Communication Studies 101: Public Speaking

Semester: Spring 2016
Course Section: # 1871
Class Time: Monday and Wednesday 11:10 am – 12:35 pm
Class Location: GC 130

Instructor: Daniel Brown
Office: 280 Q
Email: brownwestlacollege@yahoo.com
Please use the above e-mail address for communications, and put “Speech 101” in your subject heading.

Office Hours: Monday 12:40 – 1:40; other times by appointment


Students with Disabilities: If you know or think that you have any learning or physical disabilities, please contact Disabled Student Programs and Services (DSPS) Office in HLRC 121 at (310) 287-4450.

I am committed to meeting the needs of students with disabilities. Those who need special assistance, modifications, or accommodations in this course should promptly contact the course instructor.

Course expectations:
Students are expected to help foster an engaging, stimulating and safe classroom environment. Classroom discussions are encouraged and the expectation is for students to be prepared for class by completing each week’s required reading. Students are expected to be respectful of other’s views and insights at all times in class. All assignments,
presentations, exams, and written papers are due on the date as indicated on the calendar below.

**Course Description:** Students will learn to recognize the importance of the First Amendment, define the process of sending and delivering messages, scrutinize feedback, and analyze audiences. In addition, they will research, organize and prepare speeches that are focused, detailed, and cite attribution, utilizing outlines for delivery. Attention will be paid to relaxation exercises, eye contact, body language, podium presence, the pause, articulation, voice projection and pacing. The role of the listener will be examined, as will self-evaluation. Informative, persuasive and argumentative speeches will be taught. Prerequisites: None

**Institutional Student Learning Outcomes (SLO):**

“A. Critical Thinking: Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.”
In formal speeches and class discussions, analyze ideas.

“B. Communication: Effectively communicate thought in a well-organized manner to persuade, inform, and convey ideas in academic, work, family and community settings.”
In formal speeches and class exercises, present information and argue points of view. Example: Students will prepare and deliver a persuasive 5-8 minute speech using 2-4 credible sources.

**Communication Studies Program Outcomes:**

- Research and collect data on the demographics, needs, and expectations of the audience.
- Analyze the audience and adjust to its needs when delivering a speech.
- Plan speeches that have clear purposes to inform, to debate, to persuade or to resolve conflict.
- Employ effective interpersonal communication skills and strategies that foster improved relationships with other individuals in dyads or small groups.
- Apply critical thinking to formulating speeches and in assisting audiences in understanding, investigating or questioning the contents and purpose of a speech.
- Deliver speeches that incorporate a combination of verbal, non-verbal, written and/or visual and auditory expressions and media.
- Employ voice projection, enunciation, pacing, eye contact and other effective delivery strategies.
- Employ small group communication strategies.
- Employ relaxation techniques to prepare for delivery
- Script a speech.
Communication Studies 101 Student Learning Outcomes: At the end of the course, the successful student will be able to:

1. Prepare and deliver a well-paced 5-8 minute persuasive speech with appropriate eye contact and volume, with 2-4 credible sources.

2. Locate appropriate sources and cite them correctly in a speech.

**Resource: [https://owl.english.purdue.edu/owl/section/2/](https://owl.english.purdue.edu/owl/section/2/)

Course Objectives:
- Recognize the importance of the First Amendment.
- Explain the process of sending and receiving messages.
- Scrutinize feedback.
- Analyze audiences.
- Research information for content.
- Evaluate information to determine whether it should be included in a speech.
- Organize information.
- Compose an outline.
- Revise an outline as needed to meet time constraints.
- Attribute sources.
- Illustrate information with specific examples.
- Sketch anecdotes.
- Practice relaxation techniques.
- Practice delivery.
- Employ eye contact.
- Demonstrate appropriate body language.
- Employ voice projection.
- Employ pacing.
- Employ the pause.
- Demonstrate listening techniques.
- Debate a point of view.
- Appraise information.

General Policies, Procedures, and Services

**Academic Integrity Policy:** Cheating, plagiarism, or other forms of academic dishonesty will not be tolerated (WLAC 2014-2016 Catalog, pg. 41).

**Student Conduct:** Disruptive, disrespectful, or obstructive behavior will be dealt with in accordance with the LACCD Standard of Student conduct. Disciplinary action can be taken if student behavior interferes with instruction (WLAC 2014-2016 Catalog, pg. 41).
“Dropping Classes: Students should use the online Student Information System to drop a class or classes they no longer plan to attend” (WLAC 2014-2016 Catalog, pg. 48).
“Students are responsible for officially dropping a class that they stop attending” (WLAC 2014-2016 Catalog, pg. 45).

“Dropping / Withdrawing & Repeating Classes, Limit of 3 Attempts -- Effective July 2012, Title V regulations limit the number of times a student can enroll in a non-repeatable credit course to three (3) attempts. Opting for a “W” in a class or earning a grade of “D” or “F” all count as attempts” (WLAC 2014-2016 Catalog, pg. 48).

Instructional Support (Tutoring) & Learning Skills Center: Heldman Learning Resources Center (HLRC) | (310) 287-4486

ATTENDANCE

STUDENT RESPONSIBILITY: The college believes that education requires the concentrated effort of both the instructor and the student. Consequently, the student is held responsible for providing the time and personal effort and motivation necessary to meet the requirements of all his or her courses. This would include regular and prompt attendance, adequate study time, and careful adherence to the specific course work requested by the instructor” (WLAC 2014-2016 Catalog, pg. 44).

Attendance: Students should attend every meeting of all classes for which they register. To avoid being dropped from class, students should contact the instructor when they are absent for emergency reasons.

Students who are pre-registered in a class and miss the first meeting may lose their right to a place in the class, but the instructor may consider special circumstances. Whenever students are absent more hours than the number of hours the class meets per week, the instructor may drop them from class. In addition, the instructor will consider whether there are mitigating circumstances which may justify the absences. If the instructor determines that such circumstances do not exist, the instructor may exclude a student from the class. Students are encouraged to advise their instructors of anticipated absences” (WLAC 2014-2016 Catalog, pg. 45).

If you miss class more than the number of hours the class meets per week, you risk being excluded, in accordance with college policy (WLAC 2014-2016 Catalog, pg. 45).

WHAT DOES THIS MEAN FOR YOU? PLEASE READ ON!

In-Class Participation (You Have To Be In It To Win It!)
Attendance is crucial to participation. You are expected to actively participate in our class. Participation includes, but is not limited to, responding to questions about course
material, engaging in class discussions, delivering speeches, and being a courteous audience member for your classmates' speeches.

Each student is allowed a total of TWO absences. Note: The absence must not be during a speech round. If you are not in class when your name is called to deliver your speech, the opportunity to deliver your speech is lost. See below: "Speeches."

Attendance will be taken promptly at the beginning of each class.

Being absent, late to class, or leaving class early will result in the following point deductions in the in-class participation portion of your grade:

- Starting from the third absence, each absence will be a deduction of TEN points.
- Each tardy (arriving late, leaving early or walking in and out of class) will result in a deduction of 5 points for that session.

It is the student's responsibility to check in with the instructor at the end of the relevant class session when they are tardy. The check-in must take place in person and only at the end of the relevant session.

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**College Policies:**

**Academic Integrity (Plagiarism)**

In accordance with code 9803.28, **academic dishonesty is prohibited and will not be tolerated in this class**. Violations of academic integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one’s identity for the purpose of enhancing one’s grade. Academic dishonesty of any type, such as cheating or knowingly furnishing false information by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks, footnotes, or appropriate documentation.

- **Plagiarism will result in a zero for the assignment, possible dismissal from the class and disciplinary action from the college. You will not receive credit for any essay missing previous drafts, citations and/or a Works Cited page.**

**Student Conduct**

According to code 9803.15, disruption of classes or college activities is prohibited and will not be tolerated. Refer to the catalog and the Standards of Student Conduct in the Schedule of Classes for more information.

**Recording Devices**

State law in California prohibits the use of any electronic listening or recording device in a classroom without prior consent of the instructor and college administration. Any student who needs to use electronic aids must secure the consent of the instructor. If the
instructor agrees to the request, a notice of consent must be forwarded to the Vice President of Academic Affairs for approval (WLAC College Catalog).

For more information refer to the attached link:

Tests:
There will be two tests this semester to ensure students are keeping up with the reading and class discussions. Additionally these will help ensure students will be prepared for the cumulative final exam.

Exams:
The final exam will be a comprehensive multiple choice exam covering material from the entire course, followed by in depth (paragraph response) essay questions.

Journal Entries:
Students are required to keep a bound journal for reflection. These journal reflections will help students explore concepts learned during the semester and how these concepts relate to their life and past experiences.

Speeches:
You will deliver several speeches in this class. Guidelines for each speech will be made available to you. This information will indicate the expectations for each speech.  Speeches that are plagiarized, all or in part, will earn “0” points.

SPEECHES MUST BE GIVEN ON THE ASSIGNED DAYS DURING A SPECIFIC SPEECH ROUND. It is YOUR responsibility to know your speech date. Students who are absent from class on the day he or she is scheduled to speak will not be allowed to make up their speech and will earn “0” points for the speech. In the event of a true and documented emergency (for example, a trip to a hospital emergency room), make-ups are only allowed at the discretion of the instructor. Please note that only the instructor can authorize changes in the speaking schedule. In the very rare instance where the instructor authorizes a schedule change, please note that speeches are subject to a late penalty.

*Speech Outline Packets Required: A detailed, full-sentence, typed speech outline with reference citations, along with a page of the cited source(s), must be turned in to the instructor on the first day of a speech round. (Personal Speech does not require citations.) Speeches may require additional items that must be in the packet. Speeches can only be given after the outline packet is turned in to the instructor.  Note: Written work cannot be submitted without delivering a speech.

I am quite excited to be your teacher this semester! I look forward to sharing my passion for Communication Studies with each and every one of you.
## Grading

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th># of Assign.</th>
<th>Points Per Assignment</th>
<th>Total Points</th>
<th>% of Total Grade</th>
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<td>Tests</td>
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<td>Journal Assignment</td>
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<td>Class Participation</td>
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<td>Speeches in Class</td>
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<td>Personal</td>
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<td>Persuasion</td>
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<td>Speech Critique Forms</td>
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<td>Final</td>
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<td><strong>Grand Total</strong></td>
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<td><strong>1000</strong></td>
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900 - 1000 = A  
800 - 899 = B  
700 - 799 = C  
600 - 699 = D  
599 and below = F
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Course topics</th>
<th>Assignment (Due Next Class Meeting)</th>
</tr>
</thead>
</table>
| 1    | Mon. 2/8 | • Hand out Syllabus  
• Attendance  
• Add Students to Wait List  | • Purchase book  
• Register For Class                                                  |
|      | Weds. 2/10 | • Welcome & introduction  
• Review syllabus and course policies  
• Review MLA  | • Readings: Chapter 1-3 in A Pocket Guide to Public Speaking (AGPS)  
• Get Spiral Notebook  
• Register For Class  
• Get Syllabus signed |
| 2    | Mon. 2/15 | • Becoming a Public Speaker  
• From A to Z: Overview of a Speech  
• Managing Speech Anxiety  
• Overview of Communication Studies  
• SIGN UP FOR SPEECH #1 “PERSONAL SPEECH”  | • Readings: Chapter 4 & 5 in AGPS |
|      | Weds. 2/17 | • Ethical Public Speaking  
• Listeners and Speakers  | • Readings: Chapter 6-8 in AGPS  
• Journal Entry #1                                                        |
| 3    | Mon. 2/22 | • Analyzing the Audience  
• Selecting a Topic and Purpose  
• Developing Supporting Material  
• Review “Personal Speech” and Grading Rubric  | • Readings: Chapter 9 & 10 in AGPS |
|      | Weds. 2/24 | • Finding Credible Sources in Print and Online…and how to cite them (OWL website)  
• Citing Sources in Your Speech  
• Class discussion – Speech Ideas  | • Work on Personal Speech  
• Study for Test #1                                                         |
| 4    | Mon. 2/29 | • Test #1  
• BEGIN PERSONAL SPEECHES  | • Readings: Chapter 11 in AGPS |
|      | Weds. 3/2 | • Organizing the Body of the Speech  
• Continue PERSONAL SPEECHES  | • Readings: Chapter 12 in AGPS  
• Journal Entry #2                                                           |
| 5    | Mon. 3/7  | • Selecting an Organized Pattern  
• Continue PERSONAL SPEECHES  | • Readings: Chapter 13 in AGPS |
|      | Weds. 3/9 | • 13 Outlining the Speech  
• Continue PERSONAL SPEECHES  | • Work on your Speech and Outline                                        |
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<thead>
<tr>
<th>Week</th>
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<th>In Class Topics</th>
<th>Assignment (Due Next Class Meeting)</th>
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<tr>
<td>6</td>
<td>Mon. 3/14</td>
<td>• Continue PERSONAL SPEECHES</td>
<td>• Work on your Speech and Outline</td>
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<td>Weds. 3/16</td>
<td>• Continue PERSONAL SPEECHES</td>
<td>• Readings: Chapter 14 &amp; 15 in AGPS</td>
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<td>7</td>
<td>Mon. 3/21</td>
<td>• SPRING BREAK</td>
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<td>Weds. 3/23</td>
<td>• SPRING BREAK</td>
<td>SPRING BREAK</td>
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<td>Mon. 3/28</td>
<td>• Developing the Introduction and Conclusion</td>
<td>• Readings: Chapter 16-18 in AGPS</td>
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<td>Weds. 3/30</td>
<td>• Methods of Delivery</td>
<td>• Readings: Chapter 19-21 in AGPS</td>
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<td>9</td>
<td>Mon. 4/4</td>
<td>• Speaking with Presentation Aids</td>
<td>• Readings: Chapter 22 &amp; 23</td>
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<td>Weds. 4/6</td>
<td>• Informative Speaking</td>
<td>• Readings: Chapter 24 &amp; 25 in AGPS</td>
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<td>• Principles of Persuasive Speaking</td>
<td>• Study for Test #2</td>
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<tr>
<td>10</td>
<td>Mon. 4/11</td>
<td>• Test #2</td>
<td>BEGIN DEMONSTRATION SPEECHES</td>
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<td>• BEGIN DEMONSTRATION SPEECHES</td>
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<td>Weds. 4/13</td>
<td>• CONTINUE DEMONSTRATION SPEECHES</td>
<td>• Readings: Chapter 24 in AGPS</td>
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<td>11</td>
<td>Mon. 4/18</td>
<td>• Constructing the Persuasive Speech</td>
<td>Readings: Chapter 25 in AGPS</td>
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<td>• CONTINUE DEMONSTRATION SPEECHES</td>
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<td></td>
<td>Weds. 4/20</td>
<td>• Speaking on Special Occasions</td>
<td>• Work on Persuasion Speeches</td>
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<td>• SIGN UP FOR PERSUASION SPEECH</td>
<td>• Journal Entry #3</td>
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<td>• CONTINUE DEMONSTRATION SPEECHES</td>
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<tr>
<td>12</td>
<td>Mon. 4/25</td>
<td>• CONTINUE DEMONSTRATION SPEECHES</td>
<td>• Work on Persuasion Speeches</td>
</tr>
</tbody>
</table>
| Weds. 4/27 | • CONTINUE DEMONSTRATION SPEECHES | Journal Entry #4  
|• Readings: Chapter 26 & 27 in AGPS |
| --- | --- | --- |
| Mon. 5/2 | • Preparing Online Presentations  
• Communicating in Groups | • Readings: Chapter 28 & 29 in AGPS |
| Weds. 5/4 | • Delivering Group Presentations  
• Business and Professional Presentations  
• BEGIN PERSUASION SPEECHES | • Readings: Chapter 30 & 31 in AGPS |
| Mon. 5/9 | • Presentations Assigned Across the Curriculum  
• Science and Mathematics Courses  
• CONTINUE PERSUASION SPEECHES | • Readings: Chapter 32-34 in AGPS |
| Weds. 5/11 | • Technical Course  
• Social Science Courses  
• Arts and Humanities Courses  
• CONTINUE PERSUASION SPEECHES | • Readings: Chapter 35-36 in AGPS |
| Mon. 5/16 | • Education Courses  
• CONTINUE PERSUASION SPEECHES | • Work on Persuasion Speech and outline |
| Weds. 5/18 | • Nursing and Allied Health Courses  
• CONTINUE PERSUASION SPEECHES | • Work on Persuasion Speech and outline |
| Mon. 5/23 | • CONTINUE PERSUASION SPEECHES | • Work on Persuasion Speech and outline |
| Weds. 5/25 | • CONTINUE PERSUASION SPEECHES  
• Review for the Final | • Review for the Final  
• Journal Entry #5 |
| Mon. 5/30 | • CUMMULATIVE FINAL EXAM |
| Weds. 6/1 | • CUMMULATIVE FINAL EXAM |