

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number COMM 120 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Our department is requesting to add COMM 120 to the catalog. See attached application, syllabus, and schedule.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	I	I	I
9.	Course fee(s)	A	–	A	–	–	–	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	–	A	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	–	A	–	A	A	A	–
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	–	–	–	–	–	A	A	A	A	–
2.	Policies governing academic probation and suspension	–	–	–	–	–	A	A	A	A	–
3.	Requirements for graduating with honors	–	–	–	–	–	A	A	A	A	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	–	A	A	–	A	–
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	–	A	A	–	A	–
7.	Educational Program — Add ³	A	A	A	A	–	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	–	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	–	A	A	–	A	–
10.	Minor — Revise	A	A	A	I	–	I	I	–	I	–
11.	Minor — Add	A	A	A	A	–	A	A	–	A	–
12.	Minor — Discontinue	A	A	A	A	–	A	A	–	A	–
13.	Degree — Add	A	A	A	A	–	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	–	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	–	R	A	–	A	A	A	A	I
16.	Minor — Discontinue	R	–	R	A	–	A	A	–	A	–
17.	Degree — Discontinue	R	–	R	A	–	A	A	A	A	I

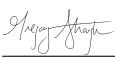
¹ When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Department/School Chair(s)	
 _____ <i>Signature</i>	10-14-2022 _____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
 _____ <i>Signature</i>	Nov 4, 2022 _____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
 _____ <i>Signature</i>	Nov 8, 2022 _____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

University General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Abilene Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of Faculty Senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for a New Course v10.7

Instructions:

- Consult with the Registrar's Office to confirm a course number and ask any questions about effects on related degree plans.
- Complete the New Course Application.
- Create the course syllabus. Refer to the Syllabus Checklist and consult with the Adams Center Instructional Design team with any questions.
- Submit the application and syllabus to the Adams Center Instructional Design team by email to director Berlin Fang for review and recommendations.
- Submit the application and syllabus for library review to Associate Dean Mark McCallon.
- Compile the full application and attachments. This includes at a minimum the approval chart, new course application, syllabus, and letters reviewing the syllabus and library support.
- Conduct departmental vote to approve addition of the course.
- Submit to College Academic Council.
- Your college will route the application from this point. The department chair will be notified of necessary meetings with university councils.

The course developer completes this application with all relevant supporting documentation before the new course is reviewed by the department or any academic council.

Syllabus Checklist v10.7

NOTE: It is not necessary to submit this checklist with the New Course Application. The checklist is used by the Adams Center in syllabus review. All items below are required unless otherwise marked.

About the Course

- Course number and title
- Credit hours
- Semester and year
- Meeting time and place (if face-to-face)
- Prerequisite/corequisite

About the Instructor(s)

- Name and title or rank
- Office location
- Phone number(s)
- Email address
- Office hours / contact expectations

Mission Statements

- ACU mission statement
- College mission statement
- Departmental mission statement
- Personal mission statement (optional)

Unique Christian Perspective

- Description of how learning and Christian faith are integrated in the course

Course Content

- Catalog description
- Intended audience
- Outline of topics
- Format of course/types of activities student should expect in the course

Teaching/Learning Methods and Format of Class Sessions

- Description of the types of activities students should expect in the course

Materials

- Required and optional materials, including textbooks, etc.

Student Learning Outcomes/Measurements

- Specific outcomes stated in measurable terms
- Assignments or instruments that will be used to assess the outcomes

Assessment/Grading Criteria

- Complete and accurate details of factors and elements that will compose the final grade
- Weight or point value of all graded elements
- Grading scale with expectations for letter grades
- Extra credit opportunities (optional)

University Policies

- Special needs policy — ADA
- Academic integrity policy and link
- Title IX policy

Course Policies

Expectations and consequences regarding:

- Attendance (if face-to-face)
- Tardiness (if face-to-face)
- Participation
- Course-specific academic integrity information
- Late assignment/exam policy

Course Calendar

Calendar is not required for New Course Application, but it must be included in all syllabi distributed to students.

- Exam dates
- Assignments
- Due dates and other deadlines
- Schedule of readings and topics
- Statement to reserve right to modify the calendar as necessary

Schedule Type definitions for Section I-13.

Traditional Lecture	Traditionally formatted course that may include a variety of teaching methods.
Traditional Lab	Usually affiliated with lecture course. Provides application of knowledge and learning experiences related to lecture content.
Traditional Lecture/Lab	Traditionally formatted course that may include a variety of teaching methods, and for which a lab experience is included and graded with the lecture portion of the course. One grade for both.
Experiential Learning	Application of knowledge or a learning experience not typically connected to a lecture course, examples include PEAC, theatre workshop, field experience, practicum, internship and active research courses.
Seminar	Course in which a topic is discussed by a teacher and a small group of students. Examples include colloquia and workshops.
Studio	Application of knowledge or a learning experience that combines lecture, active learning and discussion among the teacher and students in a studio environment. Examples include art, design and music.
Thesis	Required course for students working on graduate thesis.
Dissertation	Required course for students working on doctoral dissertation.

Guidance for writing student learning outcomes in Section III-B.

	Student Learning Outcome	Measurement
	<i>Instructions:</i> Outcomes should be observable and measurable, and stated in terms of student performance. It can be helpful to complete the sentence “Students will be able to...” If the outcomes are primarily cognitive, consider using Bloom’s Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the rarer instances where affective or psychomotor competencies are used, give careful attention to measurement techniques.	<i>Instructions:</i> Detail the instrument that will be used to gather the measurement. Examples might include: written papers, quizzes, tests, verbal presentations, video, audio, portfolio artifacts, demonstrations, performances, etc. This column should indicate where you will look for evidence of the type of student work that you expect.
1	Defend dietary goals in light of current research.	Weekly Reading Journal, Research Paper
2	Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional.	Field Instructor Evaluation
3	Integrate terminology from literary history into writing.	Research Paper

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	COMM 120
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Lauren Lemley
2	Course Instructor	Multiple instructors each semester
3	Course Title	Introduction to Public Speaking
4	Course Abbreviation for Banner if title is more than 30 characters	Intro to Public Speaking
5	College	Arts & Sciences
6	Department or School	Communication & Sociology
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	n/a
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	45

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20 per section
17	Catalog Description (50 words or less)	Introduction to the theory and practice of public speaking in a variety of contexts with an emphasis on argumentation and audience adaptation.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	None.
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	None.
20	If the course is cross-listed, specify the Course ID(s)	n/a
21	Does this course require any additional student course fees?	☐ No ☒ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes -- all If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes -- all If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☐ No ☒ Yes -- all If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2023
24	Is this course required for a degree/s?	☐ No ☒ Yes – Required of all students in GenEd core. If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports?	☒ No ☐ Yes If yes, provide rationale:

	<i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☐ No ☒ Yes If yes, provide course ID, term, and enrollment: COMM 140, Summer 22: 10 students COMM 140, Fall 22: 20 students
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	n/a

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

III. Course Design

- A. Audience and Course Goal
 1. Describe the intended audience, including prerequisite skills.
 2. State the overarching course goal(s) in performance terms.
- B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Locate, evaluate, select, and properly cite credible and scholarly information in written and oral formats.	daily work assignments, quizzes, speeches, and final exam
2	Select and organize data and claims.	daily work assignments, quizzes, speeches, and final exam
3	Develop strong arguments and appropriately adapt them to an audience.	daily work assignments, speeches, and final exam
4	Effectively deliver presentations.	daily work assignments and speeches

5	Create/deliver computer-generated presentational aids.	daily work assignments and speeches
6	Exhibit Christian principles in public discourse.	daily work assignments and speeches

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

Joshua Gunn, *Speechcraft, 2nd ed.* (Boston, MA: Bedford/St. Martin's, 2021)

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.

8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section II-B.

COMM 120: INTRO TO PUBLIC SPEAKING

FALL 2022

COURSE DESCRIPTION

COMM 120 (3-0-3) — Introduction to the theory and practice of public speaking in a variety of contexts with an emphasis on argumentation and audience adaptation.

UNIVERSITY MISSION

To educate students for Christian service and leadership throughout the world.

COLLEGE OF ARTS AND SCIENCES MISSION

The College of Arts and Sciences engages students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.

DEPARTMENT OF COMMUNICATION & SOCIOLOGY MISSION

To educate students for Christian service and leadership throughout the world by developing communication skills through analyzing, managing, changing, and advocating ideas, people, organizations, and cultures.

WHY TAKE A COURSE IN PUBLIC SPEAKING?

Effective oral communicators have the power to divide, unite, and inspire change. Developing the knowledge, skills, and attitudes you need to be an effective public speaker is indispensable to your career success, leading and serving others, and being a citizen in a democracy.

In an April 2018 article, *Business Insider* reported that communication skills are among LinkedIn's "top four skills that will get you hired." A January 2018 *Fast Company* article lists communication as one of the top five skills recruiters are looking for. Bottom line? Becoming a better communicator will help you get a job after graduation.

TEXTBOOK AND COURSE MATERIALS

We think carefully about course materials before deciding what to require for this course. You will use your textbook in class regularly, and the concepts outlined there will be tested on your final exam and applied in each of your speeches/outlines.

1. Joshua Gunn, *Speechcraft*, 2nd ed. (Boston, MA: Bedford/St. Martin's, 2021).
2. Device for recording, storing, and uploading speeches, such as a smart phone, laptop, tablet, etc.
3. Word processing software (either Word or Pages) and presentation software (either PowerPoint or Keynote) for course assignments
4. Access to course materials, readings, and assessments via Canvas and ACU email.

COMMUNICATING WITH YOUR INSTRUCTOR

Throughout the course, your instructor and/or Graduate Assistants will communicate details about assignments (e.g., due dates, assignment specifications, submission details, etc.) in class, via email, and on Canvas. Keep in mind that each of these channels is considered official course communication. We do our best to communicate assignment details and any changes to those details with you clearly, and it's your responsibility to take notes in class and check your email/Canvas regularly so that you are aware of course assignment requirements.

We try to answer all emails within 24 hours. However, you should not expect your instructor to reply to emails sent after 9 pm until the next day. Please also remember that your instructor(s) take time for family, rest, and worship on weekends and holiday breaks. While we will always try to respond quickly, replies will often take longer during these times.

ACADEMIC ACCOMMODATIONS

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. To receive accommodations, you must be registered with Alpha, and you must complete a specific request for each course. If you want to discuss academic accommodations, please call the Alpha Scholars Program office directly at 325-674-2667.

Please let your instructor know about any accommodations he/she can make to help you succeed in COMM 120.

COURSE POLICIES

ACU Anti-Harassment Policy

As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. Harassment should be reported. See the full university policy, including how to report an incident, by following [this link](#).

Attendance

This course is designed to facilitate your communication knowledge and skills through reading, writing, lectures, discussions, activities, and speeches. As a highly interactive, participatory class, daily attendance is important to your success in the course.

Attendance is particularly critical on speech days. If you have an unexcused absence on a speech day, you will miss the opportunity to (1) give your speech (if it's your speaking day) and (2) earn a grade on peer evaluations for that day. If your absence is excused (see below for definition of "excused absence"), then we will discuss an alternate assignment, and your grade for peer critiques will not be penalized.

Respect for the thoughts, ideas, and work of your peers is essential in a public speaking course. Expressing your ideas in front of a group can be stressful, and it's our goal to create the most collaborative and supportive classroom environment possible so that each student feels comfortable speaking in both discussions and formal presentations. To that end, we take your engagement in our work together seriously. You will be counted absent if you are more than 10 minutes late to class, leave class early, or if you are not engaged in the course during class time. This includes, but is not limited to, disruptive behaviors like using electronic devices during class when they are not part of a course activity/assignment or doing homework for other courses.

Unexcused Absences

You may trade your speaking date with another student in advance of your assigned speaking date, but it is your responsibility to make the trade and notify your instructor.

Late work due to an unexcused absence will not be accepted. Plan in advance when submitting assignments digitally to avoid close calls. If you have an unexcused absence on the day of a speech, exam, or assignment, you will earn a zero.

Being absent on your speaking day and providing false information and/or documentation regarding your absence in an effort to have your absence excused is academic misconduct. Please see the full policy on academic misconduct posted in Canvas for other behaviors that are defined as misconduct and the consequences for such actions.

Excused Absences

Excused absences must be documented and are defined as (1) Official university-approved absences (documentation given to your instructor one week before your absence), (2) documented illness, or (3) death in the family.

To excuse an absence because of illness, you must have a note from a doctor that includes the date/time of your visit. The date/time must be before the class you missed. Additionally, the doctor must indicate in the note that she/he recommends you do not attend class on the day you missed. The doctor's note need not indicate what your medical condition is.

You will have one week upon returning to class to complete assignments missed during an excused absence. If you do not make up assignments within one week, you will earn a zero.

Late Work Policy

Late work will not be accepted without an excused absence. Plan in advance when submitting assignments digitally to avoid close calls. When you know you will miss class for a "non-excused" reason, you should work with your instructor on a plan to turn in assignments before they are due.

Grade Appeals

We are always happy to meet with you to provide additional feedback and clarification on graded assignments. It's our goal to provide correct and fair assessments of the work you complete in the course. For the sake of accuracy, any discussions about revising or correcting a grade must happen in a timely manner. **Therefore, you must request grade appeals or changes in writing within one week (7 days) from the day your instructor releases your grade on an assignment. After one week, grades will be considered final and no additional changes will be made.**

If you believe that either (1) a mistake was made in grading your speech, or that (2) you earned a higher grade on a speech assignment than you received, you are welcome to appeal that grade.

To submit a speech grade appeal, please follow these guidelines:

1. No speech appeals will be accepted less than 24 hours after you received your speech grade from your instructor. Your instructor spent significant time grading your speech, and in turn, we ask that you take at least 24 hours to read through your instructor's comments on your rubric, re-watch your speech, and construct a thoughtful grade appeal.
2. All speech appeals must be submitted in writing (printed or via e-mail). Your written appeal should specifically identify the line(s)/section(s) of the rubric where you believe an error was made and fully explain, based on the speech grading rubric, why you believe your grade should be changed.

COURSE GRADING

Extra Credit

All students in COMM 120 receive three extra credit opportunities: (1) earning an extra point on your final grade through completing an assignment at the end of the semester; (2) dropping your lowest quiz grade; and (3) earning extra points on your final exam. Otherwise, your grade in the course will be determined by the grades you earn for your work throughout the semester.

Academic Integrity

We maintain a zero-tolerance policy regarding academic dishonesty. Please see the academic integrity policy posted in Canvas for details.

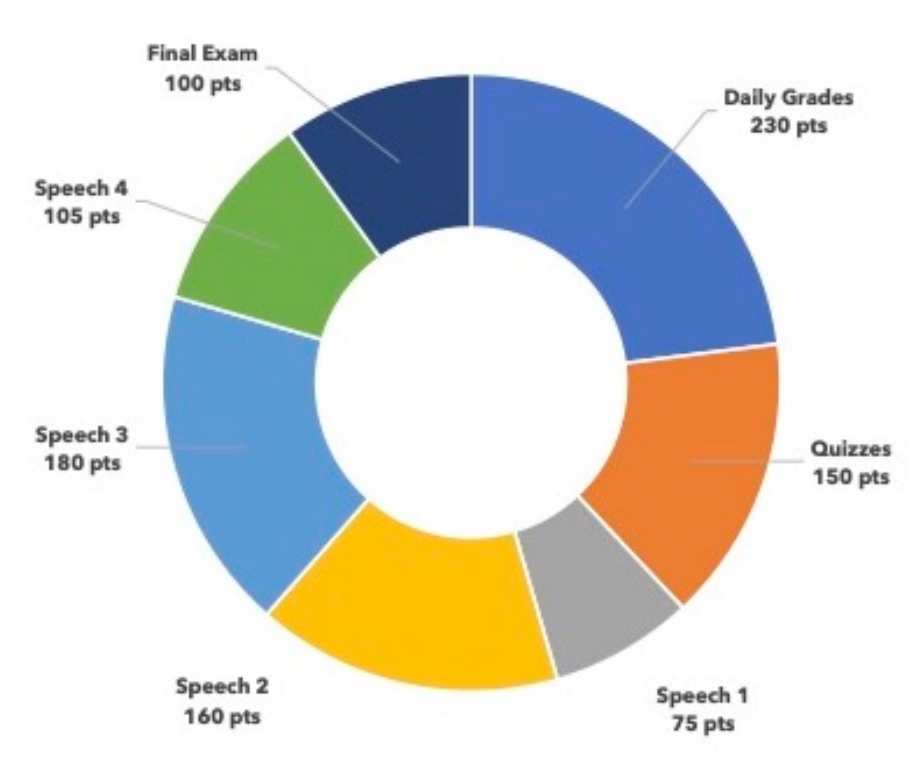
Final Grades

Your instructor will determine your final grade according to the following categories:

A: 900-1000 // B: 800-899 // C: 700-799 // D: 600-699 // F: 0-599

Assignment Breakdown

You'll find the general breakdown of course assignment categories and points below. More detailed assignment descriptions are available on Canvas.



WHAT YOU'LL LEARN

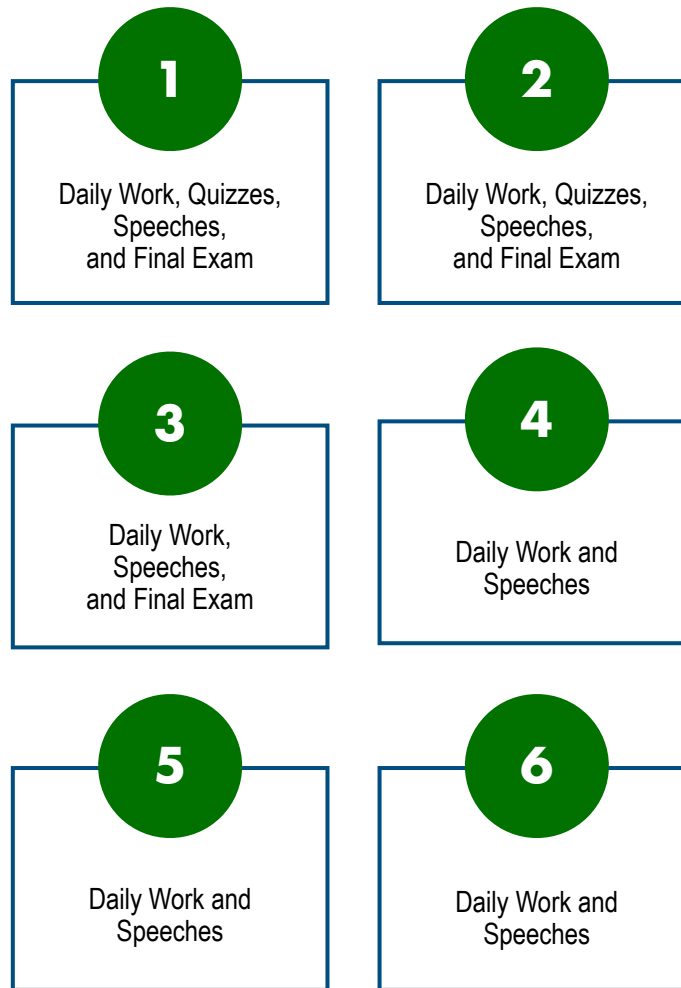
Course Competencies

A student who succeeds in this course will have learned how to do the following by the end of the semester:

1. Locate, evaluate, select, and properly cite credible and scholarly information in written and oral formats.
2. Select and organize data and claims.
3. Develop strong arguments and appropriately adapt them to an audience.
4. Effectively deliver presentations.
5. Create/deliver computer-generated presentational aids.
6. Exhibit Christian principles in public discourse.

How Success is Measured

All of our assignments this semester are designed to work toward our course objectives. Here's how this breaks down.



**COMM 140: INTRODUCTION TO PUBLIC SPEAKING
FALL 2022 COURSE SCHEDULE**

DATE		WHAT'S HAPPENING IN CLASS	WHAT TO READ BEFORE CLASS	ASSIGNMENTS DUE AT 11:59 PM UNLESS OTHERWISE NOTED
M	August 29th	The Craft of Public Speaking		
W	August 31st	The Ethics of Public Speaking	Gunn, Chapter 2	
F	September 2nd	All About Me Speeches		Academic Integrity Contract
M	September 5th	Understanding Speech Genres	Gunn, Chapter 12	
W	September 7th	Choosing a Speech Topic and Purpose	Gunn, Chapter 4	
F	September 9th	Impromptu Speech 1		Speech 1 Topic
M	September 12th	Audience Analysis	Gunn, Chapter 3	
W	September 14th			
F	September 16th	Style and Delivery	Gunn, Chapter 10	
M	September 19th	Speech 1 Workshop		Speech 1 Script
W	September 21st	SPEECH 1: TELL US A STORY		Speech 1 Script (Printed) Due at the Beginning of Class on Your Speaking Day
F	September 23rd			
M	September 26th	Informative Speaking and Research	Gunn, Chapters 14 and 5	Speech 1 Self-Eval
W	September 28th	Supporting Materials and Contextual Reasoning	Gunn, Chapter 6	
F	September 30th			Speech 2 Topic
M	October 3rd	Organizing and Outlining Your Speech	Gunn, Chapter 7	
W	October 5th	Introductions, Transitions, and Conclusions	Gunn, Chapter 8	
F	October 7th	Impromptu Speech 2		
M	October 10th	Speech 2 Workshop		Speech 2 Outline
W	October 12th	SPEECH 2: BOTH SIDES OF THE QUESTION		Speech 2 Outline (Printed) and Speaker's Notes (Notecards) Due at the Beginning of Class on Your Speaking Day
F	October 14th			
M	October 17th			
W	October 19th			
F	October 21st	FALL BREAK		
M	October 24th	Persuasive Speaking	Gunn, Chapter 15	Speech 2 Self-Eval
W	October 26th	Speaking for Social Change	Gunn, Chapter 19	
F	October 28th	Making Arguments	Gunn, Chapter 16	Speech 3 Topic
M	October 31st	Presentation Aids	Gunn, Chapter 11	
W	November 2nd			
F	November 4th	Impromptu Speech 3		
M	November 7th	Speech 3 Workshop		Speech 3 Outline and Visual Aid
W	November 9th	SPEECH 3: SPEAK UP FOR SOCIAL CHANGE		Speech 3 Outline (Printed) and Speaker's Notes (Notecards) Due at the Beginning of Class on Your Speaking Day
F	November 11th			
M	November 14th			
W	November 16th			
F	November 18th			
M	November 21st	Celebratory Speaking	Gunn, Chapter 13	Speech 3 Self-Eval
W	November 23rd	THANKSGIVING BREAK		
F	November 25th			
M	November 28th	Style and Language	Gunn, Chapter 9	
W	November 30th	Speech 4 Workshop		Speech 4 Outline and Visual Aid
F	December 2nd	SPEECH 4: CELEBRATE!		Speech 4 Outline (Printed) and Speaker's Notes (Notecard) Due at the Beginning of Class on Your Speaking Day
M	December 5th			
W	December 7th			
F	December 9th	Final Exam Review		
M	December 12th	DEAD DAY -- Professors and GAs in Their Offices		
F	December 16th	COMPREHENSIVE FINAL EXAM - 12:00 to 1:45 p.m.		

10-28-22

Dr. Lynette Sharp Peña
ACU Professor, Dept. Chair
Department of Communication and Sociology
Sherrod Building 128
(325) 674-2136

Re: COMM 120: Introduction to Public Speaking

Dear Dr. Peña,

Thank you for the submission of (COMM 120: Introduction to Public Speaking). I reviewed the syllabus based on the [ACU Syllabus Guidelines](#). The syllabus meets the guidelines outlined for the university.

Some items for inclusion on your syllabus that are part of the checklist are: Meeting time/place and any pre-requisites/co-requisites. The course may not have anyone assigned yet and as a result the About the Instructor information is not on the syllabus. Otherwise, the only item to consider is Participation.

This letter is not meant to be a final approval in the course application process. Instead, it is intended as a reference which will be read by members of the council, who may also have questions or comments of their own. We would appreciate it if you could modify the syllabus items based on our suggestions or prepare to justify keeping the items as they are.

We would like to thank you for allowing the Adams Center team to review your course application. The instructional design team would love to work with you on your syllabus, as well as the design, development or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

On behalf of the Adams Center for Teaching & Learning,

A handwritten signature in black ink, appearing to be "Scott E. Hamm", written over a horizontal line.

Dr. Scott E. Hamm,
Assistant Director

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: October 28, 2022
TO: Dr. Lynette Sharp Penny
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Syllabus for COMM 120 – Introduction to Public Speaking

After reviewing the course application and syllabus, the library should be able to adequately support the proposed course. Please contact Laura Baker, Librarian Liaison for the Department of Communication and Sociology, if additional resources are needed for the course.

Thank you for letting us examine the course syllabus.



Request to Add or Change Course Fees

Course fees or changes to existing course fees must be approved and published in the ACU Catalog for the following year in order for them to be assessed on a student's account. Course fees which are not processed by February 1st will not be included in the fall catalog.

Request Date 11/11/2022

Amount of Fee \$40.00

Department Making Request Communication & Sociology

Contact Person Lynette Sharp Penya

Semester and year for fee to begin Fall 2023

Check the appropriate fee category below:

FOAP: 100000 20860

☒ Fee is the same for every section and every student

☐ Fee applies to certain sections only

If fee applies to certain sections only, please specify below if it is a one-time fee for a single section or a repeating fee that will be applied on a regular schedule (e.g., a fee charged each time the course is taken in a summer session but not in the fall or spring).

This request applies to the following course (one per form):

Course Number/Section

COMM 120

Course Title

Introduction to Public Speaking

State the justification for your request below. You will be notified of final approval or denial.

See attached.

The following signatures must be obtained before any request is approved.

Approved

Declined

Lynette Sharp Penya
Department Chair

11-11-2022
Date



Shreyas Agrawal
College Dean

Nov 28, 2022
Date



Provost

Date



Vice President for Finance

Date



If approved by all above, route to:

Controller

FOAP

Date Completed

Finance

Fee Code for use on course

Date Completed

Registrar's Office

Date Completed

COMM 120 Course Fee Request

Request: With the change in ACU's general education oral communication requirement (from COMM 211 to COMM 120), the Department of Communication and Sociology requests that a \$40 course fee be attached to COMM 120.

Justification: Since 2008, the ACU Speaking Center has been a required component of the basic communication course (COMM 111, COMM 211, and now COMM 120). The Center provides services to approximately 700 students per year, most of whom are completing their basic communication course requirement (i.e., COMM 120). The university does not provide funding for the Center's speaking consultants, supplies, or technology. Therefore, this fee enables us to cover these costs.

Here is the breakdown of how this fee is calculated:

- 70 hours per week x 14 weeks = 980 total hours needed
- 980 hours x \$8.00/hr. = \$7,840
- \$7,840/220 students = \$35.64/student for staffing cost
- \$35.64 (staffing cost per student) + \$4.36 (lifetime pass, tech upgrades, signage & other operating expenses cost per student) = \$ 40.00 course fee