Basic Course Information

<table>
<thead>
<tr>
<th>Semester:</th>
<th>Fall 2020</th>
<th>Instructor Name:</th>
<th>Sabrina Worsham</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title &amp; #:</td>
<td>Comm 100: Oral Comm</td>
<td>Email:</td>
<td><a href="mailto:sabrinaworsham@gmail.com">sabrinaworsham@gmail.com</a></td>
</tr>
<tr>
<td>CRN #:</td>
<td>11704</td>
<td>School email:</td>
<td><a href="mailto:Sabrina.worsham@imperial.edu">Sabrina.worsham@imperial.edu</a></td>
</tr>
<tr>
<td>Classroom:</td>
<td>Zoom</td>
<td>Office #:</td>
<td>Gmail, Facebook, Canvas*</td>
</tr>
<tr>
<td>Class Dates:</td>
<td>8/24/2020-12/11/2020</td>
<td>Office Hours:</td>
<td>Mon 230-300, Tues 100-130, Wed 230-400, Th 910-940</td>
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<tr>
<td>Class Days:</td>
<td>ASYNCHRONOUS</td>
<td>Office Phone #:</td>
<td>N/A</td>
</tr>
<tr>
<td>Class Times:</td>
<td>WEEKLY</td>
<td>Emergency Contact:</td>
<td>760-355-6337</td>
</tr>
<tr>
<td>Units:</td>
<td>3</td>
<td></td>
<td>*Zoom by APPOINTMENT</td>
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</tbody>
</table>

Course Description

“Training in the fundamental processes involved in oral communication with emphasis on organizing material, outlining, constructing, and delivering various forms of speeches. (C-ID COMM 110) (CSU,UC),” IVC

Student Learning Outcomes

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

1. Use the three-part deductive pattern of organization and apply the extemporaneous style of delivery when presenting the required informative speech of 4-6 minutes. (ILO1, ILO2, ILO3, ILO4, ILO5)
2. Deliver an organized informative speech to class audience members. The speech must adhere to specific time restrictions and requirements, as assigned by the instructor. (ILO1,ILO2,ILO3,ILO4,ILO5)
3. Prepare and present a visual aid that illustrates a specific point. (ILO1,ILO3,ILO4)
4. Use statistics, quotations, definitions and detailed illustrations as supporting materials. (ILO1, ILO2, ILO3, ILO4, ILO5)
5. Identify the components of the nonverbal delivery process which includes: eye contact, rate/pause, appearance. (ILO1, ILO2, ILO3, ILO4, ILO5)

Course Objectives

1. Define, explain and apply the principles of oral communication
2. Incorporate and demonstrate ethical practices in all phases of speech preparation
3. Acquire, organize, interpret and utilize research materials
4. Analyze and adapt a speech topic to a variety of diverse audiences
5. Develop a clear, cohesive thesis and create a concise speech outline

6. Compose, organize and present to a live audience relevant speeches to introduce, inform and persuade

7. Demonstrate the characteristics of effective delivery

8. Support speech context through utilizing effective visual aids

9. Analyze and evaluate live or recorded speeches

10. Demonstrate active listening skills

11. Recognize the elements of and demonstrate effective techniques for reducing communication apprehension

**Textbooks & Other Resources or Links**

PDF on Canvas under “Files” of publicspeakingproject.org (link will not work)

**Course Requirements and Instructional Methods**

**ASYNCHRONOUS INSTRUCTION AND RESPONSE:** This class is asynchronous, meaning that we will not be meeting together as a class, except maybe one special opportunity at the end of the semester (there will also be an asynchronous option available for that week, too). Each week, I will put up an announcement on Canvas by Monday that includes all the class materials and assignments for that week. It is your responsibility to complete the assignments and submit them via the appropriate channels (Discussions, Quizzes, etc). In general, the week’s assignments will be due by Thursday at 11:59 PM of the week assigned. There will be some exceptions, such as the exam. Please follow the class schedule and read the entire announcement each week.

I want to help you on your speech process and you must reach out! Use Gmail, Facebook/messenger, and/or Canvas to get in touch with me with questions. If you need to talk to me, we can set up a Zoom or a Facebook video chat.

**Speeches:** You will record and upload a variety of speeches that will increase in difficulty as the semester progresses. Speeches need to adhere to the requirements on Canvas under announcements. The speeches you submit need to be one continuous video per speech-this is a public speaking class, not a public editing class.

**In/Out of Class Activities:** These are the interactions “in class” and will include games, speech feedback, and outlining activities. These will be posted by Monday of the week assigned and are due on Thursday of that week at 11:59 PM. The IOCA’s will mostly take place in the Discussions in Canvas.

**Exams:** These exams cover the text and material used in lecture. The exams may include multiple choice, true/false, fill-in-the-blank, short answer, essay, and/or application questions.

**Typed outlines and works cited** Typed outlines, works cited sheets, and notecards.
“Assignments: It is your responsibility to complete all assignments in a timely matter and submit them at the beginning of class. In general, NO late work will be accepted, even with documentation,” SW.

“Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement,” IVC

What if I need to borrow technology or access to WIFI?

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: https://imperial.edu/students/student-equity-and-achievement/

2. If you’d like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

   Guidelines for using parking WIFI:
   -Park in every other space (empty space BETWEEN vehicles)
   -Must have facemask available
   -For best reception park near buildings
   -Only park at marked student spaces
   -Only owners of a valid disabled placard may use disabled parking spaces
   -Only members of the same household in each vehicle
   -Occupants MUST remain in vehicles
   -Restrooms and other on-campus services not available
   -College campus safety will monitor the parking lot
   -Student code of conduct and all other parking guidelines are in effect
   -Please do not leave any trash behind
   
   -No parking permit required
   
   If you have any questions about using parking WIFI, please call Student Affairs at 760-355-6455.

Classroom Etiquette

Language: In an effort to create and maintain a critical, comfortable and equitable environment for everyone, any language that is racist, sexist, homophobic, or that discriminates against any person or group will be discussed in the classroom. Any such language in any speech, assignment, or classroom discussion may result in a failing grade for that speech or assignment and the occurrence will be documented in case any further disciplinary actions are warranted,” SW

Recording lectures/Social Media:

DO NOT record my lectures and/or take my picture for use on the internet.

Do not pass on my materials to others.
## Course Grading Based on Course Objectives

### Point/Assignment Breakdown:

(450 total points possible) Speeches (all formal speeches are extemporaneous speeches):

- (25) Introduction: a quick 1-2 minute introduction to the class and the basic speech structure
- (50) Info-phobia: a 2-4 minute speech about a phobia. Informative in nature, introduces research
- (100) Demonstration: a 3-5 minute speech that uses visual aids to help explain a process
- (125) Informative: a 4-6 minute speech that uses credible research to inform an audience
- (150) Persuasion: a 5-7 minute speech that uses credible research to persuade an audience

(Special In Class Activity = 100 points possible)

(Varied, 175 points possible total) Discussion Response/Activities: Participation in a variety of in-class activities that are designed to work on speech skills and understanding.

(4 @ 20 points each = 80 points possible) Homework Assignments (Speech Outlines):

Typed outlines, works cited sheets, and notecards.

(2 @ 65 points each = 130) Exams:

These exams cover the text and material used in lecture. The exams may include multiple choice, true/false, fill in-the-blank, short answer, essay, and/or application questions. Exams are closed book.

(1 @ 25 points each = 40 points possible) Final Presentation: done in pairs: Details to follow

### Total Possible:

1000

**A** = 900-1000

**B** = 800-899

**C** = 700-799

**D** = 600-699

**F** = 599<
## Anticipated Class Schedule/Calendar *tentative and subject to change*

<table>
<thead>
<tr>
<th>Week</th>
<th>Pts</th>
<th>Score</th>
<th>Topic/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>WK 1&amp;2</td>
<td></td>
<td></td>
<td>Lecture: Intro to class/modes of Public speaking, guidelines for speeches</td>
</tr>
<tr>
<td>8/24-8/28</td>
<td>25</td>
<td></td>
<td>Speech 1: Introduction Speech: Post Intro video by Friday at 5 PM</td>
</tr>
<tr>
<td>WK 3</td>
<td></td>
<td></td>
<td>Lecture: Structure, Feedback, and Research</td>
</tr>
<tr>
<td>8/31-9/4</td>
<td>25</td>
<td></td>
<td>Discussion Response: 4 comments on EVERY introduction speech</td>
</tr>
<tr>
<td>WK 4</td>
<td></td>
<td></td>
<td>Claim: Phobia topic</td>
</tr>
<tr>
<td>9/7-9/11</td>
<td>25</td>
<td></td>
<td>Discussion Response: Corona got me like...</td>
</tr>
<tr>
<td>WK 5</td>
<td></td>
<td></td>
<td>Lecture: Visual Aids, demo speeches, and using the room</td>
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<tr>
<td>9/14-9/18</td>
<td>50</td>
<td></td>
<td>Speech 2: Info Phobia</td>
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<tr>
<td>WK 6</td>
<td></td>
<td></td>
<td>Lecture: Informative Structure</td>
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<tr>
<td>9/21-9/25</td>
<td>25</td>
<td></td>
<td>DRA: INFO Phobia Speech feedback</td>
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<tr>
<td>WK 7</td>
<td>65</td>
<td></td>
<td>Homework: Demo Outline and VA plan due</td>
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<tr>
<td>9/28-10/2</td>
<td></td>
<td></td>
<td>Exam 1</td>
</tr>
<tr>
<td>WK 8</td>
<td>100</td>
<td></td>
<td>Claim: Informative Topic</td>
</tr>
<tr>
<td>10/5-10/9</td>
<td>20</td>
<td></td>
<td>Homework: Outline and Works Cited due for Informative Speech</td>
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<tr>
<td>WK 9</td>
<td>25</td>
<td></td>
<td>DRA: Demo Speech feedback</td>
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<tr>
<td>10/12-10/16</td>
<td>25</td>
<td></td>
<td>Discussion Response: SPECIAL Out of class activity</td>
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<tr>
<td></td>
<td>20</td>
<td></td>
<td>Out of Class Activity: Partner Practice</td>
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<tr>
<td>WK 10</td>
<td>125</td>
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<td>Speech # 4: Informative Speech</td>
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<tr>
<td>10/19-10/23</td>
<td></td>
<td></td>
<td>Claim: Per Topic</td>
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<tr>
<td>WK 11</td>
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<td></td>
<td>Per outline and works cited due DRAFT 1</td>
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<tr>
<td>10/26-10/30</td>
<td>25</td>
<td></td>
<td>DRA: INFO Speech feedback</td>
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<tr>
<td>WK 12</td>
<td>65</td>
<td></td>
<td>Exam 2</td>
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<tr>
<td>11/2-11/6</td>
<td>20</td>
<td></td>
<td>Homework: Per outline and works cited due FINAL DRAFT</td>
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<tr>
<td>WK 13</td>
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<td>Lecture: Public Speaking and tone: PATHOS</td>
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<tr>
<td>11/9-11/13</td>
<td>20</td>
<td></td>
<td>Out of Class Activity: Partner Practice</td>
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<tr>
<td>11/16-11/20</td>
<td>150</td>
<td></td>
<td>Speech # 5: Persuasion Speeches</td>
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<tr>
<td>11/23-11/27</td>
<td>0</td>
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<td>Holiday: NO CLASS</td>
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<tr>
<td>WK 16</td>
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<td>SPECIAL In Class Activity: Eulogies and Job interviews</td>
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<tr>
<td>11/30-12/4</td>
<td>25</td>
<td></td>
<td>DRA: PER Speech feedback</td>
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<tr>
<td>12/7-12/11</td>
<td>25</td>
<td></td>
<td>Final speech with partners: FUN speeches</td>
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</table>

***Tentative, subject to change without prior notice***
Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student’s status will be the same as that of any other student who desires to add a class. It is the student’s responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences. “Documentation MUST be provided and arrangements made ahead of time. An excused absence does NOT excuse the work done and activities missed,” SW

What does it mean to “attend” an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:
- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student’s participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student’s participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

“This is a skills based class and EVERY class is crucial. In class activities and assignments CANNOT be made up. If you must miss class for a verifiable emergency, please secure documentation. REMINDER: scheduled doctor’s appointments, scheduled dentist appointments, school appointments, job interviews, work meetings/etc... are NOT urgent situations. You know your school schedule. Please plan accordingly.

Academic Honesty

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.
- Plagiarism is taking and presenting as one’s own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and
preparing written materials. If you do not understand how to “cite a source” correctly, you must ask for help.

• Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

How do I show academic honesty and integrity in an online “classroom”?

• KEEP YOUR PASSWORDS CONFIDENTIAL.
  o You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.

• COMPLETE YOUR OWN COURSEWORK.
  o When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

• Copying from others on a quiz, test, examination, or assignment;
• Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
• Having someone else take an exam or quiz for you;
• Conferring with others during a test or quiz (if the instructor didn’t explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
• Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
• Excessive revising or editing by others that substantially alters your final work;
• Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
• Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

Online Netiquette

• What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
• Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others’ opinions and privacy, (5) acknowledge and return
messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)]. (provided by IVC. We will break this down in a lecture)

**Additional Services for Students**

**How do I access services now that we are mostly online?**

- **CANVAS LMS.** Canvas is Imperial Valley College's Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The Canvas Student Guides Site provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.

- **Learning Services.** In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.

- **Library Services.** Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!

- **Career Services Center.** The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.

- **Child Development Center.** The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: [https://forms.imperial.edu/view.php?id=150958](https://forms.imperial.edu/view.php?id=150958)

**Disabled Student Programs and Services (DSPS)**

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services (DSP&S)](#) office as soon as possible. When campus is open, the DSP&S office is in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.
Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128, or when campus reopens, visit Room 1536 for more information.

- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 for appointments, or when campus reopens visit Room 1536, for more information.

Veteran's Center

The mission of the **IVC Military and Veteran Success Center** is to provide a holistic approach to serving military/veteran students in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. For additional information about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website [www.imperial.edu/students/eops](http://www.imperial.edu/students/eops) for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

Student Equity Program

The Student Equity & Achievement Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC’s Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and
referrals to students in need. SEA strives to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at https://imperial.edu/students/student-equity-and-achievement/ or call us at 760-355-6465 or when campus reopens, visit Building 401.

What if I cannot afford food, books, or need other help?
We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: https://imperial.edu/students/student-equity-and-achievement/

Student Rights and Responsibilities
Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC General Catalog.

Information Literacy
Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC Library Department provides numerous Information Literacy Tutorials to assist students in this endeavor.

Study Guides:

***Tentative, subject to change without prior notice***

Chapter One: Benefits of Public Speaking
- Useful Topic
- Personal, Professional, Public
- Engaging Introduction
- Models of Communication
- Clear Organization
- Linear, Transactional
- Well-Supported Ideas
- Elements of the Communication Process
- Closure in Conclusion
- Encoding and Decoding, Communicator
- Clear and Vivid Language
- Message, Channel, Noise
- Suitable Vocal Expression
- Worldview & Context
- Corresponding Nonverbals
- Types of Speeches
- Adapted to the Audience
- Speaking Competencies
- Adept Use of Visual Aids
Convincing Persuasion

Chapter Two
Rhetoric
Cicero’s desire for audience analysis
Cicero’s criteria to get an audience to act
Aristotle: Ethos, Pathos, Logos
Power and Persuasion
Chapter Three
Ethics, Ethical Standards, Honesty
Avoiding Plagiarism
Citing Sources Responsibly
Setting responsible speech goals
Develop ethical listening skills
Provide ethical feedback
Chapter Four
Three areas of our lives that are benefited when we value listening? Academic, Professional, Personal
What are the three attributes of an active listener?
Attention, Attitude, Adjustment
What are the three barriers to effective listening?
Anticipating, Judging, Acting Emotionally
What is Nonverbal communication?
What are nonverbal adaptors?
What are the strategies the text lays out to improve effective listening?
Keep an open mind, Identify distractions, Come prepared, TAKE NOTES!
Chapter 5
Approaches to Audience Analysis:
Direct Observation,
Design Principles & Slide Layout
Backgrounds and Effects
Colors, Fonts, Text, Images, Graphs and Charts
Sabrina Adds:
10 steps to the speech making process
1. Purpose
2. Audience Analysis
3. Topic Selection
4. Brainstorm
5. Narrow to an outline
6. Research to the outline
7. Finalize outline and Works Cited
8. Notecards
9. PRACTICE
10. Deliver & celebrate!
Sabrina's Structure (thus far):
AGD: Attention Getting Device
Link:
THESIS:
PREVIEW:
1   A  B
2   A  B
3   A  B
REVIEW and TIE to AGD
Modes of Public Speaking:
Memorized, Manuscript, Impromptu, Extemporaneous
*Dog Banter

Exam 2 Study Guide: Chapter 6
Critical Thinking Defined, Traits, and Skills
Value of Critical Thinking
Defining arguments
Inductive and deductive reasoning
Understanding Fallacies
Formal Fallacies
Bad Reasoning Fallacy
Masked Man Fallacy
Fallacy of Quantitative Logic
Informal Fallacies
Accident Fallacy
Ad Hominem
Fallacy of Ambiguity
Fallacies of Appeal
Begging the Question
Black and White Fallacy
Fallacy of Composition
Fallacy of Division
Non causa, pro causa fallacy
Red Herring Fallacy
Slippery Slope Fallacy
Weak Analogy Fallacy

*Framing
Chapter 9
Functions of Introductions
Gain Attention and Interest
Gain Goodwill
Clearly State the Purpose
Preview and Structure the Speech
Attention-Getting Strategies
Tell a Story
Refer to the Occasion
Refer to Recent or Historical Events
Refer to Previous Speeches
Refer to Personal Interest
Use Startling Statistics
Use an Analogy
Use a Quotation
*Ask a Question
Use Humor
Preparing the Introduction
Construct the Introduction Last
Make it Relevant
Be Succinct
Write it Out Word for Word
Functions of Conclusions
Prepare the Audience for the end of the speech
Present Any Final Appeals
Summarize and Close
End with a Clincher
Appeals and Challenges
Composing the Conclusion
Prepare the Conclusion
Do Not Include any New Information
Follow the Structure
*CONCRETE AND SPECIFIC

Chapter 10
The Power of Language
Communication vs. Language
Language Creates Social Reality
The Differences Language Choices Can Make
Constructing Clear and Vivid Messages
Use Simple Language
Use Concrete and Precise Language
Using Stylized Language
Metaphors and Similes
Alliteration
Antithesis
Parallel Structure and Language
Personalized Language
The Importance of Ethical and Accurate Language
Language and Ethics
Sexist and Heterosexist Language
Avoiding Language Pitfalls
Profanity
Exaggeration
Powerless Language
Incorrect Grammar
Other Language Choices to Consider
Clichés
Language that is Central to Pop Culture
Classifying Communication Apprehension (CA)
Trait anxiety vs. State anxiety
Scrutiny Fear
Frames of Reference
Habitual Frame of Reference
Personal Frame of Reference
Cognitive Restructuring (CR)
Sources of Apprehension
Impact of Apprehension
Learning Confidence
Techniques for Building Confidence
Prepare Well, Visualize Success, Avoid Gimmicks
Breathe and Release, Minimize What You Memorize
Practice Out Loud, Customize Your Practice
12
Methods of Delivery: Manuscript Style, Memorized Style. Impromptu Style, Extemporaneous Style
Vocal Aspects of Delivery
Articulation vs Pronunciation
Accent, Dialect and Regionalisms
Vocal Quality
Pitch and Inflection
Rate of Speaking
Pauses Versus Vocalized Pauses
Vocal Projection
Nonverbal Aspects of Delivery: Personal Appearance
Movement and Gestures, Facial Expressions, Eye Contact
Mastering the Location
The Room: The Podium: The Equipment
Using a Microphone: Water Rules
Preparation, Practice and Delivery
Preparation, Practice and Delivery
Preparing Notes
Rehearsing the Speech
Managing Stress
Delivering the Speech
14
Reasons to Adopt a Global Perspective
The Economic Imperative
The Technological Imperative
The Demographic Imperative
The Peace Imperative
Sensitivity and Respect
Stereotypes, Prejudices, Ethnocentrism
Understanding a Diverse Audience
High and Low Context Cultures
Power Distance
Uncertainty Avoidance
Individualism vs. Collectivism
Masculinity vs. Femininity
Time Orientation
Selecting Supporting Materials
Stories
Facts and Statistics
Testimony
Speech Organization
Linear Pattern vs. Holistic Pattern
Appropriate Verbal Expression
Denotative and Connotative Meaning
Communication Style
Effective Nonverbal Expression

Kinesics

Paralanguage

Physical Appearance

15

Functions of Informative Speeches

Provide Knowledge

Shape Perceptions

Articulate Alternatives

Allow us to Survive and Evolve

Role of Speaker

Informative Speakers are Objective*

Informative Speakers are Credible

Informative Speakers Make the Topic Relevant

Informative Speakers are Knowledgeable

Types of Informative Speeches: Definitional, Descriptive, Explanatory, Demonstration

Developing Informative Speeches

Generate and Maintain Interest

Create Coherence

Make Speech Memorable

16

What is Persuasive Speaking?

Functions of Persuasive Speeches

Propositions of Fact, Value, and Policy

Choosing a Persuasive Speech Topic

Approaching Audiences

Receptive Audiences

Neutral Audiences

Hostile Audiences

Persuasive Strategies

Ethos, Logos, Pathos

Organizing Persuasive Messages

Monroe’s Motivated Sequence

Direct Method Pattern

Casual Pattern

Refutation Pattern

17

Background of Special Occasion Speaking

Epideictic Oratory

Purpose of Special Occasion Speaking

Types of Special Occasion Speeches

Speech of Introduction

Toast and Roast

Speech to Present an Award

Acceptance Speech

Keynote Address

Commencement Speech

Commemorative Speeches and Tributes

After - Dinner Speech

General Guidelines for Special Occasion Speeches

Occasion Speeches

Keeping the Speech Short

Acknowledging the Obvious

Staying Positive
Using Humor

* Sabrina’s structure

* Sabrina’s 10 steps to the speech making process