

### Basic Course Information

Semester	<b>Winter 2020</b>	Instructor Name	<b>Sabrina Worsham</b>
Course Title & #	<b>Comm 100 (Oral Comm.)</b>	Email	<b>sabrina.worsham@imperial.edu</b>
CRN #	<b>15166</b>		<b>sabrinaworsham@gmail.com</b>
Room	<b>315</b>	Office	<b>316</b>
Class Dates	<b>1/06/2020-2/06/2020</b>	Office Hours	<b>By appointment</b>
Class Days	<b>M-F</b>	Office Phone #	<b>(760) 355-6369</b>
Class Times	<b>12:30 PM-2:45 PM</b>	Office contact for emergencies	<b>760-355-6337</b>
Units	<b>3 unit course</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 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 speech of 4-6 minutes. (ILO1, ILO2, ILO3, ILO4, ILO5)
2. Deliver an organized informative speech to class audience members. (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

### Textbook

Pdfs for [publicspeakingproject.org](http://publicspeakingproject.org) (not a working website) available on Canvas.

## 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 = 1640) 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) Final Presentation:** done in pairs: Details to follow

## 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; late work is still not accepted\* \* **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. WINTER: This is an INTENSE 5 week course. There is a major speech almost every week and approximately 4 hours of homework per night. 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

**Recording lectures/Social Media: DO NOT record my lectures and/or take my picture during class time or office hours for use on the internet without MY EXPLICIT permission. DO NOT use social media during my classes.**

**Sign-In sheets/names on assignments: A sign-in sheet is completed at the beginning of class EVERY class period. It is YOUR responsibility to get on the sign-in sheet. All assignments must be labeled your FIRST and LAST name, as well as the CRN. Lack of sign-in sheet and/or name will result in a “0” for that assignment/activity.**

- “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

- <https://www.imperial.edu/students/canvas/>
- **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

### Anticipated Class Schedule / Calendar

Mon	1/6	ICA #1 In Class Activity	10	
Tues	1/7	Outline # 1/Notecard	10	

Imperial Valley College Course Syllabus – Communication Studies 100

Wed	1/8	Reader's Notes (1)	10
		Reader's Notes (2)	10
Thur	1/9	Speech #1	25
Fri	1/10	ICA #2	10
		Reader's Notes (8)	10
Mon	1/13	ICA #3	10
		Outline #2	10
Tue	1/14	Reader's Notes (4)	10
		Reader's Notes (13)	10
Wed	1/15	Speech # 2	50
Thur	1/16	Reader's Notes (3)	10
		ICA #4	10
Fri	1/17	ICA #5	10
		Reader's Notes (5, 7, 10)	30
Tues	1/21	ICA #6	10
		Out #3 (VAs/Videos due)	10
Wed	1/22	Exam 1	80
Thurs	1/23	ICA #7	10
Thurs	1/23	Reader's Notes (6)	10
Thurs	1/23	RN (9) + SP 3 VIDs	10
Fri	1/24	Speech #3	100
Mon	1/27	Outline # 4	10
Tue	1/28	ICA #8	10
		Reader's Notes (14)	10
		Reader's Notes (16)	10
		Reader's Notes (17)	10
		Reader's Notes (11)	10
		ICA #9 + Notecards # 4	10
Wed	1/29	ICA #10	10
Wed	1/29	Outline # 5	10
		Reader's Notes (12)	10
		Reader's Notes (15)	10
Thurs	1/30	ICA #11 & start Speech # 4	10
Fri	1/31	Speech # 4	125
Mon	2/3	Exam 2	80
Tues	2/4	ICA #12	10
Wed	2/5	Speech #5	150
Thurs	2/6	Speech #5 Cont...	
Thurs	2/6	Final Presentation	50

Models of Communication  
 Linear, Transactional  
 Elements of the Communication Process  
 Encoding and Decoding, Communicator  
 Message, Channel, Noise  
 Worldview & Context  
 Types of Speeches  
 Speaking Competencies  
 Useful Topics, Engaging Introduction  
 Clear Organization, Well-Supported Ideas  
 Closure in Conclusion

**STUDY GUIDE EXAM ONE**

**Chapter One:** Benefits of Public Speaking  
 Personal, Professional, Public

Clear and Vivid Language  
Suitable Vocal Expression  
Corresponding Non Verbals  
Adapted to the Audience  
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, Inference, Sampling

Categories of Audience Analysis

Situational Analysis, Demographic Analysis

Psychological Analysis, Multicultural Analysis

Interest and Knowledge Analysis

### **Chapter 7**

Personal and Professional Knowledge, Personal Testimony, Interviews, Library Resources, Books Periodicals, Full Text Databases, Internet Resources

Search Engines, Defining Search Terms

Websites, Government Documents

Evaluating Information

Citing Sources and Avoiding Plagiarism

Style Sheets

Plagiarism

### **Chapter Eight**

Main points, sub points, and ideas

Organizing Informative Speeches

Topical, Spatial, Chronological

Source Citation (When, why, and how)

Paraphrasing versus quoting

Source Criteria: Recency, Variety, Publication, Bias, Connect to the Subject

### **Chapter Thirteen**

Effective Visual Aids, Types of Visual Aids

Personal Appearance, Objects and Props,

Demonstration, Posters and Flip Charts

Audio and Video, Handouts, Slideware

Design Principles & Slide Layout

Backgrounds and Effects

Colors, Fonts, Text, Images, Graphs and Charts

**Sabrina Adds:** 10 step 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

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 and Ethics  
Sexist and Heterosexual Language  
Avoiding Language Pitfalls  
Profanity  
Exaggeration  
Powerless Language  
Incorrect Grammar  
Other Language Choices to Consider  
Clichés  
Language that is Central to Pop Culture  
**11** Classifying Communication Apprehension  
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  
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

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 and 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, Neutral, and Hostile Audiences  
Persuasive Strategies  
Ethos, Logos, Pathos  
Organizing Persuasive Messages  
Monroe's Motivated Sequence  
\*Sabrina's Patterns  
**17** Background of Special Occasion Speaking  
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  
Keeping the Speech Short  
Acknowledging the Obvious  
Staying Positive  
Using Humor  
\***Sabrina's COMPLETE structure**  
\* **Sabrina's 10 step speech making process**