**REEDLEY COLLEGE**

**COURSE SYLLABUS**

**FALL 2023**

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| **Semester:** FALL 2023 | **Department of Fine Arts, Reedley College, Reedley ca.**  |
| **Course Name:** COMM-1-59003 | **Instructor:** Karla Silva  |
| **Time:** M/T/FRI. 9:30AM – 10:20AM**Location: TBD** | **E-Mail:** ks040@reedleycollege.edu*Preferred methods of contact via-canvas inbox*  |

**Course description**: This course covers theories of human communication and their function in contemporary public settings; experiences designed to enhance fundamental communication skills—research, organization, reasoning, listening, and problem-solving—through a series of informative and persuasive oral presentations.

***My Teaching Philosophy***

*This class is meant to empower you. You have the agency to express yourself through the topics you choose. I aspire in all my classes to build a safe space, where we can express and challenge our understandings of the world. You’re expected to talk to each other and build connections from your readings. This is a communication course; therefore, we practice what we read. If you’re having an issue academic or nonacademic, please feel free to reach out. Meet me halfway and let’s try to get in front of any problems that may arise during our time in this class. Lastly, I enjoy a little bit of chaos as well (you’ll understand what this means later).* ☺

**COURSE SPECIFICS**

**Student Learning Outcomes:**

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 sufficiently, credible, and relevant evidence.
3. Explain the principles of human communication by critically evaluating public speeches through constructive critique and self-analysis.

*(SLOs will be assessed via the Persuasive Speech and the Professional Speech Critique)*

**Course objectives**:

* Gain communicative competence and confidence because of the preparation, presentation, and analysis of oral messages.
* Gain an understanding of the communicative process.
* Develop skills in informative, persuasive, and ceremonial speaking.
* Recognize the need for clear and concise organization of ideas.
* Use supporting materials effectively.
* Analyze and adapt messages to address audience attitudes, needs, and demographics.
* Recognize the role of culture in the production and management of spoken interaction.
* Developing skills in extemporaneous speaking, students will present a minimum of three speeches in front of an audience.
* Enhance vocal skills (projection, diction, inflection, and volume).
* Improve listening skills.
* Critique and analyze their own and other students' speeches.
* Utilize practical assignments and exercises that will reinforce the theoretical concepts studied in class.

**REQUIRED COURSE MATERIALS**

All readings are free. No cost to you. Just Read. PSP/ Chapter readings (bolded on the syllabus). Canvas will be used for submitting assignments, providing course resources, and communication.

**Instructions for significant assignments:**

⇒ Personal Story Speech. Since most fear of public speaking derives from the unknown

(e.g., “what does the audience think of me? 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 and be prepared to explain how the three items describe you. You must demonstrate that effort went into the assignment. This speech will be 3-5 *minutes* long. no sources required.

⇒ Informative Speech: 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. This speech will be 4-7 *minutes* long. A minimum of three sources.

⇒ Commemorative Speech: Think of something you’ll like to toast to… an event, a person, a place, etc. This speech could be about honoring something fun or serious. You choose a topic that best suits you and the guidelines for this speech. 3-5 *minutes* long. No sources required.

⇒ Persuasive Speech: This speech will compile what the students have learned thus far about delivering a speech while allowing students to attempt to persuade their audience to change their perceptions, adopt new habits, alter their worldviews, etc. This speech will be 6-8 *minutes* long. A minimum of four sources.

⇒ Outlines: All outlines will be scored as a portion of the speech assignment. For example, the PS speech is worth 100 points total, 25 points are graded upon the outline you submit, and the delivery of the speech is worth 75 points. For the informative speech, 25 points will be graded based on the outline you submit, and the delivery is worth 100 points. To assist students in preparing a solid outline a template will be provided through canvas. Reference Pages: Two reference pages are required (informative and persuasive speeches only). They must be typed in APA style format. Students who do not submit a reference page with their outline can NOT give a researched speech. These speeches are required to be properly researched with the use of appropriate sources.

 Discussion Boards: The boards are meant to engage your understanding as we move through the semester. Each board will highlight either the weekly readings, class discussion, or your personal reflection of the speech.

***Students can only make up ONE signature speech from the semester (with a written excuse noted). Students who miss two speeches have officially failed the class.***

Assignment and Examination Schedule

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| --- | --- |
| **Assignment**  | **Points/Percent**  |
| Discussion Boards (7) |  35  |
| Personal Story Speech Presentation  |  75  |
| Informative Speech Presentation  |  175 |
| Ceremonial Speech Presentation  |  75  |
| Persuasive Speech Presentation  |  200 |
| Signup Sheet (2)  |  5 ea. 10  |
| Midterm Exam |  50  |
| Final Exam |  50  |
| Participation / Attendance \*  | 100 ea. 200  |
| PS Outline  |  25 |
| IS Outline  |  40 |
| CS Outline  |  25 |
| PS Outline  |  40 |
| **Total Points Possible**  |  **1000**  |

Grading scale

o 900—1000 A

o 800—899 B

o 700—799 C

o 600—699 D

o 600—below F

# COURSE POLICIES

# Attendance Policy

Attendance on speech and workshop days, as well as active participation, are required to do well in this course, and you should note that attendance and grades are highly correlated in any class. If you miss a speech or workshop day, you will not be allowed to turn in assignments that were due in class for full credit or make up any assignments or speeches unless you have a documented excused absence or other arrangements were made in advance with the instructor’s permission. Except in the very rare case of last-minute serious emergencies, you should let your instructor know about any excused absences and make arrangements for making up any missed

work in advance. You will be marked late to class if you arrive ten minutes or more into class. *This will be 100% of your grade for the day.* *If you are absent from class, it is your responsibility to check on announcements made while you were away.*

# Late Work and Incomplete Grade Policy

All assignments are to be submitted on canvas according to their specific due date, *most* assignments are due by 11:59 p.m. but to ensure you stay on top of the deadlines they are explicitly detailed in our course schedule. Do NOT expect to be allowed to turn in assignments late for full credit. You will be allowed a **12-hour grace period on most assignments *\*speeches run differently*. \* The grace period will automatically take 10% of your total grade.** This grace period allows for some wiggle room just in case. If you experience problems with Canvas, e-mail the assignment to me before class on the day that it is due to receive full credit for the assignment. You will not be allowed to make up in-class assignments unless you have a documented, excused absence.

If possible, you should notify your instructor in advance via email if you are going to have a documented excuse to be absent from our class. It is your responsibility to provide written documentation from a third party of your emergency or excused absence. Work-related absences, work in other classes, oversleeping, or meetings with other professors are not considered personal emergencies. Because of time constraints in the class, there is no guarantee that you can make up oral presentations, even if you have a documented personal emergency.

**CANVAS**

Canvas - Canvas will be utilized in this class and students who are unfamiliar should seek additional help from the instructor, library, or other campus resources. Keep in mind when reviewing grades in Canvas the point total is the ONLY thing that matters, percentages do not reflect your true grade. Technical difficulties are NOT a valid excuse. All deadlines are final plan ahead and submit early.

**Plagiarism Detection:** The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

**CLASSROOM POLICIES**

# Classroom Respect

You are expected to be respectful toward the instructor and other members of the course and not engage in behaviors that show disrespect for or distract from others’ learning. This includes, but is not limited to, the following:

1. You should not be playing video games, online shopping, engaging in social media, or otherwise be distracted when in class.
2. You should come to each class on time, have your course materials organized, and be prepared to learn and engage in classroom activities.
3. You should not interrupt another student’s speech.
4. Your presence in class (both physically and mentally) is expected. *It is your responsibility to get any missed notes or assignments*.

COMM 1 is a lecture, discussion, and performance course; open participation in this learning environment requires that we all respect the right of students and the instructor to present diverse and controversial ideas. Differences of viewpoint should be offered in a manner that promotes the free exchange of ideas and the development of mutual understanding. Student conduct that disrupts the learning process will not be tolerated and may lead to disciplinary action and/or removal from class. Behaviors that distract from the learning process will not be tolerated (cell phones and alerts should be turned off, tobacco is not to be used in the classroom, newspapers are not to be read during class, etc.). Texting during class is not acceptable. Students will lose half of their participation points for the day if they are caught using their cell phones during class.

# COURSE SCHEDULE OF READINGS & ASSIGNMENTS

The schedule breaks down which topics will be covered and the chapter that correlates to that topic. The schedule indicates the chapters that are due according to the topic. The days that we have class meetings will include the entire class engaging in discussions about the week's topics as well as cover the upcoming assignments. The class meetings are bolded and underlined to serve as a reminder to you. Our classes will take place on Tuesdays and Thursdays with some exceptions. \*This schedule is also subject to change to fit the needs of both the instructor and students. \* **Tentative Course Schedule**

**Fall 2023**

**(Monday, Tuesday & Friday Course Schedule)**

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| **Week 1**  | **8/21**  | Introduction to Course & Syllabus Overview* class expectations
* Assign first discussion board
 | **Assignments Due:** |
|  | **08/22** | Why Communication Matters Lecture * when and where?
* Defining Communication
* Public speaking in various contexts
 |  |
|  | **08/25** | Assigning personal speech & Outline***Read before class:***  Chapter 6: Exploring public speaking  Chapter 8: Intros and conclusions | DB #1 due @11:59PM |
| **Week 2**  | **08/28** | Understanding Communication ***Read before class:***  Wheatley; Willing to be disturbed Dweck; Brainology  Elbow; The believing Game |  |
|  | **08/29** | Understanding Communication pt.2  |  |
|  | **09/01** | Presenting Yourself as a Speaker * verbal vs. Nonverbals

***Read before class:***Ch. 10: Using Language Well | DB #2 due @11:59PM |
| **Week 3** | **09/04** | **LABOR DAY**  |  |
|  | **09/05** | Communication in Relationships  |  |
|  | **09/07** | Workshop Personal Speech Outline & Deliverysign up for speech order | Personal Speech Outline due @11:59PM |
| **Week 4** | **09/11** | **Personal Speech Presentation** **(3-5mins. 3 main points)** |  |
|  | **09/12** | **Personal Speech Presentation** **(3-5mins. 3 main points)** |  |
|  | **09/15** | **Personal Speech Presentation** **(3-5 mins. 3 main points**) | DB #3 due @11:59PM |
| **Week 5** | **09/18** | Personal Speech Debrief * Assigning Informative Speech

***Read before class:***Ch.12: Delivering your SpeechCh.15: Informative Speaking |  |
|  | **09/19** | Finding and Using Evidence* Where do you get your information?
 |  |
|  | **09/22** | Finding and Using Evidence pt.2 | DB #4 due @11:59PM |
| **Week 6** | **09/25** | Designing Messages and Organizing Idea* APA style & more
 |  |
|  | **09/26** | IP Activity  |  |
|  | **09/29** | Midterm Review& Activity* Topic check-in
 | Signup sheet for Informative topics @11:59PM |
| **Week 7** | **10/02** | **Midterm Exam** |  |
|  | **10/03** | Communication and Listening* Midterm google survey
 |  |
|  | **10/06** | Communication and Listening pt.2  |  |
| **Week 8** | **10/09** | Workshop Informative Speech Outline & Delivery* Assign commemorative speech
 |  |
|  | **10/10** | Workshop Informative Speech Outline & Delivery* signup for speech order
 | Informative Speech Outline due @11:59PM |
|  | **10/13** | **Informative Speech Presentation****(4-7mins. 3 sources, Q&A)** |  |
| **Week 9** | **10/16** | **Informative Speech Presentation****(4-7mins. 3 sources, Q&A)** |  |
|  | **10/17** | **Informative Speech Presentation****(4-7mins. 3 sources, Q&A)** |  |
|  | **10/20** | **Informative Speech Presentation****(4-7mins. 3 sources, Q&A)**Info. speech debrief * google survey
 | DB #5 due @11:59PM |
| **Week 10** | **10/23** | Commemorative Speaking ***Read before class:*** Ch.17 Special Occasion Speaking |  |
|  | **10/24** | IP activity  |  |
|  | **10/27** | Workshop Commemorative Outline & Delivery* signup for speech order

assign persuasive speeches | Commemorative Outline due @11:59PM |
| **Week 11** | **10/30** | **Commemorative Speech Presentation****(2-4 mins.)** |  |
|  | **10/31** | **Commemorative Speech Presentation****(2-4mins.)*** speech debrief
 |  |
|  | **11/03** | Artistic Proofs (methods of persuasion)***Read before class:***Ch.16: Persuasive Speaking | DB #6 due @11:59PM |
| **Week 12** | **11/06** | Analyzing and Adapting to Diverse Audience* Monroe’s sequence & Toulmin Model
 | Signup for persuasive topic due @11:59PM |
|  | **11/07** | * Analyzing and Adapting to Diverse Audience pt.2
 |  |
|  | **11/10** | **VETERANS DAY**  |  |
| **Week 13** | **11/13** | IP Activity  |  |
|  | **11/14** | Workshop Persuasive Speech Outline |  |
|  | **11/17** | Workshop Persuasive Speech Outline* signup for speech order
 | Persuasive Outline due @11:59PM |
| **Week 14** | **11/20** | **THANKSGIVING BREAK**  |  |
|  | **11/21** | **THANKSGIVING BREAK** |  |
|  | **11/24** | **THANKSGIVING BREAK** |  |
| **Week 15** | **11/27** | **Persuasive Speech Presentation****(6-8 mins. 4 sources, Q&A)** |  |
|  | **11/28** | **Persuasive Speech Presentation****(6-8 mins. 4 sources, Q&A)** |  |
|  | **12/01** | **Persuasive Speech Presentation****(6-8 mins. 4 sources, Q&A)** | DB #7 H.T. due @11:59PM |
| **Week 16** | **12/04** | **Persuasive Speech Presentation** **(6-8 mins. 4 sources, Q&A)** |  |
|  | **12/05** | Persuasive speech debrief & final review * google closing survey
 | *Optional Reflection Letter due @11:59PM* |
| **FINAL**  | **12/08** | **FINAL EXAM** **time: TBD** |  |