Communication 1

**Introduction to Public Speaking**

*Fall 2010*

**Reedley College**

**Instructor:** Helen Chavez, M.A.

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**Office hours:** Available by appointment only

**Course Description and Rationale:** The primary objective of this course is to help you to improve and expand your communication skills. To accomplish this objective, each student will gain new knowledge about the human communication and be given the opportunity to apply this knowledge in a series of in-class presentations. These presentations will vary in type and length and are described below. This course is oriented toward practical experiences based on sound communication theory and is built on the assumption that students need to develop confidence in their abilities as public communicators. Confidence is developed through a combination of 1) understanding the theoretical material presented in the textbook and class lectures, and 2) applying this understanding to the in-class speaking assignments and eventually to your professional careers. In addition to the specific course objectives listed below, more detailed learning objectives will be provided for each assignment.

**Course Outcomes:** During this course, students will:

1. Construct and deliver a speech with communicative competence and confidence.

**Construct and deliver dynamic and competent presentations that are adapted to the purpose and audience.**

1. Choose appropriate organizational patterns and supporting material for their speeches.

**Choose appropriate organizational patterns.**

1. Create speeches for various contexts and occasions.
2. Apply better listening skills in public speaking situations.
3. Become more effective, supportive listeners.
4. Apply more effective reasoning skills when constructing and evaluating speeches.

**Utilize research materials that incorporate sufficient, credible, and relevant evidence.**

1. Critique and evaluate others’ speeches.

**Analyze the effectiveness of communication through constructive critique.**

**Textbook:** Metcalfe, Sheldon (2010) Building A Speech. (Seventh edition), Fort Worth: Harcourt College Publishers.

**ASSIGNMENTS:**

**Speeches** *point value*

Speech #1 Autobiographical speech 0 Required/minus points

Speech #2 Informative speech 60

Speech #3 Pro/Con speech 80

Speech #4 Persuasive speech 100

Speech #5 Farewell speech 0 Required/minus points

 OR 15 extra credit points

 **Total= 240**

**Listening Reports**

 Each student is asked to attend one (1) speaking situation during the semester and turn in a 1 page typed report discussing how speeches in the outside world differs from those done in class. This is a very brief report, so it is a good idea to write this report after you have completed the pro/con speech. You should then have a better understanding of the speeches done in class. However, you may attend the speaking event anytime the opportunity to do so arrives. The report is due on the date indicated in the course schedule attached. There are **three prohibitions-** no classroom speeches or lectures, no speeches given over radio or television, and no speeches in which the primary purpose is to entertain- **and one limitation-** unique types of speaking situations (e.g. sermons, slide lectures, videos) may be used only with my permission!! If you turn in a paper using these types of speaking situations without my permission, you will receive zero points! Also, I will NOT accept reports after the due date—NO exceptions!

 **Total= 25**

**Tests**

 The procedure for test taking will be as follows: 1) each student will take a brief test (10

Questions) which will be turned in to me, then 2) in groups of 5 or 6 students, a second test will be taken (15 questions- the same 10 from the individual test plus 5 more) and the group decides which the “correct” answers are, then 3) group members complete and sign a single answer sheet. A student’s score is the total of the correct answers on his/her individual test plus the total number of correct answers on the group sheet. **Due to this system, there can be NO make-ups of group tests.** The individual part of the exam can be made-up, but must be taken immediately (first day/night back) or you will receive zero points. Please be on time for the test in order to have a chance at the total number of points.

 Test #1…………………….Chapters 1, 2, 3, 4, and 5…………………….25

 Test #2…………………….Chapters 7, 8, and 9………………………….25

 Test #3…………………….Chapters 10, 11, 12, and 15………………….25

 Test#4……………………..Chapters 13, 14, 16, and 17………………….25

 Test #5…………………….Chapters 18, 19, and 6……………………….25

 **Total= 125**

**Peer Speech Evaluations and Participation**

Throughout the semester, students will periodically be asked to give written and/or verbal critiques of other students’ speeches/arguments/debates. This is a mandatory part of the class. Unlike other classes you may take at the college level, this class has a hard time functioning unless all students are present to give suggestions, offer praise, and get help/advice from other classmates throughout the semester. **You are expected to attend class and be on time in order to reap these benefits as well as provide help to your peers. Missing class (regardless of reason) especially when others are giving speeches/arguments/debates/presentations WILL hurt this section of your grade.**

 **In addition, you are also expected to complete all assignments. This includes not only graded assignments but non graded assignments as well (Speech #1, group lectures, in class activities, etc.).**

**No iPods or anything of the sort in class! No cell phones in class!! If I see a cell on your desk, in your hands, on your laps or anywhere near your person, you will lose all *Peer Speech Evaluations and Participation* points.**

**One more thing, all of you must be on your best behavior. Do not ridicule me or your fellow classmates!!**

**I DO AND WILL deduct points from this section (Peer Speech Evaluations and Participation).**

 **Total= 110**

**LATE ASSIGNMENTS:**

MY LATE ASSINGMENT POLICY IS A STRICT ONE! I am no longer wasting valuable time dealing with reasons or excuses for late work. Late work is what I say it is. So even if you show me your work on a flash drive or whatever, it is still late! If…If I accept past the due date work, I will always deduct points. The amount of points deducted will be entirely up to the instructor.

***Here’s the Big One!*** *Regardless of the reason(s), if you do not do your speech on the*

*day/night it is due, you will receive up to a 20 point grade dock for each class meeting it is late including those that have been excused by me!!! This is a huge penalty and could make or break your grade in this class. Due to the nature of the class, I must enforce this or it will put everyone behind; you must not waste my or any of your classmates valuable time with lateness on these speeches. Period.*

 *In addition, presentations are schedule for a certain amount of days/nights. Once these are over and if you have not presented your speech, you will receive zero points for the assignment. This is especially true for those speakers who are schedule to present on the last day/night. Always present your speeches on time!*

I do not search you out for make-ups if you miss an assignment. It is your responsibility to approach me.

**EXTRA CREDIT (MAYBE!):**

Speech #5 (the Farewell speech) is a mandatory assignment. However, this speech might also earn you a few extra credit points. Extra points will only be granted to students who demonstrate proper classroom conduct throughout the semester and follow the rules outlined in the participation section. This is absolutely at the teacher’s discretion.

 **Total= 0-15**

**DROP POLICY:**

 Be advised that after the drop date (October 15, 2010…I’M NOT SURE ON THIS, FIND OUT FOR YOURSELF!!) you will be issued a letter grade (“A” through “F”) if you are still enrolled in class. It is ***your responsibility to drop*** the class, it is ***NOT MINE!***

**PLEASE NOTE:**

1. The college’s policies regarding student conduct in classes, including cheating and plagiarism, are located in the Catalogue and Schedule of Courses. You should be aware of these policies and abide by them. Also, students with disabilities are reminded that it is your responsibility to identify yourself to the College’s Disabled Student Services and to your instructor(s) so reasonable accommodation for learning and evaluation within the course can be made.
2. Additional class rules, policies, conditions, etc. will be stated in class during the course of the semester.

**ADDITIONAL NOTES:**

***Academic Dishonesty***

*Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.*

***Cheating***

*Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another’s work, supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.*

***Plagiarism***

*Plagiarism is a specific form of cheating: the use of another’s words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.*

We have had a surge in plagiarism cases, and we are taking a hard line.  If you have an intentional case of plagiarism, please complete the necessary Disruptive Conduct paperwork found in the VP of Student Services office.  Michael White, VP of Student Services, is very helpful with this and follows through on the steps you would like him to take.

As always, you are welcome to use the writing center space to meet with students or work at one of our computers.  The writing center is open M-TH, 8-2.  If you would like to bring your class to the writing center during the first week of instruction to sign them up, please do so.  If you would instead like a representative of the writing center to come to your classroom, let me know as I am the acting coordinator of the writing center until Rebecca Snyder returns from maternity leave.  Rebecca has some money still available of you are interested in having an embedded tutor in your classroom.  Since the embedded tutor program is funded by the Basic Skills Initiative, it must be a basic skills level course.

**\*\*\*EXTRA HELP:** I have no office hours. I am available by appointment only. Please do not hesitate to ask for help ☺

**FINAL GRADES WILL BE BASED ON THE FOLLOWING SCALE:**

**GRAND TOTAL 500**

500-450=A

449-400=B

399-350=C

349-300=D

299-000=F

 It is a good idea to keep all graded assignments that I pass back to you as proof of your status, at least until you receive your final grade at the end of the semester (that’s good advice for all of your classes).

**PROPOSED SCHEDULE** (TENTATIVE-COULD BE CHANGED)

You are expected to have read the chapter (s) in the book before we analyze it in class!

**Tuesday Night**

Aug. 17 Introduction to the class and Chapter 2

Aug. 24 Chapters 1, 3, 4, and 5 (Speech #1 Demo)

Aug. 31 **Test #1**, Chapter 7, and **Speech #1 (Autobiographical Speech)**

Sep. 07 Chapters 8 and 9 (Group Lecture)

Sep. 14 **Test #2**, Chapters 15 and 10

Sep. 21 Outline/Speech Format Discussion

Sep. 28 Chapters 11, 12, and **Test #3**

Oct. 05 **Speech #2 (Informative Speech and Outline Due)**

Oct. 12 **Speech #2 (Informative Speech and Outline Due)**

Oct. 19 Pro/Con Discussion, Chapters 13 and 14

Oct. 26 Chapters 16, 17, and **Test #4**

Nov. 02 **Speech #3 (Pro/Con Speech and Outline Due)**

Nov. 09 **Speech #3 (Pro/Con Speech and Outline Due)**

Nov. 16 Chapters 18, 19, 6 and speech prep day

Nov. 23 **Speech #4 (Persuasive Speech and Outline Due)**

Nov. 30 **Speech #4 (Persuasive Speech and Outline Due)**

Dec. 07 **Speech #4 (Persuasive Speech and Outline Due)** **Listening Report Due**

Dec.14 (T) Final: 6:00-8:00 p.m.

 1) **Test #5**

 2) **Speech #5 (Farewell Speech)**