

**Basic Course Information**

Semester	<b>Spring 2015</b>	Instructor Name	<b>Sabrina Worsham</b>
Course Title & #	<b>Speech 100 (Oral Comm.)</b>	Email	<b>sabrina.worsham@imperial.edu</b>
CRN #	<b>20208</b>		<b>sabrinaworsham@gmail.com</b>
Room	<b>1603</b>	Office	<b>306</b>
Class Dates	<b>2/17/15-6/11/15</b>	Office Hours	<b>M/W 4:30-5:15, 5:45-6:30 T 4:15-4:45, Th 1:00-1:30</b>
Class Days	<b>Tues/Thurs</b>	Office Phone #	<b>(760) 352-8320 X6369</b>
Class Times/Units	<b>4:45-6:10/3 unit course</b>	Emergency Contact:	<b>Ms. Maria Sell, 760-355-6337</b>

**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 course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

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

**Textbook**

<http://www.publicspeakingproject.org/psvirtualtext.html>

## Course Requirements and Instructional Methods

**“Assignments:** It is your responsibility to complete all assignments in a timely matter and submit them via the appropriate channels (in person or electronically, depending on the assignment). In general, NO late work will be accepted, even with documentation. All assignments need to be typed, unless otherwise specified,” 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

## Course Grading Based on Course Objectives

### Evaluation of Student Progress:

**There are 1000 points possible in this course:**

- A = 900-1000**
- B = 800-899**
- C = 700-799**
- D = 600-699**
- F = 599 < = F**

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

### **(12 @ 10 points each = 120 points possible) In-Class Activities:**

Participation in a variety of in-class activities that are designed to work on speech skills and understanding.

### **(5 @ 10 points each = 50 points possible) Homework Assignments (Speech Outlines):**

Typed outlines, works cited sheets, and notecards.

### **(17 @ 10 points each = 170) Reading Notes:**

1-2 page(s) of HAND-WRITTEN notes from the chapter. Identify key terms in your OWN words. DUE at the beginning of class. LATE reader's notes will NOT be accepted.

### **(2 @ 80 points each = 160) 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 @ 50 points each = 50 points possible):**

A final presentation that will be prepared and practiced with a partner.

### 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,” IVC
- “Documentation MUST be provided and arrangements made ahead of time. An excused absence does NOT excuse the work done and activities missed,” SW

“This is a skills based class and EVERY class is crucial. In class activities and assignments CANNOT be made up. On-time attendance is necessary for the successful completion of the class. If you must miss class for a verifiable emergency, it is advisable 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. Be in class and be prepared. SW**

### Classroom Etiquette

**“Timeliness: Arrive in enough time to be settled, signed in, and ready to go when class begins. Being late is rude, disruptive, and anxiety-inducing for many. Additionally, missing class hurts you and your peers. Be here, be ready, let's learn and create a positive community.**

**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**

- “Electronic Devices: Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.\_
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children,” IVC

## 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,” IVC

## Additional Help – Discretionary Section and Language

- “Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- 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 in the learning center, study rooms for small groups, and online access to a wealth of resources,” IVC

## 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,” IVC

## 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,” IVC

## 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](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762),” IVC

## 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/> ,” IVC

Imperial Valley College Course Syllabus – Speech 100 Tues/Thurs 4:45-6:10

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Date	Assignment DUE	Score	Poss.
<b>2/17-2/19</b>	ICA #1		10
<b>24-Feb</b>	Outline # 1		10
<b>24-Feb</b>	Reader's Notes (1+2)		20
<b>26-Feb</b>	Speech #1		25
<b>26-Feb</b>	ICA #2		10
<b>3-Mar</b>	Reader's Notes (3, 4 & 8)		30
<b>3-Mar</b>	Outline #2, begin ICA #3		10
<b>5-Mar</b>	ICA #3		10
<b>10-Mar</b>	Speech # 2		50
<b>12-Mar</b>	Reader's Notes (5 + 7 + 13), I4		30
<b>12-Mar</b>	ICA #4		10
<b>3/17-3/19</b>	Exam 1		80
<b>24-Mar</b>	Reader's Notes (10+6+9), I5		30
<b>26-Mar</b>	ICA #5		10
<b>31-Mar</b>	Outline #3, begin I 6		10
<b>2-Apr</b>	ICA #6		10
<b>14-Apr</b>	Speech #3		100
<b>16-Apr</b>	Reader's Notes (11 + 12 + 17)		30
<b>16-Apr</b>	ICA #7		10
<b>21-Apr</b>	Reader's Notes (14 + 15 +16), I8		30
<b>23-Apr</b>	ICA #8		10
<b>28-Apr</b>	Outline # 4, begin I 9		10
<b>30-Apr</b>	ICA #9		10
5/5 to 5/7	Exam 2		80
<b>12-May</b>	ICA #10		10
5/12 to 5/14	Speech # 4		125
<b>14-May</b>	Outline # 5		10
<b>19-May</b>	ICA #11		10
<b>21-May</b>	ICA #11 cont...		10
<b>5/26-5/28</b>	ICA #12		
6/2 to 6/4	Speech #5		150
<b>9-Jun</b>	Final Presentation		50
	Total		1000

Tentative/Anticipated Schedule. Subject to Change without notice
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Modes of Public Speaking:

Manuscript reading  
Memorized

Extemporaneous  
Impromptu  
\*Dog Banter

AGD:

SIG:

LINK:

THESIS:

PREVIEW:

1. MAJOR CLAIM

A. SUB POINT

B. SUB POINT

(TRANSITION)

2. MAJOR CLAIM

A. SUB POINT

B. SUB POINT

(TRANSITION)

3. MAJOR CLAIM

A. SUB POINT

B. SUB POINT

BREAK IT DOWN

REVIEW AND TIE TO THESIS

TIE TO AGD

\*We will break down the speech-making process into manageable steps! We will learn how to attack and transform communication apprehension with a focus on speaking anxiety. This class is fun, challenging, and a lot of work!

#### 10 Steps to the Speech Making Process

1. Purpose/Goals
2. Audience Analysis
3. Topic Selection\*
4. Brainstorm
5. Narrow to an outline
6. Research and Fill in the outline
7. Works Cited sheet and Finalize outline
8. Make initial set of notecards-# them
9. PRACTICE, PRACTICE, PRACTICE
10. Play!

#### 5 KEY AREAS TO EARNING A GOOD SPEECH GRADE:

1. Time: Is the speech in time? Is the rate and rate variety appropriate? Is the speech balanced?
2. Structure and content: Is the speech structured? Does the speech content match the requirements? Is the content engaging? Is the structure smoothed in?
3. Sources: Does the speech have the required number of sources? Are the sources credible? Is the source cite and information smoothly incorporated into the speech?
4. Delivery: Is the speech practiced? Is the speaker working towards a smooth, confident delivery?
5. Audience: Is the student a "good" audience member? Is written and oral feedback adequate?

How to do well in this class:

1. Come to class ON TIME: Seriously, don't be late
2. Read the required reading BEFORE class and participate during class
3. WORK on your speeches: PRACTICE!
4. Be open to challenging yourself!