
Basic Course Information

Semester	Fall 2017	Instructor Name	Karin Deol Eugenio
Course Title	Oral Communication	Email	Karin.deol@imperial.edu
#	COMM 100		karindeol@gmail.com
CRN	11256		
Location	Southwest High School R-39	Units	3
Class Dates	8/15/17- 12/07/17	Class Days	T/TH
Class Times	03:30-4:55		
Online components	Canvas www.imperial.edu		Use your IVC username & password

Course Description

Training in the fundamental processes involved in oral communication with emphasis on organizing material, outlining, constructing, and delivering various forms of speeches

Student Learning Outcomes

Students are expected to be competent and confident public speakers upon completion of this course, along with having some knowledge about the processes of communication and: Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. 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)
2. Use statistics, quotations, definitions and detailed illustrations as supporting materials.
(ILO1,ILO2,ILO3,ILO4,ILO5)
3. Prepare and present a visual aid that illustrates a specific point.
(ILO1,ILO3,ILO4)

Course Objectives

When you complete the course, you will be able to:

- Describe and recall the basic history of oral communication.
- Demonstrate the ability to select and research a topic.
- Construct a speech using the deductive pattern of organization.
- Identify the principles of ethics in speaking and listening.
- Critically analyze speech concepts.
- Improve your presentational skills.
- Apply the use of supporting materials to speeches.
- Identify and describe how persuasion works.
- Recognize and avoid the use of fallacies.
- Analyze the importance of the application of audience analysis and adaptation.
- Prepare and deliver an effective oral presentation
- Develop appropriate visual aids for presentations.
- Develop competence and confidence as a public speaker!

Textbook

Rothwell, J. Dan *Practically Speaking* Ed.2, Oxford University Press 2017 ISBN 978 019 045 7327

Course Requirements and Instructional Methods

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.

Course Grading Based on Course Objectives

Your speeches	340-360 points	70%
Class/ Group exercises	80 points	15%
Audience participation	80 points	15%
TOTAL:	500 points =	100%

Superior = A Above average = B Average = C Poor=D Unacceptable = F

90%-100% = A 80%-89% = B 70%-79% = C 60% -69% = D Less than 60% = F

Attendance

Students who fail 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.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor. **Consider**: specifics for your class/program
 - Food and Drink is prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.
 - Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.
 - Deadlines Count: Credit will be given for assignments only if they are turned in on time. If you are absent when something is due, you need to contact me immediately.
- Disruptive students: Most of you are here to learn, but some students are not serious. To preserve a productive learning environment, students who disrupt or interfere with a class may be sent out of the room and told to meet with Sergio Lopez, Campus Disciplinary officer, before returning to continue with coursework. Mr. Lopez will follow disciplinary procedures as outlined in the General Catalog.

Academic Honesty

- Plagiarism is to take and present, 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 correctly 'cite a source', 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, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or 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 School 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) use of a commercial term paper service

Additional Help

Learning Labs: There are several 'labs' on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Learning Services (library). Please speak to the instructor about labs unique to your specific program

- Library Services: There is more to our library than just books. You have access to tutors

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. The DSP&S office is located in Building 2100, telephone 760-355-6313 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. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762

Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

Description of Course Components

In-Class Speeches

#1 INTRODUCTORY SPEECH *Length 2 - 3 minutes (25 points)*

It's called getting to know your neighbor! For this speech, you'll be working with another person in the class. Each of you will interview your partner. When you think you've got enough information, your objective is to organize what you considered important and then to deliver a speech in which you introduce your partner to the class.

You'll be allowed some notes to refer to, and to spare you from blanking out from "stage fright," but the exercise is designed to help you be as extemporaneous as possible, meaning that the more you can engage us, your audience, with your eye contact, and your personality, and the less you have to refer to your notes, the better!

You'll be graded for effectiveness, preparation, and professionalism in delivery!

From this point on, the speeches you present are progressive in nature...i.e., each speech builds on the skills you've previously learned, and each in front of-the-class experience will impact how you select and narrow your future speech topics, how you determine the general purpose, how you analyze the audience, conduct research, develop the speech outline, and practice methods of delivery.

From this point on, be aware:

- the informative and persuasive speeches require outlines (double spaced and typed)
- the narrative, informative, and persuasive speeches require at least 3 appropriate visual aids.
- the informative and persuasive speeches require not only at least 3 appropriate visual aids, but also a list of the works you researched and cited in your speech (that means I need a bibliography).
- all outlines and bibliographies are due before you deliver your speech.
- time limits are important. Too long can be just as bad as too short. Practice is critical!

#2 NARRATIVE SPEECHES *Length 6 - 7 minutes (80 points)*

In this speech, the objective is for you to tell us a story about yourself. It can be a funny story, or a sad, happy,

or serious one, but it should enlighten us about you as a person more than you have yet revealed. Introductions should be made by raising interest in your subject, and then you should very clearly state the thesis of your speech (the lesson you have learned from the experience in the story you're about to tell). Your story should be organized in chronological order. Include only those details, which contribute to the support of your thesis.

The story you choose should have a clear beginning, middle, and end. In your conclusion, you should

summarize again for your audience, the important lesson you learned, and give an ending statement. The more dramatic, obviously, the better! Prepare ahead of time, and practice! Practicing your speech before actual delivery in a public setting helps you to time your presentation. It also builds confidence in your abilities as a public speaker. You should use at least 3 visual aids as part of this presentation.

#3 INFORMATIVE (105 pts) /DEMONSTRATIVE SPEECHES (125 pts) *Length 7 minutes*

*******OUTLINE/BIBLIOGRAPHY REQUIRED**

In this speech you'll be informing us about a subject of interest to us and to you. Your subject should not be too broad. Choose a thesis that clearly focuses attention on a specific purpose, which you intend to communicate to the audience, and then make sure your thesis, is included in both the outline and in the delivery of your speech.

Adapt the thesis and content of your speech to your audience's level of knowledge and interest, and include an introduction and conclusion that will grab and sustain the attention of your audience.

In this speech you should follow topic order, that is each of the main points of your speech should consist of a

different, yet equally important part of the topic you have selected. Important criteria for refining the information in the body of your speech are newness, relevance, and impartiality. The information should be new and unknown to most members of your audience. Information, which is not made relevant to the audience members usually, will not be remembered, so effort should be taken to stress the importance of your topic to everyday lives.

Finally, the informative speech should not sound like an infomercial or be persuasive. Impartiality does not mean that you shouldn't care about your speech, you should! But you should emphasize both the positive and negative characteristics of your topic in order to provide a well-balanced speech. Again prepare, practice and time your speech.

This speech should have at least 3 supporting quotes, and be sure to include these 3 pieces of information, which you need to cite orally:

- 1) author of quote
- 2) qualifications of author
- 3) what year the article was published/what year the author stated quote.

This means you'll have to research your topic and work your sources into your speech and outline. Create a bibliography page citing your 3 references. You should include at least 3 visual aids in this speech.

#4 PERSUASIVE SPEECHES *Length 7 –8 minutes (130 points)*

Prepare a presentation designed to stir your audience into action in a way that they're not already predisposed.

This challenge is tough because most of us have a natural resistance to persuasion, so you need to ease into your topic by showing respect for your audience, while attempting to convince them to change. To justify such a change, follow problem-solution order in the organization of your speech.

The first main point deals with the harm of the problem and need for action. You must convince your audience that the situation is so bad; they must now rise to the challenge and change it. Use statistics to support your case, and demonstrate sound reasoning. Appeal to your audience logically, and emotionally order in the organization of your speech.

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The second main point is to make your case that the problem won't go away without your classmates taking action.

Use testimony as support for causal reasoning. Underscore that the solution is within the audience's control, and that any alternative solutions won't be as beneficial as the one you suggest.

The third and final main point is to persuade the audience that your solution will solve the problem. Use examples of times and places where your solution has worked before. Use these examples to justify why you believe your solution is the right one for local application. Talk about how the benefits will outweigh whatever the cost to change.

Frame your speech with an introduction and conclusion adapted to the interests of your audience, and make very clear what action you want your audience to take.

NOTE: Any speech which does not make a clear attempt to influence will be penalized.

Time your speech and work on your delivery skills. Pay special attention to hand gestures and eye contact in your rehearsal sessions. This is a speech to last between 7-9 minutes. Research at least 6 articles or published sources on your topic, and have at least 3 oral source citations. Choose a topic you care strongly about, because your audience needs to sense your deep conviction in order to be persuaded.

NOTE: All students must be in attendance for the scheduled final examination period.

Expected behavior during Speeches

When attending class, please demonstrate respect for the speaker(s).

1. Do not engage in conversation with other students while a fellow student is delivering a speech

2. Do not enter or leave the classroom while a fellow student is delivering a speech.
3. Do not disrupt or distract fellow students while they are delivering speeches.

Speech Topic Selection

Imperial Valley College fully supports your right to free speech and expression under the law, and the Speech program at Imperial Valley College strives to help you increase skill in delivery and structure of speeches while creating an environment where the student is able to express her or his own free speech. However, the speech instructors at Imperial Valley College in no way condone or encourage student speech or expression which is prohibited by law.

Tentative Schedule (Subject to change, without prior notice)

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1	Review Syllabus ▪ Ice breaker ▪ Introduction of "Introductory Speeches" ▪ Find partners and exchange information	- Buy Book! -Read Chapter 1: Communication Competence and Public Speaking & Chapter 2: Speech Anxiety
*Week 2	▪ Quiz on Chapter 1 & 2 ▪ Discuss Chapter 1 & 2 ▪ <u>Deliver Introductory Speeches</u>	-Read Chapter 3: Audience Analysis and Topic Selection & -Chapter 8: Outlining and Organizing Speeches -Speech Reflection1 written response

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 3	▪ Discuss Chapters 3 & 8 ▪ Introduce the "Narrative"	-Read Chapter 6: Attention-

		Getting People to Listen -Read Chapter 7: Introductions and Conclusions
Week 4	- Discuss Chapter 6 & 7 - Class Activity: TBA	-Read Chapter 9: Speaking Style... -Bring in narrative speech rough draft to next class meeting.
Week 5	- Discuss Chapter 9 - One-on-one to help refine narrative speeches. Group/Peer editing	-Prepare and practice your final narrative speech.
*Week 6	DELIVER your NARRATIVE SPEECHES	-HW: Speech Reflection 1 written response
*Week 7	DELIVER your NARRATIVE SPEECHES	-Read Chapter 4: Gathering Material -Read Chapter 5: Using Supporting Materials Effectively -HW: Speech Reflection 1 written response
Week 8	- Discuss Chapters 4 & 5 - Introduce Informative and Demonstrative Speeches - Class Activity: TBA	-Read Chapter 10: Delivering your speech -Read Chapter 14: Informative Speaking
Week 9	Discuss Chapter 10 & 14	-Decide the topic of your Informative or demonstration speech; start preparing it. -Complete your informative/demonstrative speech and show me a rough draft by next class

		-Read Chapter 11.
Week 10	▪ Discuss Chapter 11 ▪ Peer Editing	-Finalize and practice Informative or Demonstrative Speech
*Week 11	▪ Deliver your INFORMATIVE or DEMONSTRATIVE Speeches	-Finalize and practice Informative or Demonstrative Speech -HW: 1 page written response-TBA
*Week 12	▪ Deliver your INFORMATIVE or DEMONSTRATIVE Speeches	-Read Chapter 15: Foundations of Persuasive Speaking -HW: 1 page written response-TBA
Week 13	▪ Discuss Chapter 15 ▪ Class Activity TBA	-Read Chapter 13: Argument, Reasoning and Evidence -Read Chapter 16: Persuasive Speaking Strategies
Week 14	▪ Discuss Chapters 13 & 16 ▪ Peer editing	-Finish, refine and practice your persuasive Speech!!! -Read Chapter 12: Skepticism: Becoming Critical Thinking Speakers and Listeners
*Week 15	▪ Deliver Persuasive Speeches	TBA
*Week 16	▪ Deliver Persuasive Speeches	HW: Final Semester written response.

Week 17	▪ Final and make-up speeches.	Enjoy your winter break!
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