

Basic Course Information

Semester	Spring 2020	Instructor Name	Sabrina Worsham
Course Title & #	COMM 100: Oral Comm.	Email	sabrina.worsham@imperial.edu
CRN #	21079		sabrinaworsham@gmail.com
Room	315	Office	316
Class Dates	2/18/2020-6/12/2020	Office Hours	Tue/Thurs: 5:45-6:30pm (office) Wednesday: 4:30-6:30pm (office) Friday: 10:50 am -11:20 am (virtual: Facebook and Gmail)
Class Days	Tuesday	Office Phone #	(760) 355-6369
Class Times	1:00 PM-4:10 PM	Office contact for emergencies	760-355-6337
Units	3 unit course		

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

Textbook & Additional Materials

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

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.

*Assignments and class schedule are subject to change. Said changes are likely only announced during class time. Students are responsible for changes, regardless of class attendance.

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, please secure documentation. **AGAIN**, please remember that in-class activities and speeches cannot be made up. Do not miss my class. **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.

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.

(18 @ 10 points each = 180) 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 @ 40 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<

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 for use on the internet. 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. Sign in sheets need day, date, CRN, and time.

- “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

- 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 full time 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;” 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

Student Equity Program

- The Student Equity 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. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services 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 education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Anticipated Class Schedule / Calendar *Tentative, subject to change without prior notice****

In Class Activity #1	10		18-Feb
Outline 1	10		25-Feb
Reader's Notes 1	10		25-Feb
Reader's Notes 2	10		25-Feb
Speech 1	25		3-Mar
In Class Activity 2	10		3-Mar
Outline 2	10		10-Mar
In Class Activity 3	10		17-Mar

Imperial Valley College Course Syllabus – COMM 100 Oral Communication

Reader's Notes 3	10	17-Mar
Reader's Notes 4	10	17-Mar
Reader's Notes 8	10	17-Mar
Speech 2	50	24-Mar
Reader's Notes 5	10	24-Mar
Reader's Notes 7	10	24-Mar
Reader's Notes 13	10	24-Mar
In Class Activity 4	10	31-Mar
Exam 1	80	31-Mar
In Class Activity 5	10	7-Apr
Outline 3	10	7-Apr
Reader's Notes 6	10	7-Apr
Reader's Notes 9	10	7-Apr
Reader's Notes 10	10	7-Apr
In Class Activity 6	10	21-Apr
Speech 3	100	21-Apr
Reader's Notes 11	10	21-Apr
Reader's Notes 12	10	21-Apr
Reader's Notes 17	10	21-Apr
In Class Activity 7	10	28-Apr
Reader's Notes 14	10	28-Apr
Reader's Notes 15	10	28-Apr
Reader's Notes 16	10	28-Apr
Reader's Notes 18	10	28-Apr
In Class Activity 8	10	5-May
Outline 4	10	5-May
Exam 2	80	12-May
In Class Activity 9	10	12-May
Speech 4	125	19-May
In Class Activity 10	10	19-May
In Class Activity 11	10	26-May
Outline 5	10	26-May
Speech 5	150	2-Jun
Partner Speech	40	9-Jun
In Class Activity 12	10	9-Jun

Study Guides:

Tentative, subject to change without prior notice

Chapter One: Benefits of Public Speaking

Personal, Professional, Public

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 Topic

Engaging Introduction

Clear Organization

Well-Supported Ideas

Closure in Conclusion

Clear and Vivid Language

Suitable Vocal Expression

Corresponding Nonverbals

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 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 11

Classifying Communication Apprehension (CA)

Trait anxiety vs. State anxiety	Understanding a Diverse Audience
Scrutiny Fear	High and Low Context Cultures
Frames of Reference	Power Distance
Habitual Frame of Reference	Uncertainty Avoidance
Personal Frame of Reference	Individualism vs. Collectivism
Cognitive Restructuring (CR)	Masculinity vs. Femininity
Sources of Apprehension	Time Orientation
Impact of Apprehension	Selecting Supporting Materials
Learning Confidence	Stories
Techniques for Building Confidence	Facts and Statistics
Prepare Well, Visualize Success, Avoid Gimmicks	Testimony
Breathe and Release, Minimize What You	Speech Organization
Memorize	Linear Pattern vs. Holistic Pattern
Practice Out Loud, Customize Your Practice	Appropriate Verbal Expression
12	Denotative and Connotative Meaning
Methods of Delivery: Manuscript Style,	Communication Style
Memorized Style. Impromptu Style,	Effective Nonverbal Expression
Extemporaneous Style	Kinesics
Vocal Aspects of Delivery	Paralanguage
Articulation vs Pronunciation	Physical Appearance
Accent, Dialect and Regionalisms	15
Vocal Quality	Functions of Informative Speeches
Pitch and Inflection	Provide Knowledge
Rate of Speaking	Shape Perceptions
Pauses Versus Vocalized Pauses	Articulate Alternatives
Vocal Projection	Allow us to Survive and Evolve
Nonverbal Aspects of Delivery: Personal	Role of Speaker
Appearance	Informative Speakers are Objective*
Movement and Gestures, Facial Expressions, Eye	Informative Speakers are Credible
Contact	Informative Speakers Make the Topic Relevant
Mastering the Location	Informative Speakers are Knowledgeable
The Room: The Podium: The Equipment	Types of Informative Speeches: Definitional,
Using a Microphone: Water Rules	Descriptive, Explanatory, Demonstration
Preparation, Practice and Delivery	Developing Informative Speeches
Preparing Notes	Generate and Maintain Interest
Rehearsing the Speech	Create Coherence
Managing Stress	Make Speech Memorable
Delivering the Speech	16
14	What is Persuasive Speaking?
Reasons to Adopt a Global Perspective	Functions of Persuasive Speeches
The Economic Imperative	Propositions of Fact, Value, and Policy
The Technological Imperative	Choosing a Persuasive Speech Topic
The Demographic Imperative	Approaching Audiences
The Peace Imperative	Receptive Audiences
Sensitivity and Respect	Neutral Audiences
Stereotypes, Prejudices, Ethnocentrism	Hostile Audiences

Persuasive Strategies
Ethos, Logos, Pathos
Organizing Persuasive Messages
Monroe's Motivated Sequence
Direct Method Pattern
Casual Pattern
Refutation Pattern
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Background of Special
Occasion Speaking
Epidictic 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 structure
* Sabrina's 10 steps to the speech making
process