	4
WEEK 3				
Sept 15, 17	Listening	Evaluate samples of speeches; discuss requirements for Speech I. Causes of poor listening; how to become a better listener. Complete self-evaluation worksheet. Play "Listening Game."	Chapter 3	1,2,4
WEEK 4				

Sept 22, 24		Develop code of ethics in the classroom for speaking and listening Speech I		1,2,4
WEEK 5				
Sept 29, Oct 1		Test I	Deliver Speech I. Submit printed copy of speech.	1,2,4,5
WEEK 6				
Oct 6, 8	Selecting a Topic and Purpose Speaking to Inform	Choosing a topic; determining the general and specific purpose; the central idea; discuss requirements of speeches 2-3. Guidelines for Informative Speaking; Types of Informative Speeches	Chapter 4 Chapter 14	1,2,3,4,5
*WEEK 7				
Oct 13, 15		Group assignment: evaluation of speech.	Deliver Speech II. Submit printed copy of speech.	1,2,4
*WEEK 8				
Oct 20, 22	Organizing the Body of the Speech Outlining the Speech Beginning and Ending the Speech	The importance of Organization; main points; Using connectives. The Preparation and the Speaking Outlines Introductions and Conclusions Speech II	Chapter 8 Chapter 10 Chapter 9	1,2,3,4 1,2 1,2
*WEEK 9				
Oct 27, 29		.		1,2,3,4,5
*WEEK 10				
Nov 3, 4	Supporting your Ideas; Gathering Materials Using Language	Different kinds of support, citing sources orally. Assignment: identify support.	Chapters 6& 7 Chapter 11	2
*WEEK 11				

Nov 10, 12	Using Visual Aids Speech Delivery	Improving visual aids.	Chapter 13 Speech critique due Chapter 12 Informative Speech topic and tentative outline due. Submit preparation worksheet.	1,2 5
*WEEK 12				
Nov 17, 19	Informative Speech Delivery (Recorded on Video)	Come early and check equipment. Speech III	Outline of Speech and Peer evaluation forms due.	1,2,3,4,5
*WEEK 13				
Nov 24, 26	Speaking to Persuade Methods of Persuasion	The Importance and Psychology of Persuasion. Persuasive speeches of Fact, Value and Policy. Credibility, Evidence, Reasoning and Emotional Appeal.	Chapter 15 Chapter 16	1,2,3,4 1,2,3,4,5
WEEK 14				
Dec 1, 3	Analyzing the Audience	Test II	Chapter 5 Self- Critique due. First draft of Speech IV due.	1,2,3,4 2
WEEK 15				
Dec 8, 10	Persuasive Speech Delivery	Come early and check equipment.	All students Submit Final Draft of Speech IV.(Week 15)	1,2,3,4
WEEK 16				
Dec 15, 17	Final Speech			

VII. Evaluation of Learning

The dates for submission of assignments and critiques, and delivery of speeches are specified in the schedule.

You will be graded in this class based on the number of points you earn for each test, speech, written assignment or other activity, as well as your class participation. Keep track of your scores on the Student's Record of Grades form.

Assignment	Weightage	SLO
Participation and Notebook	10%	4, 5
Quizzes and Homework	10%	1-4
Speeches (3)	30%	1,2,3,4,
Class Tests (2)	20%	1,2,3,4
Critiques	10%	5
Final Speech	20%	1,2,3,4

VIII. Grading Scale

University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of independent or laboratory work throughout a semester. The means that students should spend six (6) hours studying or completing assignments for each three (3) hour course in which they are enrolled. The number of credits is a measure of quantity. The grade is a measure of quality. The university system for undergraduate grading is as follows:

Grade	GPA Points	Percentage Scores
A	4.0	90-100
B+	3.5	85-89
B	3.0	80-84
C+	2.5	75-79
C	2.0	70-74
D+	1.50	65-69
D	1.0	60-64
F	0	0-59

No credit toward graduation accrues from a failing grade or from a grade that is replaced by a retaken course.

IX. Methodologies for Teaching and Learning:

I will present lectures, but a greater percentage of class time will be engaged in interactive activities such as group work, class discussions, and individual and group responses to specific assignments. The course develops your skills as a speaker together with those of a listener. This requires the exercise of your powers of evaluation, to critique sample speeches and provide constructive feedback to your classmates.

During the course you will be asked to present, while appropriately integrating technology that visually enhances the information in your speech, stand before a group and deliver information, as well as argue a position. It is important that you command the audience's attention and present yourself as a credible speaker. In this course, you will be asked to present a minimum of FIVE

prepared speeches. The goal is for you to gain more confidence with communicating in public contexts. Every assignment will be discussed in detail in class and with a handout of the speech requirements, a sample speech and the rubric. A printed copy of the speech, and the outline of the speech if required, must be submitted to me on the day of the delivery.

- Speeches
 1. Introductory Speech (2 minutes)
 2. Quotation (2 minutes)
 3. Illustration (2 minutes)
 4. Informative (5-6 minutes)
 5. Persuasive (6-7 minutes)
- Speech Critique I (Peer)
- Speech Critique II (Self)
- Speech Evaluations

Homework & Quizzes

This course requires regular homework, which is checked at the beginning of class. Anytime you are assigned homework, you might be assigned a “pop quiz” during the first ten minutes of class on the following class day. The completion of homework assignments is imperative to your success in the class as this knowledge will be assessed not only on quizzes but on tests and through your speeches. Late “pop quizzes” will not be administered under any circumstance.

X. Relevant Policies

A. Academic Misconduct

1. The Honor Code and Honor System

The Honor Code is an integral part of university life. Learners remain responsible, therefore, for understanding the code’s provisions. Cheating and attempted cheating, plagiarism, lying, and stealing of academic work and related materials constitute Honor Code violations. In the spirit of the code, a student’s word is a declaration of good faith acceptable as truth in all academic matters. To maintain an academic community according to these standards, students and faculty must report all alleged violations to the Honor Committee.

AURAK expects its learners to uphold high standards of academic integrity and conduct. In particular, learners must

- Attend classes regularly and punctually.
- Be actively involved in class discussions and other course related classroom activities.
- Complete assignments on time.
- Meet the requirements for course and program completion.
- Abide by high standards of academic integrity, ethics, and honesty.
- Refrain from cheating on homework and examinations, plagiarizing other people’s work by submitting it as their own, or any other forms of academic

dishonesty.

- Adhere to the published test or examination rules and regulations.
- Make every effort to maintain good academic standing.

Given the Internet and easy access to information and knowledge sources, the University commits itself to students learning in an ethical manner. For all academic assignments, project work, and presentations, learners must ensure that due acknowledgement is given to the source of any information which they incorporate in their work. The following are some examples of academic misconduct:

- Cheating/using unfair means in examinations
- Significant paraphrasing in written academic work that is unacknowledged
- Unacknowledged use of information or ideas unless such ideas are commonplace
- Citing sources which student has not read or referred to
- Breaching the word limit of assignments and mentioning wrong word count
- Plagiarism

2. Plagiarism.

Plagiarism is a serious academic offense. Plagiarism is the use of someone else's ideas, words, projects, artwork, phrasing, sentence structure or other work without properly acknowledging the ownership (source) of the property (item). Plagiarism is dishonest because it misrepresents the work of someone else as one's own. It is intellectual theft, because it robs others of credit for their work. Plagiarism takes many forms including:

- Using someone else's words without putting those words in quotation marks and providing full information about their source, sufficient information so that another person could easily locate the words that are being quoted, whether it is in an article, a book, or on the web.
- Using unique, original ideas, phrases, sentences, paragraphs, or other materials, etc. from a single source or a variety of sources, such as a text, journal, web page, electronic source, design, artwork, etc. in one's work without citing all sources. For a student found plagiarizing, the punishment requires assignment of a failing grade without the right to redo the assignment up to a failing grade in the course.

Examples of Plagiarism. Acts of plagiarism include, but are not limited to, the following, when a student

1. Hands in as "original" work prepared by someone else or preparing/completing someone else's work.
2. Copies from a book or other publication without citing sources.
3. Uses the same work to satisfy the requirements of two or more courses (during the same or different semesters).
4. Has someone else rewrite a rough draft or rewriting a rough draft that is not their own work.

Violations of plagiarism are subject to evaluation according to the criterion of “reasonable doubt.” The student’s right to appeal and the procedures to be followed in carrying out the appeal of the University’s decision is clearly stated in the *Student Handbook*.

Any violations of the University’s academic rules, regulations or directives are reported to the Vice President of Academic Affairs and may result in one of the following disciplinary measures.

- Verbal or written warning
- Repeating the term
- Dismissal from the university

Please refer to the relevant section in the *Student Handbook* and ensure a clear understanding of the provisions of the University honor code and honor system in order to avoid infringement of the policy and attendant penalization.

B. Concerns about grades or other course matters. Students are responsible for their learning experiences. If a student is concerned about a class matter, first discuss it with the instructor (Ms. Kate Moore). If the matter is not resolved, the next step is to meet with the Department Chair (Dr. Osa Osayimense). If the student still has a concern, they may meet with the Dean of the School of Arts and Sciences (Prof. Abdelmajid Kassem). The matter is likely to be resolved before it reaches that point, but if it is not, and then the following positions are next on the organizational chart: the Vice President for Academic Affairs (Dr. John Ryder), and, finally, the President (Professor Hassan Al Akim). Students who decide to “jump to the top” will be referred back to the appropriate next step.

C. Assignments

- **Homework & Quizzes**

Homework that is not complete at the beginning of class will not be accepted. Note that homework will not be accepted via email, nor if slid under my office door. All course assignments must be typed in Times New Roman 12 point font, double-spaced, in MLA format, and stapled unless otherwise instructed.

Anytime you are assigned a homework or reading assignment, you may be assigned a “pop quiz” during the first ten minutes of class on the following class day. The completion of homework assignments is imperative to your success in the class as this knowledge will be assessed not only on quizzes but on tests and through your speeches. Late “pop quizzes” will not be administered under any circumstance.

- **Major Assignments**

The major assignments include three speeches, two tests and a final speech. Note that per departmental policy, you will be required to submit certain written assignments through Blackboard. This will be specified on the relevant assignment sheet.

Guidelines and criteria for all speeches will be provided in advance as well as made available on Blackboard. You should consider your speeches as seriously as you would tests. Speeches are graded not only on their delivery but on their preparation. As such, outlines, preparation worksheets, and transcripts will be part of the assignment submission. All materials, including the oral delivery of the speech, are due on the date and at the time you are assigned. **If you miss your time slot, you will receive a zero (0) for the speech.** At the instructor's discretion, and only with prior approval, a speech may be delivered at a different time; however, a penalty will be incurred.

Tests will take place as indicated on the calendar. Each test is cumulative, meaning all information covered in the course up until its administration may be tested (this is an important reason to take regular, comprehensive notes during class). You must be present and on time for tests. No make ups or extra time will be offered.

D. Attendance

If a student misses class, it is their responsibility to **contact a classmate** for information about what they missed: discussions, activities, handouts, notes, rescheduled dates, and assignments for the next class. Absent students are responsible for coming to the next class prepared and with any homework that might be due. "I was absent," is simply not an acceptable excuse for not having homework or being unprepared for class.

Students are required to arrive on time for classes and remain for the duration of the teaching session. Late arrival at, and early departure from, teaching sessions is deemed disruptive, discourteous, unprofessional and unfair to other class members and tutors.

Students will be expected to –

- Attend all learning and teaching sessions associated with their program of study
- Notify their course instructors in advance (in person, by phone or e-mail) that they will be absent from time-tabled class sessions
- Obtain prior permission from their instructor or course manager, for planned absences of two or more consecutive class sessions during the semester
- Provide a medical certificate or other corroborating evidence to explain their absence, if required by the university.

Unsatisfactory student attendance includes failure to regularly attend learning and teaching sessions without providing a satisfactory reason to instructors for absence and/or persistent late arrival at, or early departure from, learning and teaching sessions.

Where a student fails to attend classes for **two weeks cumulatively** without the university's permission, the student will receive a "**non-attendance warning (NAW)**", and will be required to provide satisfactory explanation for their non-attendance. With each subsequent NAW issued, a formal report on the student's non-attendance is made to their sponsor.

Where a student fails to attend classes for **four or more weeks cumulatively**, or where a recurring pattern of non-attendance (that is more than **two** NAWs) is observed, over the course of the semester, the student may be deemed to have failed the course, in which case he or she will receive an "F (Fail)" or "U (Unsatisfactory)" grade, as appropriate.

Please note that telling your instructor why you were absent or that you were absent does not mean your absence is excused. The very lenient four-week non-attendance policy is in place to allow for some of life's unexpected challenges (illness, family responsibilities, business, immigration, etc.); it does not grant you permission to miss class.

- E. Withdrawal:** If, by October 30th, you have met or exceeded the maximum for absences (12 class sessions in a S/Tu/Th course or 8 class sessions in a M/W course) for any reason, it is in your best interest to withdraw from the course to avoid receiving an F. **October 30th is the last possible day to withdraw from a course.** If you remain in the course beyond this point and exceed the maximum absences, you will receive an F in the course.
- F. Mobile Phones:** Mobile phones, pagers, and/or other communication devices must be turned off in the classroom. If a student makes or answers a call, makes or sends a text, they may leave the class to do so, but they remain outside the classroom itself for rest of the session and are marked absent for the session.
- G. Diversity and the Use of English.** English is the common language of the AURAK campus, and all use it. It is the only language to be used in the classroom. AURAK brings together students and faculty from diverse cultural and linguistic backgrounds, which is one of the strengths of the university. This diversity provides an opportunity for one to share different experiences with others and to enlarge their understanding of the world. Classroom discussions and other activities must be conducted with courtesy and civility that show respect for each person and for their differences.

After reading this entire document, please complete the following contract and submit it to the instructor.

I _____ have read and understood Ms. Moore's Fall 2014 ENGL 102 syllabus. I agree to follow all its policies, particularly those related to attendance, withdrawal, academic misconduct, and plagiarism.

Signature and AURAK ID #

Date