Instructor: Rev. John Amankwah, Ph.D.
Office: ADM 27: Humanities Dept
Phone: (513) 244-4795; 513-257-2386
Email: john.amankwah@msj.edu
Class Time: 5.00pm – 8.30pm
Appointments: Thursday: Break Time

REQUIRED TEXTBOOKS:
- Style Manual for Writing by Bourhis
- Text Book Notes from *Communication in our Lives* and PowerPoint template will be provided by Instructor
- Other relevant materials may be provided by instructor

Withdrawal from Course
Information about and/or link to drop dates for current semester:

Drop Information

| First/Second Semesters and All Summer Sessions | No record of dropped class |
| Weeks 1-5                                   | Grade of “W” for dropped class. |
| Weeks 11+                                  | No drops accepted |

Course Description: COM 100 Spoken Word (3) C
Spoken Word develops students' understanding of interpersonal, small group, and public communication principles, processes, and practices, and focuses on enhancing students' overall communication competency. Emphasis is placed on developing effective and ethical listening and speaking strategies needed in personal, academic, civic, and professional life.

Course Objectives
In view of the principles underlying the course description, this course will focus on the paradigm of collaborative Dialogic Thinking, that is, students will engage in dialogic thinking process through group activities, speech delivery, and research papers always bearing in mind that their standpoint is meaningful only in the context of other students’ opinions. Therefore, students will learn with patience to collaborate with other students through critical listening and thinking to broaden their horizon of communication.
Further, the paradigm is to help students strive to develop a strong praxis orientation, that is, develop “a theory informed-praxis” attitude.

Furthermore, this course will enhance students’ communicative skills for the “Marketplace” and prepare them to perform certain responsible civic duties in future. Generally, “Spoken Word” as an integrated course seeks to deepen students’ knowledge, sharpen their skills, and give them the professional confidence in both private and public dialogue especially on issues that personally and professionally affect them, their family, community, county, state, country and even on the international stage.

At the end of this course, students will learn
- to understand the power of the “Word” spoken and written and the ability to organize their thoughts intelligibly for others to understand
- to adapt the spoken word to the existing circumstances in their environment, and
- to present their message in a more coherent and professional manner.

Additionally, the objectives of this course are structured to respond to the Learning Outcomes established by the College as expectations for all students graduating from the College of Mount St. Joseph. These Learning Outcomes are grouped in accordance with the College’s Learning Outcomes and Performance Indicators as follows:

http://registrar.msj.edu/undergraduate-catalog/academic-information/learning-outcomes-performance-indicators

**COMMUNICATION: Effectively express ideas in oral and written formats, i.e.**

1. Deliver an effective oral presentation designed to enlighten or persuade.
2. Write using language that is clear, fluent, and consistent with conventions of Standard English.
3. Use and document sources appropriately.
4. Develop compelling content to fulfill the assignment.

Knowing the art of communication is beneficial to everyone. Communication is the oil of life. It allows us to move through life contributing and learning about life. We communicate through speaking, writing, acting to enable us become part of the larger community.

**CRITICAL THINKING: Support claims and conclusions, i.e.**

1. Describe the complexities, factors, and scope of a problem.
2. Use appropriate scholarly evidence to support a position.
3. Formulate an opinion or draw a conclusion based on a questioning of assumptions, an analysis of relevant evidence, and a synthesis of scholarly perspectives.

Critical thinking is essential in our communication processes. It affords us the opportunity to differentiate facts from opinions and beliefs and further allows us to analyze and evaluate our own beliefs and the belief systems of others. Also critical thinking helps us to respond to various forms of argument, by sifting through issues to determine the scope of the problem and provide an appropriate solution. Thus, through critical thinking, students will learn to describe, distinguish, provide reasons, and support claims made in order to establish their credibility with the audience.

**ETHICS: Reason about Right and Wrong, i.e.**

1. Discuss one’s core beliefs and their origins.
2. Describe fundamental principles of Catholic Social Teaching.
3. Recognize ethical issues within a complex context.
4. Propose and defend a solution to an ethical dilemma.

Ethics teach us how to live in our social communities. It allows us to live according to the social, cultural, religious, political, and economic norms in our country and in the world at large. Ethics also teach us about what is right/wrong, fair/unfair, virtue/vice, etc. Through ethics, we learn to build a society in which everyone receives his/her fair share of the Common Good. Spoken Word highlights the importance of ethics in our daily communicative practices, thus enabling us to participate fully in our communal events in pursuit of the Common Good.
SOCIAL RESPONSIBILITY: Understand how civic engagement can promote the common good
1. Describe the Sisters of Charity legacy of service.
2. Explain how social injustice is perpetuated and overcome.
3. Describe how individual actions can be personally and collectively beneficial.
4. Examine your individual and communal responsibility for the global community.

Social responsibility is a duty to be performed by every citizen especially in democratic countries. Working therefore to promote justice through civic engagement is a healthy exercise to be pursued by every citizen. The legacy of service as articulated by the Sisters of Charity has always been a hallmark of this college and therefore students are encouraged to be involved in voluntary service through the Service Learning Program at the college to contribute to the welfare of society.

CULTURAL COMPETENCE: Analyze the diversity of human cultures, i.e.
1. Articulate the norms and biases of one’s own culture.
2. Demonstrate understanding of the values, beliefs, biases, and practices important to Members of another culture.
3. Contrast the diversity of history, values, politics, and economic conditions in developing and developed nations* (http://www.un.org/millenniumgoals/stats.shtml).

Different cultures have different modes of communication because people are brought up in different cultural environments. In some cultures, there are different cultural groups (what is known as bounded cultures—different cultures living in an overarching culture like in the United States. On account of the complex nature of “culture,” it is important for students to acknowledge the significance of learning about other cultures in order to discover the beauty of their own culture and other cultures especially if they happen to work in a different cultural environment.

INTEGRATIVE LEARNING: Integrate life and learning to create meaning and value
1. Connect experiences inside and outside the classroom.
2. Apply knowledge from more than one discipline to address a complex issue.
3. Reflect on how a liberal arts education has enriched your understanding of life’s big questions (*“Life’s big questions” are defined as those crafted by the student, having universal scope, and related to the common good).

In the field of communication, students learn about theories from other disciplines: history, religion, psychology, literary criticism, philosophy, etc. Helping students to integrate their knowledge acquired from other disciplines enriches their understanding of life’s big questions. Thus, in this course, students will conduct research that focuses on writing and speaking through individual and group assignments.

See https://mymount.msj.edu/ICS/icsfs/Rubrics_final_7-26-13.pdf?target=83ebc851-6ff1-4d95-83e8-bade74676b2e

COURSE REQUIREMENTS:

TEACHING METHODOLOGY
The following constitutes the various components of the course: lectures, speeches, individual class assignments, group activities, and final take home exam question.

Lectures: Lectures form a greater portion of the course. All selected chapters from the textbook will be given due attention through lectures to help students grasp the content of those chapters. The lectures will be conducted in various forms: PowerPoint, class presentations by students, and if necessary by guest-speakers. Lecture notes will be posted on Blackboard in the Content Folder labeled: Lecture Notes. I have also provided you with “notes” in Word document and can be found on Blackboard in the Content Folder.

Written Assignments:
There will be two types of written assignments, namely responses to textbook chapters that will be posted directly on
Fr. John  Spoken Word: COM 100: BN  S1-17: 2016

Blackboard and individual research papers on questions provided in the tentative course schedule (see Tentative Course Schedule under “Assignments.”). Responses to textbook chapters require that students read the chapter(s) assigned and demonstrate their understanding of the assigned chapter(s) by showing how those chapters affect their own lives. Second, students will be required to conduct two individual research papers on questions provided to them in the Tentative Course Schedule in the assignment column and submit the papers to the instructor in class on the due date (see tentative Course Schedule under “Assignment”). These research papers must be submitted with five references in APA format (See class Blackboard Homepage for a sample of APA format). Failure to do so will attract five points deduction from the overall score of the assignment.

Speeches:
There will be three (3) speeches throughout this course, namely, introduction, informative, and persuasive. Students will prepare their introduction speech according to the guidelines provided. Concerning informative and persuasive speeches, students will choose topics from the list of topics provided at the end of the tentative course schedule and will conduct appropriate research on the chosen topic for delivery on the assigned date.

Group Activities:
Group activities are important components of this course and therefore failure to participate in any of the group work will diminish the over-all grade point at the end of the course.

Final Take Home Paper
You will be given a Final Take Home Exam question and be required to write a 5 page paper with comprehensive bibliography. The paper must be double-spaced bearing your name, course number, title of the paper and the name of your instructor. It must be handed in on the due date as indicated in the course schedule.

POLICIES AND PROCEDURES

ATTENDANCE:
All students must attend class as indicated on the general catalog of the College. No student is to leave class without permission from the instructor. Leaving class without permission will amount to being absent and will attract a 10-point deduction from the overall grade at the end of the course. In the event of any emergency, the student must bring along a written documentation to the instructor. Also if a student attends any college event, the student must bring documentation in advance of such activity.

MISSED OR LATE EXAMS OR ASSIGNMENTS:
All late assignments handed in after the stated deadline are below average and a 10-point deduction will be made toward the missed or late assignment grade.

READINGS AND PARTICIPATION:
All readings should be done prior to the assigned class period. Students are expected to participate fully and positively in class discussions and activities.

CLASSROOM CIVILITY:
In the classroom, it is especially important that we all (1) display respect for all; (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g. having private conversations, reading the newspaper on the web and/or staying in the chat room, doing work for other classes, receiving cell phone calls, etc.); and (4) avoid racist, sexist, homophobic or other negative remarks that may unnecessarily exclude other students or members of our campus. The above observations are not exhaustive rather they represent the minimal standards that help make the classroom a learning environment and a comfortable and productive place for all concerned.
EMAIL & COMPUTER WORK:
In accordance with the instructor’s discretion, assignments’ format will be determined. However, we may use electronic mail for various things (e.g., class updates, sending out articles, and posting group work or responses on Blackboard (BLB)). Please read your email regularly so that you can be up-to-date with class activities.

REASONABLE ACCOMMODATION POLICY:
Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible (documentation should be provided no later than the second week of class) so we can discuss accommodations necessary to ensure full participation and facilitation of your educational experience.

Incompletes
A student must initiate a request for an "I" (incomplete) grade with an instructor by the last week of classes for traditional semester courses or before the last scheduled date of accelerated classes. The completed form must be submitted by the student to the Office of the Registrar prior to exam week or the final scheduled accelerated class meeting. An "I" (incomplete) grade is only assigned by an instructor for a student who has made significant academic progress in the course, but for a serious reason has not fulfilled all requirements. This petition may be approved or denied by the instructor. “I” Grade Petitions are available in each academic department.

If a student is unable to finish some required assignments or examinations, the student should petition the instructor for an "I" (incomplete) grade. The remaining specific assignments or examinations yet to be completed must be listed on the petition with an agreed upon completion date. The completion date must be chosen with regard to the "I" to "F" grade conversion schedule given below.

The specified student course work must be completed and submitted to the instructor no later than the completion date agreed upon by the student and instructor. If an "I" grade is not changed by the time specified in the grade conversion schedule, the "I" grade will automatically convert to an "F" (failing) grade. Summer session “I” grades change to “F.” The last day of fall semester. See College catalog for the process: http://registrar.msj.edu/undergraduate-catalog/rights-policies/academic-policies/incomplete-grades

Academic Honesty
History, Rationale, Rights, and Responsibilities of Faculty and Students
Background: Frequent reports in today’s media indicate that a culture of plagiarism and other dishonesty exists in our society. New technologies combine with old temptations to increase the pressures against acting honestly in academic work.
It is imperative then, that we as a college community value intellectual and moral integrity and promote honesty in work and school as a way to succeed. We must therefore identify and penalize all violations of our shared trust as violations of the principles that inspire our institution and bind us together.
Imperatives for Honesty: Our society and the academic community promote many reasons for intellectual honesty:

- **Moral:** Judaeo-Christian principles underlying our moral beliefs forbid theft of others’ style and material.
- **Academic:** The ultimate goal of the learning experience is that one develops his or her own synthesis of knowledge, based on seriously reading and understanding the work of others; the work of others must
therefore be meticulously documented as the basis for one’s own; plagiarism, the dishonest use of others’ work, invalidates the meaning of the academic experience.

- **Legal:** Western law protects the owner of the style and the material used by another.
- **Professional:** Professional ethics demand respect for the documented labor of others.

The Shared Trust of Faculty and Students: Faculty and students have the responsibility of behaving honestly in whatever ways and by whatever means they use and share information. Honesty must be the foundation of our communication in written, spoken, artistic, scientific, symbolic, and cybernetic ways:

1. Written: Essays, research papers, reports, case studies, statistical analyses, poetry, fiction, drama;
2. Spoken: Speeches, class discussions, panel discussions;
3. Artistic: Paintings, photographs, cartoons, musical compositions;
4. Scientific: Field research, research projects, lab reports, lab examinations;
5. Symbolic: Mathematical expressions, graphs, tables;

As with all other character traits, honesty must be consistent if it is to be part of the moral structure of our personalities.

Faculty, students and administrators must value honesty and want to encourage and develop it among their peers and throughout their college and social communities. In an academic community placing a premium on intellectual and moral integrity, students and faculty will take equal responsibility for bringing to light any incidents that violate the shared trust. Students and faculty will avoid allowing or actively participating in acts that violate the community trust (examples: faculty will investigate suspicious documentation; students will refuse requests to cooperate with cheaters and plagiarists). So that we may all agree about what behaviors honesty includes, the following contexts are provided as examples.

1. Honesty on examinations, tests and quizzes: The student who values integrity
   - will prepare for and perform on all exams, tests and quizzes according to the professor’s directions and will consult the professor on any matters on which he or she is unsure;
   - will perform on examinations, tests and quizzes using his or her knowledge and information and based on his or her own research and study efforts;
   - will use during an exam only those aids that the instructor has specified and approved;
   - will refuse to use crib notes, have a substitute take an exam, give or receive unauthorized information prior to or during an exam, or alter answer sheets during test reviews.

2. Honesty by actions: The student who values integrity
   - will respectfully and punctually use public material (e.g., tapes, records, disks, books from the library or an academic department or the Consortium) that needs to be available and in usable condition for other students;
   - will not make an unauthorized copy of restricted material without permission (e.g., hard copies, videotapes, software);
   - will not provide work or materials for another student to copy and submit as his or her own.

3. Honesty of student academic records: The student who values integrity
   - will not alter or tamper with student records (e.g., transcripts, grade sheets, financial statements, references, etc.) which are the property of the College;
   - will not alter or tamper with grades and assessments maintained by faculty in their records.
4. Honesty on written, oral, computer, artistic, and scientific assignments: The student who values integrity
   o will document all distinctive language, concepts, data, ideas, statistics, symbols, formulas, graphs, designs, and the like borrowed from published, printed, spoken, or broadcast sources whether these sources are public or private, copyrighted or uncopyrighted; failure to document written/spoken/visual/symbolic communication, style or material is plagiarism – representing the words and/or images and/or symbols, style, and content of another as one’s own;
   o will document his or her research meticulously according to acceptable standards and the professor’s prescribed format; will consult the professor or an appropriate resource (e.g., the Writing Center) on any indefinite matter. (The diligent student may and should consult any legitimate resource when doing a project, such as the Writing Center, about refining his or her writing or speaking style and about ethically using others’ material as part of that project.)
   o will not substitute words/images/symbols from another’s work as one’s own and will not rearrange syntax of another’s written document as one’s own sentence structure;
   o will not represent the visual or verbal organization of another’s work as one’s own;
   o will compose an individual project, or his or her segment of a group project, wholly on his or her own and will not use any deceitful behavior whereby the work of another is represented as his or her own. These deceitful behaviors include ghost-written work, inappropriate collaboration, the use of an assignment for more than one class without the instructor’s permission, the submission of photocopies of others’ work as one’s own.

5. Honesty in the use of computer databases and files: The student who values integrity
   o will generate his or her own material and will refuse to copy other students’ disk files, databases and other electronically stored material;
   o will properly cite and document all information derived from such reference sources as information retrieval services, computer bulletin boards, or CD ROM reference materials.

Students have an absolute responsibility to comprehend and practice without exception the honest academic behaviors that are stated and implied in this document and to consult an appropriate professional resource in any case about which they are uncertain or unclear.

Students have rights when their professors question the integrity of a project. Students have the right to receive a full explanation of the problem when a professor doubts the honesty of a written, spoken, performed, illustrated, or computerized project;

- to enjoy confidentiality during all stages of an inquiry into the integrity of a project they have submitted;
- to challenge any decision in which the documentable evidence indicates dishonest behavior on an academic project (the process that students should follow is indicated in the College’s policy on academic dispute resolution);
- to be involved in deciding the form of penalty they will receive and the restitution they will make when an evident case of academic dishonesty is demonstrated (see "Restitution and Education"). This information is part of the College of Mount St. Joseph's 2003-2005 Undergraduate Catalogs: http://registrar.msj.edu/undergraduate-catalog/rights-policies/academic-policies/academic-honesty/
Grading Scheme
Take time to study the grading Scheme Below

<table>
<thead>
<tr>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>A Range</td>
<td>91 - 100</td>
</tr>
<tr>
<td>B Range</td>
<td>81 - 90</td>
</tr>
<tr>
<td>C Range</td>
<td>71 - 80</td>
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<tr>
<td>D Range</td>
<td>61 - 70</td>
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<tr>
<td>F Fail</td>
<td>50 - 60</td>
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</tbody>
</table>

Grading: (based on projected total of 1000 points)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Introduction Speech (Self Introduction)</td>
<td>100</td>
</tr>
<tr>
<td>Blackboard Response (2x: 75pts each)</td>
<td>125</td>
</tr>
<tr>
<td>Individual Written Assignments on Blackboard: (2x: 75 pts each)</td>
<td>125</td>
</tr>
<tr>
<td>Informative Speech Outline</td>
<td>50</td>
</tr>
<tr>
<td>Informative Speech (8 minutes)</td>
<td>100</td>
</tr>
<tr>
<td>Persuasive Speech Outline</td>
<td>50</td>
</tr>
<tr>
<td>Persuasive Speech (8 minutes)</td>
<td>100</td>
</tr>
<tr>
<td>Participation (Group Activities)</td>
<td>100</td>
</tr>
<tr>
<td>Attendance</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam Paper (Blackboard Posting)</td>
<td>150</td>
</tr>
</tbody>
</table>

Tentative Course Schedule Spring S4-16 (2016)
(Schedule may change at the discretion of the instructor)

<table>
<thead>
<tr>
<th>WEEK: I</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td></td>
<td></td>
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<tr>
<td>20</td>
<td></td>
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</tr>
<tr>
<td>Thurs</td>
<td>Syllabus</td>
<td>Blackboard (BLB) Response: Read chapters 1 &amp; 2 and post your response on Blackboard. Due: Sat., Oct. 23, 2016 by 11.59pm. BBL Resp. # 1</td>
</tr>
<tr>
<td></td>
<td>Administration</td>
<td></td>
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<tr>
<td></td>
<td>Introduction to Course:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ch. 1: What is Communication?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Introduction Speech:</td>
<td>Individual Assign, #1: Demonstrate your understanding of chapter 1 in one and a half pages. Cite five sources from the chapter in your work and for your “Works Cited” page. Due: Thursday, Oct 27, 2016 in class</td>
</tr>
<tr>
<td></td>
<td>(2nd part of class).</td>
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</tr>
</tbody>
</table>
### WEEK: 2

**TOPIC**

#### October 27

- **Thurs**
  - Ch. 15
  - What is Public Speaking?
  - Informative Speech
  - Video on Informative Speech.

**Assignment**

Blackboard (BLB) #2: Post your response to chapters 15 & 16 on Blackboard. Due: Sun., Oct. 30, 2016 by 11.59pm. BLB Resp. # 2

Research period: students will use the remaining time to research their topic.

Prepare your Informative speech for next week. Speech must be 6 minutes long and not more. You are required to cite FIVE sources in your speech and provide them in your reference page too. You are to hand in to me your speech outline when you go up to give your speech.

**Individual Assign, #2:** In two and a half page paper, demonstrate why and how Public Speaking is important in advancing democratic institutions? Refer to your textbook and provide 5 references. **Due: Thurs., Nov., 10, 2016**

### WEEK: 3

**TOPIC**

#### November 3

- **Thurs**
  - Delivering your Informative speech
  - Delivering your Informative speech
  - Delivering your Informative speech
  - Delivering your Informative speech

**Assignment**

Delivering your Informative speech

Delivering your Informative speech

Delivering your Informative speech

Delivering your Informative speech

### WEEK 4

**TOPIC**

#### November 10

- **Thursday**
  - Chapter 15
  - Persuasive speech
  - Video on Persuasive Speeches
  - Research period: students will use the remaining time to research their topic.

**Assignment**

Each student will have 6 minutes to deliver the persuasive speech. You are to cite Five sources in the speech and must be referenced also in the Works Cited page. Each student will hand in an outline of the speech to me before delivering the speech.

**TOPIC**

#### November 17

- **Thursday**
  - Delivering your Persuasive speech
  - Delivering your Persuasive speech
  - Delivering your Persuasive speech
  - Delivering your Persuasive speech
  - Delivering your Persuasive speech

**Assignment**

Delivering your Persuasive speech

Delivering your Persuasive speech

Delivering your Persuasive speech

Delivering your Persuasive speech

### WEEK 6

**TOPIC**

#### November 24

- **Thursday**
  - Delivering your Persuasive speech
  - Delivering your Persuasive speech
  - Delivering your Persuasive speech
  - Delivering your Persuasive speech

**Assignment**

Delivering your Persuasive speech

Delivering your Persuasive speech

Delivering your Persuasive speech

Delivering your Persuasive speech

### WEEK 7

**TOPIC**

#### December 1

- **Ch. 4**
  - Listening Effectively
  - Video on Exceptional Customer Service

**Assignment**

Your Final Essay Question will be on blackboard and must be written on blackboard just as you did with the responses. There will be no late submissions as the system will not be accessible.
<table>
<thead>
<tr>
<th>Thursday</th>
<th>Chapter 7</th>
<th>after 11.59pm on Thursday, December 8, 2016.</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 8</td>
<td>Final Essay Paper</td>
<td>Submission of Final Paper on Blackboard Thursday, December 8, 2016 by 11.59pm</td>
</tr>
<tr>
<td>Thursday</td>
<td>End of Course</td>
<td></td>
</tr>
</tbody>
</table>

**TOPICS FOR SPEECHES: Informative & persuasive**

I
- American Democracy
- The Two Party System in America: Advantages & disadvantages
- Jobs in American Market

II
- The Army and the “Draft” Issue
- Foreign Wars and their drain on the economy
- The Tea Party in our Democracy
- Government and the People

III
- Rape and its effects on women/men
- Domestic abuse and the rule of law
- Violence against women in American society
- Women and equal pay

IV
- Video Games & their effects
- The internet and copyright issues
- The Media and Ethics
- Pornography and the internet

V
- The Drug War and public safety
- The HealthCare System in America
- The Three Branches of Government
- Obesity in America

VI
- The Presidential Race
- The Presidency and the use of executive privilege

VII
- Illegal immigrants and the economy
- The Immigration Issue: Pros & Cons
- The Dream Act
- The Patriot Act

VIII
- The American Dream
- Political Rhetoric and the Public Domain
- The Significance of the Common Good for Society
- Gangs in our cities
- The Katrina crisis in New Orleans
- Sandy Hook School Shooting
- Hurricane, Tornadoes and Climate Change

- The Gun culture in America and violence
- The Media
- The Media and Private Freedom
- College Tuition