
Basic Course Information

Semester	Spring 2017	Instructor Name	Karin Deol Eugenio
Course Title	Oral Communication	Email	Karin.deol@imperial.edu
#	COMM 100		
CRN	21087		
Room	2150	Units	3
Class Dates	2/16/17- 5/11/17	Class Days	Thursday
Class Times	2:00-5:10pm		
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

Upon completion of this course, the successful student 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.
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.
3. Prepare and present a visual aid that illustrates a specific point.
4. Use statistics, quotations, definitions and detailed illustrations as supporting materials.
5. Identify the components of the nonverbal delivery process, which includes: eye contact, rate/pause, and appearance.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

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

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

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

- The instructor will drop a student failing to attend the first class meeting. 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.
- 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 are 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 in the learning center, study rooms for small groups, and online access to a wealth of resources.

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 SPEECHES *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 class. Each of you will find a partner and interview him/her. When you have sufficient information, you will organize, filter and ultimately present it to the class.

You'll be allowed reference notes to spare you from blanking out from "stage fright," but the exercise is designed to help you engage your audience with eye contact, posture and overall rapport.

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 funny, sad, happy, or serious, but it should enlighten us about you as a person more than you have yet revealed.

Introductions should raise interest in your subject, and then your thesis should be stated clearly; this is the lesson learned from your shared experience. Your story should be organized chronologically. Include only details, which contribute to the support of your thesis.

Your story you should have a beginning, middle, and end. Your conclusion should reiterate 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. This 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 inform us about a subject of interest 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. 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. Attach to your outline 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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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 about the level of harm and need.

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.

Class Quizzes: Selected chapters from the textbook will be assigned. Chapter quizzes will be given promptly at the beginning of class on the date due. The grade for this portion of the course will be based upon the percentage of total correct answers given on the chapter quizzes. Wednesday, November 27th is the last day to complete all quizzes. Arrangements can be made to take a chapter quiz early if an absence is required.

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

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
<p style="text-align: center;">Week 1 2/16</p>	<ul style="list-style-type: none"> • Review Syllabus • Ice breaker • Introduce “Introductory Speeches” • Find partners and exchange information 	<ul style="list-style-type: none"> • Buy Book! • Read Chapter 1: Communication Competence and Public Speaking & Read Chapter 2: Speech Anxiety
<p style="text-align: center;">*Week 2 2/23</p>	<ul style="list-style-type: none"> ▪ Quiz on Chapter 1 & 2 ▪ Discuss Chapter 1 & 2 ▪ <u>Deliver Introductory Speeches</u> 	<ul style="list-style-type: none"> ▪ 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
<p style="text-align: center;">Week 3 3/2</p>	<ul style="list-style-type: none"> ▪ Quiz on Chapters 3 & 8 ▪ Discuss Chapters 3 & 8 ▪ Introduce the “Narrative” 	<ul style="list-style-type: none"> ▪ Read Chapter 6: Attention-Getting People to Listen & Chapter 7: Introductions and Conclusions
<p style="text-align: center;">Week 4 3/9</p>	<ul style="list-style-type: none"> ▪ Discuss Chapter 6 & 7 ▪ Class Activity: TBA 	<ul style="list-style-type: none"> ▪ Read Chapter 9: Speaking Style... ▪ Bring in narrative speech rough draft to next class

		meeting.
Week 5 3/16	<ul style="list-style-type: none"> • Discuss Chapter 9 • One-on-one to help refine narrative speeches. ▪ Group/Peer editing 	<ul style="list-style-type: none"> ▪ Prepare and practice your final narrative speech.
*Week 6 3/23	<ul style="list-style-type: none"> • <u>DELIVER</u> your NARRATIVE SPEECHES 	<ul style="list-style-type: none"> ▪ HW: Speech Reflection1 written response
Week 7 3/30	<u>DELIVER</u> your NARRATIVE SPEECHES	<ul style="list-style-type: none"> ▪ Read Chapter 4: Gathering Material ▪ & Chapter 5: Using Supporting Materials Effectively ▪ HW: Speech Reflection1 written response
Week 8 4/6	<ul style="list-style-type: none"> ▪ Discuss Chapters 4 & 5 ▪ Introduce Informative and Demonstrative Speeches ▪ Class Activity: TBA 	<ul style="list-style-type: none"> ▪ Read Chapter 10: Delivering your speech & Chapter 14: Informative Speaking
Week 9 4/13	<ul style="list-style-type: none"> ▪ . Discuss Chapter 10 & 14 	<ul style="list-style-type: none"> ▪ Decide the topic of your Informative or demonstration speech; start preparing it. Complete your informative/demo nstrative speech and show me a rough draft by next class ▪ Read Chapter 11:

<p>Week 11 4/20</p>	<p>NO CLASS: SPRING BREAK!</p>	
<p>Week 12 4/27</p>	<ul style="list-style-type: none"> ▪ Discuss Chapter 11 ▪ Peer Editing <p>I'll meet with entire class on a one-on-one basis to review your Informative or Demonstrative speech essay</p>	<ul style="list-style-type: none"> ▪ Finalize and practice Informative or Demonstrative Speech
<p>Week 13 5/4</p>	<p><u>Deliver your INFORMATIVE or DEMONSTRATIVE speeches</u></p>	<p>Finalize and practice Informative or Demonstrative Speech</p> <p>HW: 1 page written response- TBA</p>
<p>Week 14 5/11</p>	<p><u>Deliver your INFORMATIVE or DEMONSTRATIVE speeches</u></p>	<ul style="list-style-type: none"> ▪ Read Chapter 15: Foundations of Persuasive Speaking ▪ HW: 1 page written response- TBA
<p>Week 15 5/18</p>	<ul style="list-style-type: none"> ▪ Discuss Chapter 15 ▪ Class Activity TBA 	<ul style="list-style-type: none"> ▪ Read Chapter 13: Argument, Reasoning and Evidence ▪ Read Chapter 16: Persuasive Speaking Strategies
<p>Week 16 5/25</p>	<ul style="list-style-type: none"> ▪ Discuss Chapters 13 & 16 ▪ Peer editing <p>Class meets with me individually to refine your persuasive speech.</p>	<ul style="list-style-type: none"> ▪ Finish, refine and practice your persuasive Speech!!! ▪ Read Chapter 12: Skepticism: Becoming Critical

		Thinking Speakers and Listeners
Week 17 6/1	Deliver Persuasive Speeches	<ul style="list-style-type: none">▪ Write a 1 page written response-TBA
Week 18 6/8	Continue Persuasive Speeches	<ul style="list-style-type: none">▪ HW: Final Semester written response.▪ Enjoy your summer!!!