



## Course Information

**Course Title:** Oral Communication

**Course Number:** COMM107

**Term:** Spring 2024

**Credits:** 3

**Course Dates:** From 01/24, 2024 – 05/09, 2024

**Course Times:** 9902 (Tu,Th 12:30 pm - 1:45 pm)

**Course Times:** 9909 (Tu,Th 2:00 pm - 3:15 pm)

**Instructor:** Taufiq Ahmad

**Pronouns:** He/him/his

**Email:** [taufiq@umd.edu](mailto:taufiq@umd.edu)

**Office Hours:** Virtual Wednesday (8:00 am -10:00 am) at Zoom (Embedded at ELMs)

**Classroom:** Section 9902 JMZ 1124

**Classroom:** Section 9909 JMZ 1224

## Course Description

COMM107 explores the foundations of oral communication. In this course, we will focus on preparing for and delivering a variety of presentations, including informative, special occasion, persuasive, and group. Specifically, we will discuss topics that aid in effective presentational speaking such as audience analysis, ethics, topic selection, finding and using supporting evidence, listening, and delivery. COMM107 fulfills the Oral Communication Fundamental Studies requirement for the General Education program. If you have questions about COMM107, you can contact the course supervisors, Lindsey B. Anderson, Ph.D. and Melissa A. Lucas, Ph.D. at [comm107@umd.edu](mailto:comm107@umd.edu).

## Course Objectives

After successfully completing this course you will be able to:

- Demonstrate an understanding of the role of oral communication in academic, social, civic, and professional endeavors
- Demonstrate effectiveness in using verbal and nonverbal language appropriate to the goal and the context of the communication
- Demonstrate an ability to listen carefully
- Demonstrate skill in asking and in responding to questions
- Demonstrate competency in planning, preparing, and presenting effective oral presentations
- Use effective presentation techniques including presentation graphics

## Required Resources

- Course Website: [elms.umd.edu](https://elms.umd.edu)
- Required texts to be purchased: Morgan, M., Hall, J., & Anderson, L. B. (2023). *Presentations that matter*. (7th edition). Van-Griner. See purchase information on ELMS.
- Estimated costs of required textbook:
  - \$38.93 if purchased through [the publisher website](#)
  - \$40.28 if purchased through Course Materials on ELMs

## Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct

- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

## Course-Specific Policies

### Participation

Due to the participatory and activity-based nature of the course, it is recommended that you do not miss class. Points will be assigned to each day's discussion and/or activity component. Please note that university-excused absences will not result in decreased grades. Students are responsible for meeting with the instructor to discuss appropriate academic accommodations. Students are expected to inform their instructor of university excused absences and provide appropriate documentation if requested. The instructor may request the dates of treatment or the time frame that the student was unable to meet academic responsibilities but may not request diagnostic information.

### Names/Pronouns and Self-Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit [trans.umd.edu](http://trans.umd.edu) to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

### Communication with Instructor

Email: If you need to reach out and communicate with me, please email me at [taufiq@umd.edu](mailto:taufiq@umd.edu). Please DO NOT email me with questions that are easily found in the syllabus or on ELMS (i.e. When is this assignment due? How much is it worth? etc.) but please DO reach out about personal, academic, and intellectual concerns/questions. I will do my best to respond to emails within 24 hours.

Try not to send the emails few minutes before the start of lecture about your absence from the class or unavailability for presentations. Update me about your problems/issues well before the time.

ELMS: I will send IMPORTANT announcements via ELMS messaging. You must make sure that your email & announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS so you do not miss any messages. You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.

### Communication with Peers

With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a virtual classroom environment in which we can respectfully discuss and deliberate controversial questions.

I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind, that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable

attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued.

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

## **Major Assignments**

All assignment details and rubrics can be found on ELMS.

### **Presentation Units (635 points)**

*Informative Presentation (150 points):* The informative presentations will ask you to speak for 3-4 minutes about one topic or issue. Details can be found on ELMS.

- Informative I Presentation (25 points)
- Informative II Presentation (75 points)
- Informative Outline (30 points)
- Informative Self-Reflection (20 points)

*Persuasive Presentation (235 points):* The persuasive presentation will ask you to speak for 6-7 minutes to persuade your classmates to adopt/quit a behavior or address a policy. You will need to incorporate a presentation aid for this assignment.

- Persuasive Presentation (175 points)
- Persuasive Outline (40 points)
- Persuasive Self-Reflection (20 points)

*Small Group Presentation (250 points):* The small group presentation will ask you to work with a team of your classmates to identify a problem in your community and develop three solutions.

- Small Group Presentation (150 points)
- Small Group Outline (50 points)
- Small Group Peer Evaluation (30 points)
- Small Group Statement of Mutual Expectations (20 points)

### **Final Presentation (40 Points)**

This final presentation asks you to prepare and deliver a creative individual presentation that allows you to practice giving “everyday” presentations (e.g., wedding toasts, speeches of introductions, acceptance speeches). Specific assignment details will be discussed in class. You will submit your recorded presentation during the designated final exam time listed on [the Office of the Registrar’s website](#).

### **Reading Quizzes (100 points)**

There will be 10 quizzes over the course of the semester worth 10 points each. More information about the quizzes can be found on ELMS.

### **Activity Points (205 points)**

You will earn points for active participation in this class. There will be the different activities according to the nature of topics. The points of all activities will be equally distributed for all activities.

### **Oral Communication Assessment (10 points)**

You will complete a non-graded online assessment at the end of the semester to measure your learning gains in the course.

## Outside Communication Activity (10 points)

The Outside Communication Activity is designed to help you better understand the role of oral communication in academic, social, civic, and professional endeavors outside of our classroom. You will complete two hours of outside communication activities throughout the semester.

## Grading Structure

Assignments	Points
Informative Presentation Unit	150
Persuasive Presentation Unit	235
Small Group Presentation Unit	250
Final Presentation	40
Activity Points	205
Reading Quizzes	100
Oral Communication Assessment	10
Outside Communication Activity	10
Total	1,000

## General Policies

### Academic Integrity

The University's [Code of Academic Integrity](#) is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, academic dishonesty will not be tolerated. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path.

It is important to note that course assistance websites, such as CourseHero, or AI-generated content are not permitted sources, unless the instructor explicitly gives permission. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that may be inaccurate or biased and that shortcut the learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, it is understandable that students may use a variety of online or virtual forums for course-wide discussion (e.g., Group lists or chats). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited unless otherwise stated. Examples of prohibited collaboration include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc.

Finally, on each outline you must write out the following pledge:

***"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment."***

Please visit the [Office of Undergraduate Studies' full list of campus-wide policies](#) and follow up with me if you have questions.

## Grades

You must submit all written assignments to ELMS by the published due date and time unless previously arranged with your instructor. Assignments will be penalized 10% if they are submitted late and an additional 10% each calendar day that they are missing. The last day to submit an assignment for points will be five calendar days after the due date listed on ELMS; unless previously arranged with the instructor. Please note that university-excused absences will not result in decreased grades. Students are responsible for meeting with the instructor in a timely manner to discuss appropriate academic accommodations. *There are no makeups allowed for missing a presentation (presentations count as major assessments) unless you have appropriate documentation of a university-excused absence.* Students are responsible for meeting with the instructor in a timely manner to discuss appropriate academic accommodations.

You must type and double space your assignments, number each page, set the margins to one inch, and use Times New Roman 12-point font. Remember to proofread your assignments.

Final Grade Cutoffs									
+	970	+	870	+	770	+	670	+	
A	940	B	840	C	740	D	640	F	<600
-	900	-	800	-	700	-	600	-	

## Course Outline

Below is a tentative course calendar. Any changes will be announced in class and updated on ELMS. All assignment due dates are also listed on ELMS.

Week	Date	Topic	Read	Due
1	1/25	Course Introduction		
2	1/30	Presenting with Confidence Informative Speaking	Ch. 2 Ch. 8	Quiz 1
	2/1	Presentation Preparation Informative Topic Workshop	Ch. 6	Quiz 2
3	2/6	Delivering with Skill Assessing the Speaking Situation	Ch. 3 Ch. 4	Quiz 3
	2/8	Information Literacy Informative Outline Workshop	Ch. 5	Quiz 4
4	2/13	Informative Outline Workshop Delivery Practice		Informative Outline due at 11:59pm
	2/15	Presentation Day: Informative I		INFO 1
5	2/20	Presentation Day: Informative I		INFO 1
	2/23	Peer Feedback Day		
6	2/27	Instructor Feedback Day		At Zoom
	2/29	Instructor Feedback Day		At Zoom
7	3/5	Presentation Day: Informative II		INFO 2
	3/7	Presentation Day: Informative II		INFO 2

8	3/12	Peer Feedback Day		Will be online at Zoom (due to conference) Info Self Reflection
	3/14	The Persuasive Process Creating Calls to Action	Ch. 10	Quiz 5
9	NO CLASS SPRING BREAK			
10	3/26	Persuasive Speaking & Topic Workshop	Ch. 11	Quiz 6
	3/28	Storytelling & Narratives Persuasive Outline Workshop	Ch. 7	Quiz 7
11	4/2	Persuasive Peer Feedback Day Visual Aids Introduction	Ch. 9	Quiz 8
	4/4	Visual Aids Peer Feedback Day Persuasive Delivery		
12	4/9	Presentation Day: Persuasive		PERSUASIVE
	4/11	Presentation Day: Persuasive		PERSUASIVE
13	4/16	Small Group Communication & Group Topic Selection	Ch. 13	Quiz 9
	4/18	Question & Answer Feedback Day		
14	4/23	Defining the Problem & Proposing Meaningful Solutions		
	4/25	Small Group Visual Aid & Outline Workshop		
15	4/30	Small Group Check-in with Instructor		
	5/2	Presentation Day: Small Group		
16	5/7	Introduce Special Occasion Presenting Virtually	Ch. 12	Quiz 10
	5/9	Practice Special Occasion Course Wrap-Up		OCA Assessment
Finals	Submit Special Occasion recording by the end of your final exam. Section 9902: Thursday, May 16 – 1:30 p.m. - 3:30 p.m. Section 9909: Wednesday, May 15 – 10:30 a.m. - 12:30 p.m.			

## Resources & Accommodations

### Accessibility and Disability Services

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The [Accessibility & Disability Service \(ADS\)](#) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at [adsfrontdesk@umd.edu](mailto:adsfrontdesk@umd.edu). Information about [sharing your accommodations with instructors, note taking assistance, and more](#) is available from the [Counseling Center](#).

### **Student Resources and Services**

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit [UMD's Student Academic Support Services website](#) to learn more about the wide range of campus resources available to you.

In particular, everyone can use some help sharpening their writing skills (and improving their grade) by visiting [UMD's Writing Center](#) and schedule an appointment. For consulting and training in oral communication, please visit UMD's [Oral Communication Center](#).

You should also know there are a wide range of resources to support you with whatever you might need ([UMD's Student Resources and Services website](#) may help). If you feel it would be helpful to have someone to talk to, visit [UMD's Counseling Center](#) or [one of the many other mental health resources on campus](#).

### **Notice of Mandatory Reporting**

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible University Employee," and I must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to UMD's Title IX Coordinator per University Policy on Sexual Harassment and Other Sexual Misconduct.

If you wish to speak with someone confidentially, please contact one of UMD's confidential resources, such as [CARE to Stop Violence](#) (located on the Ground Floor of the Health Center) at 301-741-3442 or the [Counseling Center](#) (located at the Shoemaker Building) at 301-314-7651.

You may also seek assistance or supportive measures from UMD's Title IX Coordinator, Angela Nastase, by calling 301-405-1142, or emailing [titleIXcoordinator@umd.edu](mailto:titleIXcoordinator@umd.edu).

To view further information on the above, please visit the [Office of Civil Rights and Sexual Misconduct's website](#).

### **Basic Needs Security**

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit [UMD's Division of Student Affairs website](#) for information about resources the campus offers you and let me know if I can help in any way.

### **Veteran Resources**

UMD provides some additional supports to our student veterans. You can access those resources at the office of [Veteran Student life](#) and the [Counseling Center](#). Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.

### **Course Evaluation**

Please submit a course evaluation through Student Feedback on Course Experiences in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to Course Experiences is confidential. Campus will notify you when Student Feedback on Course Experiences is open for you to complete your evaluations at the end of the semester. Please go directly to the [Student Feedback on Course Experiences](#) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

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