**REEDLEY COLLEGE**

**COURSE SYLLABUS**

**SPRING 2024**

| **Semester:** Spring 2024 | **Department of Fine Arts, Reedley College, Reedley ca.** |
| --- | --- |
| **Course Name:** COMM-1-53053 | **Instructor:** Karla Silva |
| **Time:** M/W 8:00 AM - 9:15 AM  **Location:** Social Science Rm. 36 | ***Preferred methods of contact:***  *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. I aspire in all my classes to build a safe space where we can express and challenge our understanding of the world within bounds. 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. Additionally, 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 sufficient, 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). 🙂

**Instructions for significant assignments:**

⇒ Personal 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***. no sources are 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*.** **A minimum of three sources**.

⇒ Commemorative Speech: Think of something you’d 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*.** No sources are 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***. 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: informative and persuasive speeches are required. **They must be typed in APA style format.** These speeches are required to be properly researched with the use of appropriate sources.

⇒ Speech Critique: This assignment provides you with an opportunity to reflect on your progress in your speech. The critiques follow the APA style format. This essay is meant to engage your understanding as we move through the semester.

⇒ Reading Quizzes: Self-explanatory… We are making sure we are prepared for class with our readings in mind. **Do note all quizzes are due before class.**

***Students can only make up ONE signature speech from the semester (with an excuse of some sort). Students who miss two speeches have officially failed the class.***

**Assignment and Examination Schedule**

| **Assignment** | **Points/Percent** |
| --- | --- |
| Speech Critiques (2) | 30 |
| Personal Speech Presentation | 75 |
| Informative Speech Presentation | 175 |
| Ceremonial Speech Presentation | 75 |
| Persuasive Speech Presentation | 200 |
| Signup Sheet (2) | 10 ea. 20 |
| Reading Quizzes (3) | 45 |
| Final SP | 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. I expect you to talk, to listen, to laugh even! Therefore, your active participation only makes this more vital. If you miss a day that’s okay. LIFE HAPPENS. I am no judge of what situation constitutes “a valid reason for not showing up to class” therefore you have **two free days.** Take a trip or recover from the flu. Whatever the occasion you have the agency to use these two days before it begins to affect your attendance and participation.

Additionally, you will **be marked late to class if you arrive ten minutes or more into class.** **You will also be marked late if you leave class early.** *This will be 10% of your grade for the day.* If you are absent from class, it is your responsibility to check on announcements made while you are 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. You will be allowed a **12-hour grace period on most assignmentswith a 20% deduction( two letter grades)*. SPEECHES WILL NOT BE ACCEPTED LATE.*** I know life happens and in cases as such we can move some things around however there is no guarantee that you can make up an oral presentation, even if you have a documented personal emergency. **If we move your speech *the penalty stands-- 20%.*** If you experience problems with Canvas, send your assignment **BEFORE the deadline via Canvas inbox** to receive full credit for the assignment. You will not be allowed to make up in-class assignments/participation.

**CANVAS**

Canvas - Canvas will be utilized in this class for EVERYTHING. Therefore, I recommend familiarizing yourself with all the modules, links, pages, etc. I am here to help too! If you would additional help please seek out the 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.**

*P.S>>>Technical difficulties are NOT a valid excuse. All deadlines are final plan ahead and submit early.*

**Plagiarism Detection & AI USE:** 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. **If any of your assignments are flagged with 35% or higher for plagiarism you will only be able to earn 50% on the assignment.** *There are some notes if you use our outline template, inaccurately referenced, etc. Regardless, just to play it safe keep it under 30%. If you have more than one assignment flagged for plagiarism future academic probation measures may be taken.* Per your agency, you may opt out of using Turnitin but these rules still apply. 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. Use of an AI Generator such as ChatGPT, iA Writer, MidJourney, DALL-E, etc. is explicitly prohibited unless otherwise noted by the instructor. The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism. Additionally, be aware that the information derived from these tools is often incomplete. All work submitted must be your own. **Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero and/or be reported for academic misconduct.**

# **Classroom Respect**

This is a lecture, discussion, and performance course; open participation in this learning environment requires that we all respect the rights of students and the instructor. We are here to engage in discourse, create a safe space, present different viewpoints, and have a great time. **Bigotry, hate speech, violence, etc. any commentary that promotes violence or hate speech will not be tolerated.** ***Student conduct that disrupts our safe space may lead to disciplinary action and/or removal from class.*** *I ask you kindly to think before you speak. We are here to learn and uplift one another.*

A few notes on student conduct:

(1) You should not be playing video games, online shopping, engaging in social media, or otherwise be distracted when in class, especially during speeches. You will lose points from speech if you are texting while someone is giving a speech.

(2) You should come to each class on time, have your course materials organized, and be prepared to learn and engage in classroom activities. Hence be prepared to talk!

(3) You should not interrupt another student’s speech. For example, by yawning loudly, asking questions/ commentary, walking in/out of class (in case of emergency), or having sidebar conversations, etc. all while a student is giving a speech.

(4) Your presence in class (both physically and mentally) is expected. Texting during class is not acceptable. Students will be marked late or absent.

**Student Support**

Students with Disabilities: If you have a verified need for an academic accommodation or materials in alternate media (e.g. Braille, large print, electronic text, etc.) per the Americans with Disabilities Act or Section 504 of the Rehabilitation Act, please contact your instructor as soon as possible. Additionally, you should reach out to student services to further help with accommodation needed for in-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 covering the upcoming assignments This schedule is also subject to change to fit the needs of both the instructor and students.\*

**Tentative Course Schedule**

| **DATE** | **TOPIC** | **ASSIGNMENTS DUE** |
| --- | --- | --- |
| Week 1:JAN MON. 8TH | Introduction to Course   * Syllabus and expectations * Assign 1st Quiz |  |
| WED. 10TH | Communication Matters   * When/Where/Why * Define public speaking |  |
| Week 2: MON. 15TH | **Martin Luther King, Jr. Day observed (no classes held, campus closed)** |  |
| WED. 17TH | Assigning personal speech & Outline  ***Read before class:***  Chapter 6: Exploring public speaking  Chapter 8: Intros and conclusions | **Quiz #1 due by 11:59 AM** |
| Week 3: MON. 22ND | Communication Models |  |
| WED. 24TH | ***Read before class:***  Wheatley; Willing to be disturbed  Dweck; Brainology  Elbow; The believing Game |  |
| Week 4: MON. 29TH | Presenting yourself as a speaker   * How to combat anxiety   ***Read before class:***  Ch. 10: Using Language Well |  |
| WED. 31ST | Workshop speech #1  Sign up for speech order  - Assigning Informative Speech | Personal Speech Outline due by 11:59 PM |
| Week 5: FEB. MON. 5TH | Presentation Day  (3-5 mins. 3 main pts.) |  |
| WED. 7TH | Presentation Day  (3-5 mins. 3 main pts.) |  |
| Week 6: MON. 12TH | Presentation Day  (3-5mins. 3 main pts.) |  |
| WED. 14TH | Personal Speech Debrief  ***Read before class:***  Ch.12: Delivering your Speech  Ch.15: Informative Speaking | **Quiz #2 due by 11:59 AM**  Info Topic Sign-up Sheet due by **11:59 PM** |
| Week 7: MON. 19TH | **Washington Day observance (no classes held, campus closed)** |  |
| WED. WED. 21ST | Finding and Using Evidence   * How to use research * Designing messages & Organizing Ideas |  |
| Week 8: MON. 26TH | IPF- Activity |  |
| WED. 28TH | Workshop Speech #2 Info.   * Sign up for speech outline * Assign Commemorative Speech | Info Outline due by 11:59 PM  Speech Critique #1 due by 11:59 PM |

| Week 9: MAR.MON. 04 | **Informative Speech Presentation**  **(4-7mins. 3 sources, Q & A)** |  |
| --- | --- | --- |
| WED. 06 | **Informative Speech Presentation**  **(4-7mins. 3 sources, Q & A)** |  |
| Week 10: MON.11 | **Informative Speech Presentation**  **(4-7mins. 3 sources, Q & A)** |  |
| WED. 13 | **Informative Speech Presentation**  **(4-7mins. 3 sources, Q & A)**   * **speech debrief** |  |
| Week 11: MON. 18 | Commemorative Speaking  ***Read before class:***  Ch.17 Special Occasion Speaking |  |
| WED. 20 | IP Activity |  |
| Week 12: MON. 25 | **SPRING BREAK** |  |
| WED. 27 | **SPRING BREAK** |  |
| Week 13: APR. MON. 01 | Workshop Commemorative Outline   * signup for speech order * Assign persuasive speeches | **Quiz #3 due by 11:59 AM**  Commemorative Outline due by 11:59 PM |
| WED. 03 | **Commemorative Speech Presentation**  **(2-4mins.)** |  |
| Week 14: MON. 08 | **Commemorative Speech Presentation**  **(2-4mins.)** |  |
| WED. 10 | **Commemorative Speech Presentation**  **(2-4mins.)** | Persuasive Topic Sign-up Sheet due by 11:59 PM |
| Week 15: MON. 15 | Artistic Proofs (methods of persuasion)  ***Read before class:***  Ch.16: Persuasive Speaking |  |
| WED. 17 | Method of Persuasion pt.2   * IP activity |  |
| Week 16: MON. 22 | Workshop Persuasive Outline   * Sign up for speech order | Persuasive Speech Outline due by 11:59 PM  Speech Critique due by 11:59 PM |
| WED. 24 | **Persuasive Speech Presentation**  **(6-8 mins. 4 sources, Q&A)** |  |
| Week 17: MON. 29 | **Persuasive Speech Presentation**  **(6-8 mins. 4 sources, Q&A)** |  |
| MAY WED. 01 | **Persuasive Speech Presentation**  **(6-8 mins. 4 sources, Q&A)** |  |
| Week 18: MON. 06 | **Persuasive Speech Presentation**  **(6-8 mins. 4 sources, Q&A)** |  |
| WED. 08 | **Persuasive speech debrief.**  **Final Exam Review & Instructions** | **Optional Extra Credit Letter due 11:59 PM** |
| FINALS Week-19 | Final TBD |  |