



# COMM12033 *Speech and Script*

## Term 1 - 2018

Profile information current as at 29/04/2024 09:23 am

All details in this unit profile for COMM12033 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### General Information

#### Overview

This unit considers aspects of speech as it is applied in corporate and media settings. Topics covered include historical and rhetorical perspectives on speech, speech as 'institutional talk', broadcast talk, corporate speech, and writing for speech, including script-writing. Students will complete theory-based practical assessment and speech-writing tasks as part of this unit.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Prerequisite: Minimum of 36 Units of Credit

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 1 - 2018

- Distance

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Portfolio**

Weighting: 50%

#### 2. **Practical and Written Assessment**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Students. Considered at the 2012 Professional Communication Annual Course and Program Review.

#### **Feedback**

Doing assessment as a blog was technically challenging but enjoyable.

#### **Recommendation**

Assessment Item 1 will remain submitted as a blog.

Feedback from Students. Considered at the 2012 Professional Communication Annual Course and Program Review.

#### **Feedback**

Weekly upload of material was problematic for some students.

#### **Recommendation**

Course will be rolled out in larger chunks, so students can work a few weeks ahead. However, there are sound pedagogical reasons for not rolling all content out at the beginning of term.

Feedback from Students. Students. Considered at the 2012 Professional Communication Annual Course and Program Review.

#### **Feedback**

Assessment Item 1 was enjoyable, challenging, but very time consuming.

#### **Recommendation**

Retain as is. The course is designed to require 8 - 10 hours per week, and complaints by students that they have to spend more than a couple of hours per week on study are considered unreasonable. The assessment comprises all the course study requirement for the first half of the course.

Feedback from Students. Considered at the 2012 Professional Communication Annual Course and Program Review.

#### **Feedback**

Incorporating Assessment Item 2 into the blog was helpful.

#### **Recommendation**

Maintain approach to breaking down assessment so students will receive feedback formally prior to submission of Assessment Item 2.

## Unit Learning Outcomes

### **On successful completion of this unit, you will be able to:**

1. Discuss effective speech making from a range of historical and cultural perspectives;
2. Explain social practices behind institutional talk;
3. Explain differences between genres of speech; and
4. Write and deliver speech effectively over a range of genres.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Portfolio - 50%	•	•	•	•
2 - Practical and Written Assessment - 50%			•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving				
3 - Critical Thinking	•	•		
4 - Information Literacy	•	•		•
5 - Team Work				
6 - Information Technology Competence	•	•	•	•
7 - Cross Cultural Competence	•			
8 - Ethical practice	•	•		
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Portfolio - 50%	•		•	•			•	•		
2 - Practical and Written Assessment - 50%	•		•	•			•	•		

## Textbooks and Resources

### Textbooks

There are no required textbooks.

### IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing styles below:

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Turabian](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Kate Ames** Unit Coordinator  
[k.ames@cqu.edu.au](mailto:k.ames@cqu.edu.au)

## Schedule

### Week 1 - Introduction to Speech and Script - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Speech and Script	There is no set textbook for this course. The Study Guide Lesson for the week will guide you to appropriate readings.	

### Week 2 - Perspectives on Speech - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Perspectives on Speech	There is no set textbook for this course. The Study Guide Lesson for the week will guide you to appropriate readings.	

### Week 3 - Institutional Talk - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Institutional Talk	There is no set textbook for this course. The Study Guide Lesson for the week will guide you to appropriate readings.	

### Week 4 - Performance - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Performance	There is no set textbook for this course. The Study Guide Lesson for the week will guide you to appropriate readings.	

**Week 5 - Rhetoric - 02 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Rhetoric	There is no set textbook for this course. The Study Guide Lesson for the week will guide you to appropriate readings.	

**Vacation Week - 09 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - Genres of Speech - Corporate - 16 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Genres of Speech - Corporate	There is no set textbook for this course. The Study Guide Lesson for the week will guide you to appropriate readings.	

**Week 7 - Genres of Speech - Media - 23 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Genres of Speech - Media	There is no set textbook for this course. The Study Guide Lesson for the week will guide you to appropriate readings.	

**Week 8 - Writing Speech - Speech Writing - 30 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Writing Speech - Speech Writing	There is no set textbook for this course. The Study Guide Lesson for the week will guide you to appropriate readings.	

**Week 9 - Writing Speech - Script Writing - 07 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Writing Speech - Script Writing	There is no set textbook for this course. The Study Guide Lesson for the week will guide you to appropriate readings.	<b>Workbook (Portfolio)</b> Due: Week 9 Friday (11 May 2018) 6:00 pm AEST

**Week 10 - Delivering Speech - 14 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Delivering Speech	There is no set textbook for this course. The Study Guide Lesson for the week will guide you to appropriate readings.	

**Week 11 - Ethics - 21 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Ethics	There is no set textbook for this course. The Study Guide Lesson for the week will guide you to appropriate readings.	

**Week 12 - Review - 28 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Review week	There is no set textbook for this course. The Study Guide Lesson for the week will guide you to appropriate readings.	

**Review/Exam Week - 04 Jun 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 11 Jun 2018**

Module/Topic

Chapter

Events and Submissions/Topic

## Assessment Tasks

### 1 Workbook (Portfolio)

#### Assessment Type

Portfolio

#### Task Description

You are required to complete activities and exercises as directed within Workbooks 1 - 9. Each week, there will be a 'Workbook Activity Sheet' that will direct you as to the specific requirement for that week. These activities may include submitting posts to the Unit Discussion Forum, online quizzes, recording practical exercises, and writing critiques. You may also include responses and reflections based on activities in your Study Guide Lessons.

You will be required to collate and present your work as a blog, and this will be due at the end of Week 9. Some activities might be due earlier than this, so you are required to check at the beginning of each week as to the due dates of individual items.

You will submit one file with a Cover Sheet, a blog URL address, and a self-assessed marking criteria (ie. you have marked yourself against the marking criteria) to reflect that you have engaged with the requirements and attempted to critically evaluate your own work.

More specific information about task details will be available on Moodle > Assessment Item 1 - Workbook (Portfolio).

#### Assessment Due Date

Week 9 Friday (11 May 2018) 6:00 pm AEST

#### Return Date to Students

Week 11 Friday (25 May 2018)

Assignments will be returned two weeks after the due date.

#### Weighting

50%

#### Assessment Criteria

A detailed marking rubric will be available on the course website, and will be based on:

Content:

- Attention to completion of required tasks
- Engagement with concepts
- Critical reflection on practice

Presentation:

- Research support (Use of sources)
- Writing standard
- Referencing standard and style

#### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Turabian](#)

#### Submission

Online

#### Submission Instructions

You will submit a file with a Cover Sheet, a blog URL address, and an 800 word reflective piece on if/how the activities helped your learning.

#### Learning Outcomes Assessed

- Discuss effective speech making from a range of historical and cultural perspectives;

- Explain social practices behind institutional talk;
- Explain differences between genres of speech; and
- Write and deliver speech effectively over a range of genres.

### Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

## 2 Practical and Written Assessment - Speech and Audio-Visual Script

### Assessment Type

Practical and Written Assessment

### Task Description

You are a newly appointed media adviser to a local State politician, and your task is to write your Member's parliamentary maiden speech. You can assume your Member's passions are your own, and the local electorate will be your own.

Parliamentary maiden speeches are often reported by media, who identify key newsworthy points. They are also promoted by the Members' offices, because these speeches reinforce key electoral issues.

All of you will write a maiden speech. You may then choose to write the script to a video news release, OR an audio-visual news story.

All students will therefore be required to write two scripts - one speech, and one audio-visual script - and record voiceovers to these scripts. Students will also be required to write a short justification to their scripts.

The assessment requirement, therefore, is:

- **ONE Speech** - Write one script for a maiden parliamentary speech (max length 4000 words).
- **ONE Audio-visual script** - Students can elect to write a video news release (PR) OR a television news story (journalism) associated with the speech.
- **TWO voice-overs** - All students will 'voice' their stories [read them aloud to professional standard as per the genre requirements]. These recordings should be uploaded to SoundCloud, YourListen, YouTube, or similar, and the link to the recording included in your speech scripts.
- **ONE justification** - All students will write a 500 word justification outlining their approach to each piece, so that you can demonstrate your practice is informed by theory.

If you have a real speech you need to make, or topic you wish to explore, you can discuss the possibility of an alternate topic with the Unit Coordinator.

**Submission requirements:** You will submit one word-based file that includes:

- \* two scripts (one speech, one audio-visual) and one justification (report format)
- \* links to your two audio files (delivery of speech, voiceover of audio-visual)
- \* a self-assessed marking criteria (ie. you have marked yourself against the marking criteria) to reflect that you have engaged with the requirements and attempted to critically evaluate yourself

### Notes:

1) Do not be tempted to plagiarise. All maiden speeches in Australia are recorded in Hansard, and plagiarism will be easily identified via Turnitin review.

2) You will need to do some research. What electorate are you in? What are the key issues that locals in that electorate care about? What are you going to do about these issues? What message do you want to clearly impart about your electorate to the wider parliamentary community?

3) Your justification should incorporate theoretical perspectives. For example: What rhetorical devices did you use?; What role were you intending to 'play'?; Did you consider sound bites and why/how?; and so on.

### Assessment Due Date

Review/Exam Week Monday (4 June 2018) 9:00 am AEST

### Return Date to Students

Assignments will be returned approximately two weeks after submission.

### Weighting

50%

### Minimum mark or grade

Pass Grade

**Assessment Criteria**

A detailed marking rubric will be provided on the course website, but students will be assessed on:

1. Attention to the requirements of the task
2. Delivery (voiceover)
3. Script (format)
4. Script (story/speech structure)
5. Justification
6. Writing standard (script and justification)
7. Referencing (justification)

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Turabian](#)

**Submission**

Online

**Submission Instructions**

Your submission should be one file, including speech/script etc. You may include links to voice-overs.

**Learning Outcomes Assessed**

- Explain differences between genres of speech; and
- Write and deliver speech effectively over a range of genres.

**Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem