

# Communication 1, Section 55806: Fundamentals of Public Speaking (3 units)Spring Semester 2020F 8:00 am – 10:50 am; Soc 36

Table of Contents

[Communication 1, Section 55806: Fundamentals of Public Speaking (3 units) Spring Semester 2020 F 8:00 am – 10:50 am; Soc 36 1](#_Toc28321575)

[Course Advisory 1](#_Toc28321576)

[Student Learning Outcomes 2](#_Toc28321577)

[Course Policies 4](#_Toc28321578)

[Course Grades 6](#_Toc28321579)

[Point Scale (based on our 500 point course) 6](#_Toc28321580)

[Grade Descriptions 6](#_Toc28321581)

[Course Assignments in Brief 6](#_Toc28321582)

[Tentative Course Schedule 8](#_Toc28321583)

| **Instructor:** | Ricardo Martinez |
| --- | --- |
| **E-mail:****Last Drop Days:****Final Drop Date:** | Ricardo.martinez@reedleycollege.edu or via Canvasw/Refund: Jan 24 – w/o a W: Jan 31 (in person) Feb 2 (online)March 13  |

|  |  |
| --- | --- |
| Cover image of POCKET GUIDE TO PUBLIC SPEAKING | **Required Material*** Textbook: O’Hair, Dan. A Pocket Guide to Public Speaking. 5th ed. Bedfor/St. Martin’s, 2016.
* Additional readings will be assigned and available on Canvas.
* 3x5 note cards.
 |

## Course Advisory

It is recommended that you have already completed English 125 at the time you take this course. This class involves research and organization skills which may be a challenge for you if you are not eligible for this English level.

**Course Descriptions, Outcomes, and Objectives**

Fundamentals of public speaking utilizing theories and techniques of communication enhance public speaking skills. Particular emphasis will be on the organization and criticism of public discourse. This will be achieved through research, reasoning, presentations, and the evaluation of various types of speeches which include informative and persuasive speeches

## Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Construct and deliver dynamic and competent presentations that are adapted to the purpose and audience.
2. Utilize organizational patterns and research materials that incorporate sufficient, credible, relevant evidence.
3. Explain the principles of human communication by critically evaluating public speeches through constructive critique and self-analysis.

**Course Objectives**

In the process of completing this course, students will:

1. Gain communicative competence and confidence as a result of the preparation, presentation, and analysis of oral messages.
2. Gain an understanding of the communicative process.
3. Develop skill in informative, persuasive and ceremonial speaking.
4. Recognize the need for clear and concise organization of ideas.
5. Use supporting materials effectively.
6. Analyze and adapt messages to address audience attitudes, needs and demographics.
7. Recognize the role of culture in the production and management of spoken interaction.
8. Develop skill in extemporaneous speaking (present a minimum of 3 graded speeches in front of an audience).
9. Enhance vocal skills (projection, diction, inflection and volume).
10. Improve listening skills.
11. Critique and analyze their own and other speeches.
12. Utilize practical assignments and exercises that will reinforce the theoretical concepts studied in class.
13. Present a variety of speeches and be expected to present for approximately 25 minutes each during the course of the semester.

**Course Requirements**

1. *Attendance.* Attendance is crucial in a communication course; especially in a one day a week class. Not only does attendance count toward your participation grade, it also shows respect for other speakers and has been proven to increase your overall course grades. Roll will be taken at the start of each class. Absences will be excused for verified school events or documented illness only. If you are a member of a team or club on campus that will take you away from class, you must make arrangements with me prior to your absence. If you are ill, verification must be submitted within one class period of the absence. Absences for doctor’s appointments, work schedules, vacations, car trouble, etc. will not be excused. Please plan in advance. It is *your* responsibility to notify me by email if you will be absent and to make arrangements to get notes from a classmate and/or turn in the day’s assignments. A grade of “0” will be assigned if you miss a speech or exam without an acceptable excuse (which may lead to you failing the class-see “Speeches” section). **Knowing that sometimes “life happens,” you will receive one free absence**. **Each unexcused absence after that will result in a reduction of 15 participation points**. **More than two days of unexcused absences may result in you being dropped from the course**.
2. *Participation*. In addition to attending class, you are expected to actively participate in all classroom activities and group discussions. Class participation is essential in a course of this nature where we work in groups, pairs, etc. You are expected to listen to both the instructor and your fellow classmates. You will also be asked to give written peer evaluations on speech days. Therefore, **plan on arriving to class on time and remaining until class is dismissed**. If you arrive late or leave early, you will have participation points deducted for the day. If you arrive late or leave early on a day an assignment is due, you will receive a 0 for that assignment. Disruptive and rude behavior will not be tolerated. **Please silence all phones for the class period and leave in your bag** unless otherwise directed. Earphones/ear buds should also be removed before class. When you are in the classroom, you are here to learn principles of Public Speaking. **When someone is speaking, your desk must be cleared of all other materials**; including homework, laptops, etc. Students may not take pictures of slides or record (audio or video) in this class except in accordance with ADA accommodations or as required by the instructor.
3. *Speeches*. In order to gain expertise in this practice, you will be given several opportunities to master your skills at public speaking (with both graded and non-graded assignments). This class fulfills the ORAL component for the general education requirements – I take this very seriously. It will range from extremely difficult to impossible to pass the course if you miss a speech. Missing a speech means a zero on the speech, outline, checklist, reflection paper, participation points, and extra credit. Also, students who miss a speech will not be allowed to present their ceremonial speech. **I do not allow anyone to give their speech on a day other than their assigned date. Do not ask for an extension.** If you are unable to present on your assigned date you will be given a 0 on that speech. In order to make up the missed speech on “Make-Up Speech Day” - See “*Make-Up Speech Day*” section for details on the process and requirements. After a student gives their speech they are **required** to stay until class is dismissed. If you give your speech, then leave class early, you will be given a zero on that speech and will have to re-do the speech on Make-Up Speech Day – note if you already have a makeup speech you will fail the course.
4. *Computer Access*. Since you will be spending considerable time researching and collecting sound evidence, you **must** have access to a computer (either in the RC library or at home). You should also have a basic knowledge of Word and Power Point.
5. *Canvas*. You will be able to find the course syllabus, course documents, student examples of assignments, a place to ask questions and more on Canvas. It would be wise to become familiar with Canvas early on in this class. ***It is your responsibility to check Canvas for announcements, schedule changes, grades, instructor absences, etc.*** To log in, go to http://www.reedleycollege.edu and click on the "instructions for using Canvas link." Please note that percentages on Canvas don’t accurately reflect course grades. I calculate scores based on total points.

## Course Policies

1. *Late assignment policy*. All written assignments have a 12-hour grace period where they could be submitted through Canvas without any deduction of points. No written assignments will be accepted past this point regardless of reason, so be aware of due dates and start early. Emailed or papers turned in person will not be accepted. There are no extensions for examinations of any kind without a verified medical excuse. Students may make-up one speech with a two-letter grade drop on Make-Up Speech Day. Accommodations will be made for students with a verifiable medical excuse.
2. *Make-Up Speech Day*. The purpose of this course is to develop public speaking skills and often times after a speech the speaker will wish they had an opportunity to make changes and give the speech again. Also, occasional circumstances prevent us from making it to class on a speech day, so in an effort to be fair and to encourage student development, I will have one assigned development day. If you have missed ONE speech this is your chance to make it up. If you would like to re-do one speech this is your opportunity to give the speech again in hopes of an improved grade. The **bad news** is all make up speeches will suffer a 20% reduction from the original points possible. I will only listen to late speeches on this day. If you miss a speech you will be allowed to make up that ONE speech on the Make-Up Speech Day, but you will be at the mercy of time constraints and some basic rules. If a missed speech is not made up, you will receive 0 participation points and will not be awarded any points for the ceremonial speech.

|  |
| --- |
| First you can only make up ONE speech from the semester. (If you missed two speeches you have officially failed the class.) |
| Second you must have turned in your outline by 11:59 pm two nights prior to the Make-Up Speech Day. |
| Third you must be ON TIME – NO ONE IS ALLOWED IN THE ROOM ONCE SPEECHES BEGIN, a sign will be posted on the door. |
| Fourth all speeches will be given on a lottery basis. (I cannot guarantee we will have time for all speeches). |

The **GOOD NEWS** is if you have given all of your speeches and do not have any to make up, consider this a free day – take the time to study for the final or sleep in, go to the beach (Reedley Beach??) or whatever you want.

1. *Classroom Deportment*: Each student is expected to respect the rights of the other students and instructor in the class. The exploration of controversial ideas is an essential component of this class. Students who do not behave in a respectful manner will be asked to drop the class. When presentations are in progress students arriving late are to stay outside until the presentation is complete. Interrupting a presentation for any reason other than a severe emergency is inconsiderate and will not be tolerated. Cell phones and pagers should be turned off before coming to class. Students will receive one warning and then be asked to leave the classroom. If deported from the classroom you will lose your participation points for that day.
2. *Student Rights*. So that students are fully aware of their rights and responsibilities they are encouraged to become familiar with the “Campus Policies” section of the Schedule of Courses. This material includes information regarding cheating and plagiarism, disruptive classroom behavior, and other instructional issues. Students with disabilities should identify themselves so that appropriate accommodations can be made.
3. *Cheating and Plagiarism*. Cheating and Plagiarism will not be tolerated in this class. Any act of cheating or plagiarism, whether large or small, will be treated the same. Students who are caught cheating or plagiarizing will receive an “F” on the assignment in question and will be reported to the dean.
4. *Changes to the Syllabus*. The instructor reserves the right to make changes to the syllabus throughout the course of the semester. Any changes made to the course syllabus will be done in the best interest of the students. Changes may be announced verbally or online. It is your responsibility to make sure you are informed about any changes that occur.
5. *Students with Disabilities*. If you have a verified need for an academic accommodation or materials in alternate media (Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.
6. *Teaching philosophy*. I encourage all students to maximize their resources. If at any point you need help (with concepts, speeches, papers, etc.), ask your peers or ask the instructor. There is no need to self-sabotage or remain confused. Additionally, public speaking is a skill. Students will come to class with different comfort and skill levels with public speaking based on previous experiences. One portion of grading is geared towards mechanics, and the other half on effort and thoughtfulness. I expect for you to apply effort to the speeches, and to progress throughout the course. Your only competition is yourself.

## Course Grades

Your grade in this class will be based on the points that you earn in the following activities/assignments:

|  |  |
| --- | --- |
| **Assignment Name** | **Points** |
| Participation | 50 |
| Storytelling Speech  |  10 |
| Bag Speech Assignment | 70 |
| Informative Speech Assignment | 100 |
| Persuasive Speech Assignment | 125 |
| Special-Occasion Speech  |  25  |
| Self-Reflection Paper (2 @ 25 points each) | 50 |
| Quizzes (7 @ 10 points each) | 70 |
| ***Total Points Possible*** | ***500*** |

## Point Scale (based on our 500 point course)

| A = 90-100% (449 and up) | B = 80-89% (399 – 448) | C = 70-79% (349 – 398) |
| --- | --- | --- |
| D = 60-69% (299 – 348) | F = 0-59% (298 & below) |  |

## Grade Descriptions

| **Letter Grade** | **Description** |
| --- | --- |
| A | Excellent performance, superior achievement |
| B | Good performance, substantial achievement |
| C | Meets minimum standard performance and achievement |
| D | Unsatisfactory performance and marginal achievement |
| F | Unsatisfactory performance and achievement |

Course Assignments in Brief(detailed handouts will be provided for assignments)

1. **Storytelling Speech**

(CO; 1, 2, 9, 10, 13): Storytelling is the most powerful way to put ideas into the world. People love a good story – it doesn’t have to be fancy or exotic, but it does have to be real. Think of an event you experienced, a trip you took, a challenge you overcame, or an experience that changed your view on life. The story can be as simple as a family trip to the coast or a brush with greatness (running into a famous person). The only boundaries are that the story has to be true and it had to have happened to you. This will be a credit/no credit assignment. To received credit, your story must be a ***1-2 minutes*** in length. Remember, you’re never going to kill storytelling, because it’s built in the human plan. We come with it.

1. **Bag Speech**

(CO; 1, 2, 3, 4, 5, 8, 9, 10, 12, 13): Since most fear of public speaking derives from the unknown (e.g., “*what does the audience think of me?”* and *“what if I don’t know the content well enough?*”), the first graded speech will give a chance to reduce the uncertainty from both perspectives. Select 2-3 items, place them in a bag, and be prepared to explain how the three items describe you. You must demonstrate that effort went into the assignment. This speech will be ***2-4* *minutes*** long.

1. **Informative Speech**

(CO; 1, 2, 3, 4, 5, 8, 9, 10, 12, 13): This speech will apply concepts learned in the course to present an extemporaneous address about a student-selected topic involving processes, events, places, people, objects, or concepts. To avoid trivial speeches, it is required that your topic contains depth. This speech will be ***5-7 minutes*** long.

1. **Persuasive Speech**

(CO; 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13): Representing a culmination of the components of public speaking that have been examined in this course, this speech (***5-7 minutes***) will seek to adjust listener attitudes/beliefs/values, urge action, or answer opposing views through careful reasoning and argumentation.

1. **Special-Occasion Speech**

(CO; 1, 2, 3, 4, 5, 8, 9, 10, 12, 13): Most of you will be required to give a special occasion speech at some point in your life; at a wedding, family gathering, or even a funeral. You can make things up for this speech, for example you can pretend you are accepting an award from the VMA’s. This will be a ***1 and a half to 2-minute*** presentation and will take place during our final day scheduled period.

1. **Outlines**

(CO; 2, 4, 6, 12): There will be an outline assignment attached to the 3 major speeches (i.e., Bag, Informative, and Persuasive). All outlines will follow a template provided on Canvas and will be submitted through Canvas **due 11:59 pm, two nights prior to your scheduled speaking day**. For example, if you present on Wednesday, the outline is due Monday by 11:59 pm. They are to be completed with full, complete sentences and a reference page (when required) in proper APA format. Additionally, **students who do not submit their outlines are not allowed to present**.

1. **Checklists**

(CO; 2, 4, 12): There will be a checklist assignment attached to the 3 major speeches (i.e., Bag, Informative, and Persuasive). Checklists are designed to guide students while they are working on their speeches/outlines by providing a comprehensive step-by-step process. You are required to complete a checklist for the Bag Speech Assignment, whereas the informative and persuasive will be optional/extra credit opportunity. Checklists are to be submitted through Canvas **due before class on the day that you present**.

1. **Reflection Papers**

(CO; 2, 6, 10, 11, 12): Being introspective and aware of your work is vital to growth. Vague goals equal vague outcomes; specific goals equal specific outcomes, therefore, after completing your speech, you will write a *2-page* reflection paper using concepts learned in class while being reflective on your strengths and places for improvement for the following speech. Reflection papers are to be submitted through Canvas **due one week after you present** **by 11:59 pm** (e.g., you present on Monday, your paper is due the following Monday).

1. **Quizzes**

(CO; 2, 4, 7, 8, 12): For further incentives to read and come to class prepared to discuss concepts, there will be weekly quizzes that will consist of multiple-choice, true-false, and matching questions on the reading material for that week. The quizzes will be distributed online through Canvas, and they are **due before class begins**. See schedule below for specific due dates.

## Tentative Course Schedule

The readings refer to chapters in the text and/or articles that should be read BEFORE you come to class. **Please note that presentation days, due dates, exam days, and holidays are in bold type**.

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic** | **Reading(s)** |
| F 1/17 | IntroductionsOverview of the course and the syllabusPublic speaking as communication\*Storytelling speech assignment | *O’Hair, Dan, Ch. 1* |
| F 1/24 | Speech Anxiety Management **Storytelling Presentations**Organizing a speech\*Bag speech assignment**Quiz 1 due before class** | *O’Hair, Dan, Ch. 2, 3, 11, & 12* |
| F 1/31 | Outline speeches w/ intros & conclusionsUsing supporting materials**Quiz 2 due before class** | *O’Hair, Dan, Ch. 13, 14, & 8* |
| F 2/7 | Delivering speeches**Outline Workshop****Quiz 3 due before class** | *O’Hair, Dan, Ch. 16, 17, & 18* |
| **F 2/14** | **NO CLASS – LINCOLN DAY** |  |
| F 2/21 | **Bag Speech Presentations**  |  |
| F 2/28 | Informative speakingResearch\*Informative speech assignment**Quiz 4 due before class** | *O’Hair, Dan, Ch. 7, 9, 10, & 22* |
| F 3/6 | Using language Presentation aids**Quiz 5 due before class** | *O’Hair, Dan, Ch., 15, 19, 20, & 21* |
| F 3/13 | Audience analysisEthics and listening skillsOutline Workshop**Quiz 6 due before class** | *O’Hair, Dan, Ch. 4, 5 & 6* |
| F 3/20 | **Informative Speech Presentations** |  |
| F 3/27 | **Informative Speech Presentations** |  |
| F 4/3 | Persuasive speaking\*Persuasive speech assignment **Quiz 7 due before class** | *O’Hair, Dan, Ch. 23, & 24* |
| **F 4/10** | **NO CLASS – SPRING RECESS** |  |
| F 4/17 | Persuasive speaking (cont.)Workshop day |  |
| F 4/24 | **Persuasive Speech Presentations** |  |
| F 5/1 | **Persuasive Speech Presentations** |  |
| F 5/8 | Special-Occasion speaking\*Special-Occasion speech assignment  | *O’Hair, Dan, Ch. 25* |
| F 5/15 | Workshop day**Make-Up Speech Day** |  |
| **W 5/20** | **Final Exam Period****7 – 9 am** |  |

*Note: The schedule, policies, procedures, and assignments in our course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning. Changes will be announced in class and on Announcements in Canvas.*