

Comm 1: Fundamentals of Public Speaking

Course Syllabus

**Course:** COMM-1-59328

**Instructor**: Ricardo Martinez

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**Preferred Method of Communication:** Canvas inbox

**Office Hours:** By appointment

| A picture containing textbook | **Required Material**1. Textbook: O’Hair, Dan. *A Pocket Guide to Public Speaking*. 6th ed. Bedford/St. Martin’s, 2018. ISBN-13: 978-1319102784. **Note:** 5th and 4th editions of the textbook can also be used.
2. Additional readings will be assigned and available on Canvas.
3. 3x5 or 4x6 note cards.
4. Smart phone, tablet, or laptop and a Zoom account to access to perform and record speeches remotely.
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# Drop Dates

| **January 22** | If you are thinking about dropping the class, make sure you do so by January 22nd for a full refund. |
| --- | --- |
| **January 31** | The last day to drop the class to avoid a “W” in person. |
| **February 1** | Enrollment is final. |
| **February 12** | Last day to change a class to/from pass/no pass grading basis. |
| **March 12** | Last day to drop without receiving a grade; but you will receive a “W” on transcript. |
| **Automatic drop policy** | If you fail to attend and participate within the first three weeks before February 1st, I will drop you from the class. In other words, fail to submit the anything speech, and the first progress report, then you will be removed from the class as you will begin to fall behind. After that date, it is YOUR responsibility to remove yourself from the class. |

# Course Overview

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

# Course Grades

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

| **Assignment Name** | **Points Possible** | **My Score** | **Due Date (TENTATIVE)** |
| --- | --- | --- | --- |
| Anything Speech & Outline | 9 |  | Jan 29 |
| About-Me Speech & Outline | 20 |  | Feb 26 |
| Self-Assessment 1 | 4 |  | Mar 5 |
| Informative Speech & Outline | 27 |  | Mar 22 – Apr 9 |
| Self-Assessment 2 | 4 |  | Apr 16 |
| Persuasive Speech & Outline | 32 |  | May 3 – May 14 |
| Self-Assessment 3 | 4 |  | May 20 |
| Total Points Possible | 100 |  |

## Assignments by Percentage

| **Assignment Name** | **Percentage** |
| --- | --- |
| Speeches (4) | 66% |
| Outlines (4) | 22% |
| Self-Assessments (3) | 12% |
| Total Percentage | 100% |

## Grade Scale

| **Letter Grade** | **Percentage** | **Points** |
| --- | --- | --- |
| A | 90 – 100% | 90 – 100 |
| B | 80 – 89% | 80 – 89 |
| C | 70 – 79% | 70 – 79 |
| D | 60 – 69% | 60 – 69 |
| F | 0 – 59% | 0 – 59 |

# Speech Rubric

| **“A” Speeches** | In order to receive an “A” on a presentation, students must demonstrate exceptional levels of competency in all five areas of invention, style, arrangement, delivery, and memory. These speeches will be easy to follow and employ intentional strategy (i.e., choosing appropriate outline), including rich, audience-specific content, and will be delivered in a fluent and dynamic way. Research speeches will include proper oral citations from credible sources. |
| --- | --- |
| **“B” Speeches** | In addition to the skills displayed by “C” students, these students will demonstrate a strong level of competency in at least 3 of the 5 basic areas of invention, style, arrangement, delivery, and memory.  |
| **“C” Speeches** | Speeches that will earn a “C” in this course by demonstrating minimum levels of comprehension in invention, style, arrangement, delivery, and memory of messages. Students will demonstrate basic levels organizational planning and outlining, gathering of relevant content, and deliver messages that are clear and understandable to the audience. In addition, these speeches will conform to assignment details as well (i.e., time limits, topic focus, etc.). |
| **“D” Speeches** | These speeches will not demonstrate minimum levels in all 5 areas of invention, style, arrangement, delivery, and memory. While a speech may demonstrate two or three of these areas at minimum levels, it will not have done so for all 5 areas. For example, a speech delivered with a clear loud voice and some use of personal examples and elaborates without a clear use of outlining strategy would fall into this grade category.  |
| **“F” Speeches** | These speeches will be unable to demonstrate basic levels of understanding of the areas of invention, style, arrangement, delivery, and memory. In addition, these speeches will often not follow the requirements of a given assignment (i.e., topic focus, typed outlines, etc.).  |

# Keys to Success in This Course

1. **Prep Time**. Public speaking is annoyingly time consuming, much more than you expect, if you want to be even remotely good at it. Most problems can be avoided with earlier and more thorough prep and more…
2. **Rehearsal**. It takes an average of 5-7 complete rehearsals to be fully prepared for a presentation. And when you’re prepared and confident you won’t have a problem with…
3. **Timing**. You have to time your speech when you rehearse. Learning to fit your presentation into a given time frame can be a challenge but a necessary evil. Going overtime not only gives the impression that you’re unprepared, but it also makes you appear inconsiderate of your listeners and their time.
4. **Follow Guidelines/Directions**. Use the assignment descriptions, outline format description and samples, and the critique sheets. The critique sheets are designed to also function as checklists, so you can be sure your speech includes all the necessary elements and smaller requirements. This means you have to…
5. **Check Canvas Regularly**. Canvas will have all of the assignment requirements and explanations and useful and practical information that I expect you to be familiar with and to utilize, even though you may not be tested over the material. The “test” is how well you actually incorporate the material into your speeches. If you’re having trouble accessing any online material, please let me know and I will email you a copy. I suggest checking Canvas at least twice a week.
6. **Critiques/Feedback**. Please use the comments and feedback that I give you on your critique sheets as specific suggestions as to what and how to improve on future speeches. I also want my critiques to show you why the speech received the grade it did. Please see me to discuss your critiques if you have any questions about them. Also, utilize the ’24-hour rule’ before disputing any grade. Also, if you read this far, you will receive an award. Email the professor by January 16, 2021 11:59 pm for extra credit using the phrase “keys to success extra credit.”

# Additional Policies

1. The instructor reserves the right to rearrange any or all parts of the scheduled activities and/or work identified in this listing. The rights extend to assignments, evaluation, and all other aspects of the course.
2. **All work, oral or written, MUST be completed on the assigned day**. Late work will not be accepted and will result in a grade zero. Medical excuses and/or excruciating circumstances are up to the discretion of the instructor. See “Late Work Policy” at the end of the syllabus for more detail.
3. **Cameras are to be on during Zoom**. Over 90% of communication is non-verbal, so it is key for social learning for you to have your cameras on during these class sessions. This is especially true during break-out rooms and during speeches (regardless of who is speaking). You may use a virtual background for privacy concerns. If you still have apprehension for over this, feel free to let me know and we could work something out.
4. **It is the responsibility of the student to formerly withdraw from this course** with the admissions office by the drop date should they feel it’s necessary. Do not assume that the instructor will drop you should you decide to stop showing up to class and stop submitting homework at some point throughout the semester. Failure to do so will result in receiving an “F” in this course at the end of the semester.
5. **Students with disabilities that may require assistance are reminded that it is your responsibility to identify yourself to the Disability Resource Center** and to your instructor so reasonable accommodations for learning and evaluation within the course can be made.
6. **Cheating and Plagiarism will not be tolerated**. Plagiarism is lazy, unoriginal, and has no place in academia. I will enforce the college policy on cheating and plagiarism.
7. I highly encourage you to reach out to me if you have any questions throughout the semester. **I literally get paid to help you to learn**.
8. **It is your responsibility to monitor your progress in this class**. I do not search out students to inform them of their grades. I expect you to keep track of your score as the semester progresses. I would strongly suggest you keep every assignment/work that you do in this class as proof of your status at least until the end of the semester.

# Attendance and Progress Reports

This class will be taught asynchronously, meaning that the work will be posted and submitted via Canvas on a weekly basis. However, I will host weekly optional meetings to cover material and answer questions. Also, informative and persuasive speeches will be mandatory to perform on Zoom. Lastly, each week you will submit a progress report or check-in for your speech through a discussion board on Canvas. Attendance will be recorded through these reports. If you are absent within the first three weeks of the semester, you may lose your seat in the class. Specifically, if you miss the first progress report and the anything speech, you will be removed from the class since you will start falling behind.

# Speeches and Outlines

All speeches will be done remotely due to COVID-19 restrictions. There will be a total of four presentations. The first two speeches will be recorded and posted on Canvas, while the later two speeches (informative and persuasive) will all be performed live via Zoom. If you miss a speech, please review ‘Make-up Speech Day’ policy to see what your options are.

The first warm-up speech will be the **anything speech (1-2 minutes).** For this speech you have free reign to discuss anything you are interested without doing any additional research. The purpose of this speech is to have you practice organizing your ideas, writing an outline, and delivering a presentation since some people have zero experience entering this class. The **about-me speech (4-5 minutes)** will ask you to introduce yourself to the class in a thoughtful, structured, and clear way. The **informative speech (5-6 minutes)** involves you researching and teaching the class about a self-selected topic that fits within the parameters of the speech. The **persuasive speech (5-6 minutes)** involves you researching and arguing claims in order to change the students’ attitudes about your topic. Further detail and examples will be provided on Canvas. In total, **speeches will be worth 66% of your grade**. Also, if you read this far, you will receive an award. Email the professor by January 16, 2021 11:59 pm for extra credit using the phrase “speech extra credit.”

Each speech will need an accompanying outline. An outline is a full-sentence prepared document that has the information in a structured format and must be submitted BEFORE the speech. NO SPEECH WILL BE GRADED WITHOUT THE ACCOMPAYING OUTLINE. In total, **outlines will be worth 22% of your grade.**

# Self-Assessments

There will be 3 self-assessments, one after each speech (except for the anything speech). These self-assessments are designed for students to reflect and critique on their own and their peers’ speeches. Self-Assessment assignments will be due 7 days after you present your speech. In total, the **self-assessment assignments will be worth 12% of your grade**.

# Tentative Course Schedule

The readings refer to chapters in the text and/or articles that should be read BEFORE you attend class. Homework is to be submitted no later than 5 pm the day they are due. **Please note that presentation days, due dates, and holidays are in bold type.**

| **Dates** | **Topics** | **Assignments** | **Readings** |
| --- | --- | --- | --- |
| Week 21/19 – 1/22 | Overview of course and syllabus |  | Chapter 1, 2, and 3 |
| Week 31/25 – 1/29 | Communication apprehension**Anything Speech** | **Outlines and Speeches are due** |  |
| Week 42/1 – 2/5 | Outlining and Organizing pt. 1 |  | Chapters 11, 12, and 13 |
| Week 52/8 – 2/12 | Outlining and Organizing pt. 2 |  | Chapters 8 and 14 |
| Week 62/15 – 2/19 | Delivery |  | Chapters 16, 17, and 18 |
| Week 72/22 – 2/26 | **About-Me Speech** | **Outlines and Speeches are due** |  |
| Week 83/1 – 3/5 | Informative speaking |  | Chapters 22 and 7 |
| Week 93/8 – 3/12 | Ethical communication |  | Chapters 4, 9 and 10 |
| Week 103/15 – 3/19 | Audience-centered language |  | Chapters 6 and 15 |
| Week 113/22 – 3/26 | **Informative Speeches** | **Outlines and Speeches are due** |  |
| **Week 12****3/29 – 4/2** | **Spring Break** | **Outlines and Speeches are due** |  |
| Week 134/5 – 4/9 | **Informative Speeches** |  |  |
| Week 144/12 – 4/16 | Persuasive speaking |  | Chapters 23 and 24 |
| Week 154/19 – 4/23 | Critical thinking, reasoning, and listening |  |  |
| Week 164/26 – 4/30 | Outline overview |  |  |
| Week 175/3 – 5/7 | **Persuasive Speeches** | **Outlines and Speeches are due** |  |
| Week 185/10 – 5/14 | **Persuasive Speeches** |  |  |
| Week 195/17 – 5/20 | **Finals** | **Outlines and Speeches are due** |  |

# Course Requirements

## Computer and Zoom Access

Since this course will be 100% online, 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. Additionally, class will take place via Zoom, so make sure you have an account and have a basic understanding of the software prior to the first day.

## 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 [www.reedleycollege.edu/](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 point.

# Course Policies

## Late Assignment Policy

Progress reports and self-assessments will have a 24-hour grace period where students can still submit those assignments for full credit. After that period has elapsed, you will receive a zero. Speeches cannot be performed if an outline is not submitted on time. This means, if you do not turn in an outline, you will receive an automatic zero for both the outline and the speech. A student is allowed to make-up one speech in the semester. This means that if you did not submit an outline, missed a speech, or performed poorly on a speech and want a chance to do better, you can! Please read the ‘make-up speech day’ policy for further detail. Extensions can be given to students who have a medical excuse or an excruciating circumstance as long as they reach out to the professor.

## Make-Up Speech Day

The purpose of this course is to develop public speaking skills and oftentimes after a speech, the speaker will wish they had an opportunity to make changes and give the speech again. In an effort to be fair and to encourage student development, I will have one assigned make-up speech 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 **10% 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.

## Students with Disabilities

Reedley College recommends that students with disabilities discuss academic accommodations with their professors during the first two weeks of class. This syllabus and course handouts are available in alternate media upon request.

With the transition to an online format, I have made effort to make this course accessible to all students, including students with disabilities. If you encounter a problem accessing anything in this course, please contact me immediately by email so that I can support you. You may also contact Disability Resource Center at dsps@reedleycollege.edu.

## Title IX

Reedley College (RC) recognizes the inherent dignity of all individuals and promotes respect for all people. RC is committed to creating an educational and learning environment that is free from discrimination based on sex, including sexual violence (assault, domestic violence, dating violence and gender-based stalking). To learn more about the campus policy on sexual misconduct, how to make a report, or confidential resources, go to RC Safety Webpage. The Title IX Coordinator is Dena Rhoades, Interim Director, Human Resources and she can be contacted by phone at 661-336-5027 or email at drhoades@kccd.edu.

## Safety

In case of a life-threatening call 911. Safety escorts are available when classes are in session. Call the safety office line at 559-791-2440 for an escort or non-life threatening. Bomb threat information is available in each classroom. If you need to report an emergency or a safety concern, please complete an Incident Report Form. To learn more about campus safety, go to RC Safety Webpage.

## COVID-19

Due to the current COVID-19 Pandemic, the following safety requirements are in place to minimize exposure to the Reedley College community. These guidelines are in place to ensure the safety of all students, faculty, and staff during the pandemic. Anyone who does not comply will be in violation of Kern Community College District’s Student Conduct Code Board Policy 4F7D “that threatens the health or safety of the individual, or which results in injury or death to a student or college employee at an event sponsored or supervised by the College” (RC Catalog, page 30).

Face-coverings are required for all students and faculty while in class, no matter the size of the space. Following this recommendation can minimize the transmission of the virus, which is spread between people interacting in close proximity through speaking, coughing, or sneezing. The CDC recommends wearing a cloth face covering in public settings. Students who are unable to wear a face covering for a legitimate medical reason must indicate this to the Office of Disability Services.

Face-coverings are not a substitute for social distancing. Students shall observe current social distancing guidelines in all instructional spaces, both indoors and outdoors. Students should avoid congregating around instructional space entrances before and after class sessions. Students should exit the instructional space immediately after the end of class to help ensure social distancing and to allow for those attending the next scheduled class session to enter. These requirements are necessary because not everyone who is contagious exhibits symptoms of infection. However, even students who do not exhibit symptoms must abide by these face-covering and social distancing rules at all times while on campus.

## 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.

## 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.

## Changes with 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.

## 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.