

WEST LOS ANGELES COLLEGE
COMMUNICATION STUDIES 101: ORAL COMMUNICATION
HYBRID CLASS (SECTION 8400)
Spring 2015

Instructor: F. Nicholas Smith

Meeting time: Saturdays, 9:00am – 1:05pm, 2/9/15 - 4/3/15

Location: GC 240

Email: smithng@wlaac.edu Email is the best way to contact me. I check my email account several times daily.

Office hours: I usually arrive 20 minutes before class, so there will be time to meet then, and also after class. If you would like to schedule a longer meeting, please email me.

Materials

- . *O'Hair, Rubenstein, and Stewart, A Pocket Guide to Public Speaking
Boston: Bedford/St. Martin's, 2010
ISBN: 978-1-4576-0184-2
(Fourth Edition)*
- . 1 package of 3x5 index cards
- . 1 scantron #882 (green)
- . 2 Poster boards (or the equivalent)

Embracing Our #1 Fear

I understand your anxiety about speaking in front of a group of strangers. It's a natural fear. Rest assured, however, that during the next few weeks your nervousness will begin to fade, and your self-confidence will be enhanced as you develop the necessary skills needed to succeed in all of your classes and in your chosen career.

I welcome you to share your feelings about public speaking with me, either in class or privately.

Thank you for giving me the opportunity to teach you.

Course Description

Transfer: UC: CSU

Units: 3

This course offers training in the theory of speech communication and practice in effective preparation of planned and spontaneous public speeches.

Institutional Student Learning Outcomes

"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 5-8 minute persuasive 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 speech outlines.

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 and 2-4 credible sources.
2. locate appropriate sources and cite them correctly in a speech.

Course Objectives

- Build confidence as a speaker.
- Recognize the importance of the First Amendment.
- Explain the process of sending and receiving messages.
- Scrutinize feedback.
- Analyze audiences.
- Research and evaluate information for speeches.
- Evaluate information to determine whether it should be included in a speech.
- Organize information.
- Prepare presentation outlines.
- Revise an outline as needed to meet time constraints.
- Attribute sources.
- Illustrate information and ideas with specific examples including anecdotes.
- Practice relaxation techniques.

- Practice delivery.
- Employ eye contact.
- Employ appropriate body language, voice projection and pacing.
- Demonstrate effective listening techniques.
- Employ persuasive techniques.
- Employ the motivated sequence.
- Debate a point of view.
- Appraise information.

Recommended Preparation

In order to be successful in Com Studies 101, it is highly recommended that you have completed or are enrolled in English 28.

Course Requirements

In order to pass this course, all graded formal speeches must be delivered, meet course standards and be delivered on deadline. The final exam must be taken.

ONLINE DISCUSSIONS/ ASSIGNMENTS/QUIZZES

As a hybrid class, it is essential that you log into the online component of our class in Etudes. You will be expected to get involved in online discussions and to complete short essay assignments and quizzes. If you do not log in regularly, your final grade will suffer, even if you have received A grades in your speeches!

(2) SPEECHES:

Two speeches are graded (Informative, and Persuasive.) You will sign up for these speeches. You cannot change the day you give your speech once you have signed up for it. If you don't give your speech on the day it is due, you will receive a zero for that speech.

(2) OUTLINES:

A formal written outline (**typed**) for the informative and persuasive speeches must be turned into me prior to the start of your speech. This 2-3 page outline must conform to the outlines found in your textbook and handouts.

If you don't give me the formal written outline before you get up to give your speech, you will lose 13% of your speech grade.

Handwritten outlines will result in a 13% deduction of the speech.

You will not use the formal written outline during your speech (or a copy of it). Instead, after you have rehearsed your speech at home, you will prepare

SPEAKING NOTE CARDS, 4" x 6" or 5" x 8," which include key words and phrases. You may glance at your note cards occasionally, but you should not depend on them. In order to make sure of this, you may **have no more than 6 or 7 words – MAXIMUM – per card**. The only exceptions to this are QUOTES, which you may write out fully.

In this course, we present **extemporaneous speeches**, not "**manuscript**" speeches or **memorized speeches**. You will use note cards to guide you along, much in the same way that you use a shopping list when going to the supermarket. *Never write the speech out fully, word-for-word either as you prepare your speech, on your formal outline or on your note cards. NEVER READ YOUR SPEECH!* The highest possible grade that you can get if you read your speech (*or mostly read it*) is a "C" --- even if the speech is superb in all other aspects. I may ask to see your note cards. If they are filled with paragraphs, sentences and much writing, this is a clear indication that you are reading your speech.

QUIZZES/EXAM:

The quizzes and final exam will consist of multiple choice/true or false questions based on your textbook reading. Quizzes take place online. The final exam takes place in class.

PARTICIPATION:

Class participation shall be weighed into your final grade. Participation includes evaluating speeches, impromptu speaking, involvement in class discussions, and general feedback. Missing class will affect the point value of this grade. You can't participate if you're not here. Each absence (regardless of the reason) shall result in a loss of points. Bottom line: absences – even if *excused* – may significantly affect your final grade.

Assignments and Points Breakdown:

<u>Assignment</u>	<u>Points</u>
Online Quizzes (5)	50
Online Discussions (6)	50
Online Assignments (3)	50
Informative Speech	100
Persuasive Speech	100
Final Exam (in class)	50
Participation	100

Calculating Your Final Grade:

To calculate your grade, divide the total number of points available in the course (500) by the total number of points you have earned. Here is the grading scale:

100-90% = A

89-80% = B

79-70% = C

69-60% = D

60% = F

Rounding Up Grades

I do not “round up” grades. If your final grade is 79.0%, you have a C grade. If you have 89.0% you have a B. No exceptions.

YOUR RESPONSIBILITIES

1. Be ready to deliver your speech when scheduled.
2. Arrive on time for class. Late arrivals interrupt the class. *Late arrivals will affect your final grade.*
3. If you must be late, check at the window before entering the room. If a student is speaking, **wait until s/he is finished before entering.** If I am speaking, do not wait—come in. *After the class, you must check to be sure that I have marked you as “late” and not “absent.” (Note: “late arrival” means up to 15 minutes after the start of class. If you arrive later than 15 minutes after the class starts you will be counted as absent.)*
4. Do not get up and leave class during a speech, whatever the reason. You will lose 4 participation points if you do so.
5. Should you decide to drop the class, it is your responsibility to go to the Admissions Office and fill out the appropriate card. Failure to do so could result in an “F” in the class. Pay attention to drop dates in the Schedule of Classes.

Think of our class as your place of work. A corporation. Being habitually late or absent in meetings would not be tolerated.

Timed Speeches

Speeches are required to adhere to the prescribed length. They are timed. If you finish too early or too late, you will lose some points. Practice!

ATTENDANCE

Our class begins on time. I want to provide you with the best learning experience possible. This includes creating and maintaining a classroom environment that will allow for the highest quality learning experience possible. Lectures, discussions, and activities need your input. We all want to hear what you have to say about the topics discussed in this course. Individuals walking in late or leaving early disrupt the entire class whether we are involved in a lecture, a discussion, or an activity. Furthermore, this behavior is rude.

If you cannot arrive on time, you should reconsider taking the class.

Absences

Each unexcused absence will drop your participation grade by **five (8) points**. You will be dropped on your third absence. Should you be absent from class, it is your responsibility to find out what you missed from another student

Tardies

Each tardy (arriving late, or walking in and out of class) will deduct **two (4) points** from your participation grade for the session.

If you arrive 15 minutes late to class, you will receive unexcused absence.

Leaving class early (without prior instructor notification) shall be regarded as an unexcused absence.

MAKE-UPS/LATE WORK POLICY

You are required to speak as scheduled. **Under no circumstances will a student be allowed to make up a speech if s/he fails to deliver the speech on the day that it is due.**

In the event of an emergency, you must furnish documented proof of absence, which will be carefully evaluated. Here are the ***ONLY ACCEPTABLE EXCUSES*** for failing to present your speech when scheduled; and each one must be documented:

1. **Medical emergency**

Please furnish a doctor's (or hospital or dentist's) note clearly stating that you were in his/her office or a hospital emergency room for illness or accident *on the day and during the time that your speech was due. That constitutes an EMERGENCY.* A regular medical checkup is not an excuse. Nor is a general note stating that you are under the doctor's care. If you don't have a family doctor and you're sick, *go to a clinic.*

2. Court related obligation such as jury duty, appearance, deposition or subpoena.

3. Serious illness or death of a close family member

I will not accept late speeches under any other circumstances.

If you are going to be absent, please notify me by email at least 24 hours prior to your absence – to be accompanied by the appropriate written documentation (i.e. doctor's note, police report from accident, funeral program).

If you have an *excused* absence on the day you give your speech, you may present the speech the day you return to class with no penalty. If time does not permit, you may speak at our next class session without penalty. (If you know you're going to be absent, of course you may always speak early.) If you return and are not prepared, you may speak at the class meeting; however, your speech grade will be deducted by

two full grades; the highest you may earn then being a C. After that point, the speech may not be presented and the student shall receive a failure (no points).

If you have an *unexcused* absence, you may speak the day you return, but the highest grade you may earn shall be a C. After that point, the speech may not be presented and the student shall receive a failure (zero points).

If you come to class on a performance day and are not prepared to speak, you may present your speech at the next class session, but the highest grade you may earn shall be a C. You are urged to not miss class simply because you are not prepared to speak. Please attend. You learn by watching each other.

Disabled Student Services

If you know or think that you have any learning or physical disabilities, please contact Dr. Duke in the Disabled Student Programs and Services (DSPS) Office in HLRC 121 at (310) 287-4450. The DSPS will then contact your instructors to notify them of needed accommodations, such as additional testing time, or a note taker. If you require an accommodation for this class, please speak with me. Tape recording of lectures and discussions will not be permitted without my consent.

Academic Integrity

Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. When there is evidence of cheating or plagiarism in classroom work, the instructor may assign a failing grade, "F," or zero points to the examination or assignment in which the alleged cheating or plagiarism occurred. Before a substandard grade is issued the instructor will provide the student with supporting documentation of the plagiarism or cheating charge. Instructors have the authority to use plagiarism-detecting instruments such as "Turn It In" to detect academic dishonesty.

Forms of Behavior which Violate Academic Integrity

- **Cheating.** Using any materials or devices or strategies that provide undue advantage on any exam, assignment, activity or other method of assessment for a course. This includes, but is not limited to, looking at another student's exam, using phones or other communication systems to text message during exams, taking pictures or images of exams, talking with others during exams, using Internet to find information, or any other system of inappropriate "help." Exams are to be measures of what YOU, as an individual, have learned.
- **Collaboration.** Working together on projects, papers, exams or other forms of assessment that are to be completed individually.
- **Plagiarism.** Taking anyone else's work as one's own. Presenting another's words, ideas, forms of expression, materials, or labor without proper citation, referencing, and declaration that this material originated outside the student's own work.

For assistance with classroom projects, papers and assignments, please visit the Learning Skills Center, HLRC.

LACCD Board Rule 9803.28

“Violations of academic integrity of any type by a student provides grounds for disciplinary action by the instructor or college. 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. For more information on the Standards of Student Conduct refer to the college catalog available in hardcopy and online at www.lattc.edu.”

Cleanliness

Please help us keep the classroom and campus grounds clean. No food or beverages, except for water, is permitted inside instructional classrooms. Please use the receptacles to dispose of trash.

Classroom Courtesy

This is a speech class and attendance is important, both for speakers and audience members. You are expected to be in class even when you are not giving a speech that day. If you are absent on days when others are giving speeches, this will substantially lower your overall participation grade. On speech days, those who come in or leave during a speech, or talk to other audience members during a speech, will also have their participation grade lowered. All mobile technology must be turned off at the beginning of class. Your grade will be affected if your phone goes off during a speech. If you must be late to class, do not enter the classroom while another student is giving a speech. Never walk in front of someone giving a speech.

PLEASE NOTE: I reserve the right to change the syllabus at any time.

TIPS FOR SUCCESS

Good speeches require significant preparation time. Please make sure you practice your speeches several times.

Don’t forget your outlines.

Read each textbook assignment before class, enabling you to participate in class discussions.

Exchange email addresses and phone number with several classmates.

If you don’t understand something, ask for help.

CRITERIA FOR EVALUATING SPEECHES

The **SUPERIOR** speech (**Grade A**) should meet the preceding criteria AND:

1. Constitute a genuine contribution by the speaker to the knowledge or benefits of the audience.
2. Display a mastery of audience analysis as discussed in class and the text.
3. Demonstrate the skills and efforts appropriate to sustain positive interest, feeling, and/or commitment among the audience.
4. Contain elements of vividness and special interest in the use of language. (The speech must employ the effective use of stylistic devices, such as alliteration, repetition, parallelism).
5. Be delivered in a fluent, polished, extemporaneous manner with warmth, enthusiasm, and style—that strengthens the impact of the speaker’s message.

The **ABOVE AVERAGE** speech (**Grade B**) should meet the preceding criteria AND:

1. Deal with a rigorous topic appropriate to the audience.
2. Fulfill all major functions of a speech introduction and conclusion.
3. Display clear organization of main points and supporting evidence.
4. Support main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency.
5. Exhibit proficient use of connectives – transitions, internal previews, internal summaries and signposts.
6. Present sources cited within the speech.
7. Include the appropriate references in proper format.
8. Be delivered skillfully in an extemporaneous manner with 80% or better sustained eye contact, effective hand gestures and body movement, voice variation, etc.—so as not to distract attention from the speaker’s message.

The **AVERAGE** speech (**Grade C**) should meet the following criteria:

1. Conform to the kind of speech assigned (informative, persuasive, etc.).
2. Be ready for presentation on the assigned date.
3. Conform to the time limit.
4. Fulfill any special requirements of the assignment – such as preparing a full-sentence outline, requirements for outside sources, presentation aids, etc.
5. Have a clear, specific purpose and central idea (thesis).
6. Have an identifiable attention-getting introduction, a coherently organized body, and an effective conclusion.
7. Show reasonable directness and competence in delivery.
8. Be free of serious errors in grammar, pronunciation, and language usage.

The **BELOW AVERAGE** speech (**Grade D or F**) is deficient in the criteria required for the C speech. In addition:

A “D” speech has any one of the following serious problems:

1. The speaker reads word-for-word a significant portion of the speech, as opposed to maintaining almost continuous eye contact. (It is, of course, perfectly appropriate to read briefly from your notes to be certain you are quoting statistics or testimony accurately).
2. The delivery is mechanical, rather than expressive and engaging.
3. The topic area fails to meet the specifications of the assignment; i.e., an informative speech that seeks to reinforce attitudes or a persuasive speech that is primarily informative.

An "F" speech has any one of the following criteria:

1. The speech is plagiarized.
2. The speech is apparently delivered without advance preparation.

TENTATIVE COURSE SCHEDULE

Quizzes/assignments take place online.

(Please note: we use the 4th edition of *A Pocket Guide to Public Speaking*.)

Saturday, February 14

OPEN ONLINE: Quiz #1 on pp.14-71. (Quiz closes February 29.)

IN-CLASS:

Introduction to course.

Breaking the ice exercise.

What was your most embarrassing moment?

Lecture: Overcoming fear. Effective delivery (eye contact, gestures, body language, pace, warmth, etc.) Verbal and nonverbal communication.

Most embarrassing moment speech (1 minute)

HW: Read pp. 14-71, 96-104

February 21

CLASS STARTS AT 1PM ONLY THIS TIME

Required reading: pp. 14-71, 96-104

Lecture: Selecting a topic and purpose. Organizing, developing supportive material, outlining, audience analysis.

Fishbowl discussion: animal rights, sex before marriage, abortion, death penalty, underage drinking, legalizing pot, etc. How would you develop an outline/supporting evidence on one of these topics?

Impromptus: piece of cheese.

Assignment: Informative Speech. Sign up.

HW: Read pp. 112-140, 156-163

February 28

OPEN ONLINE:

Quiz #2 on pp. 96-104, 112-140, 156-163. (Quiz closes March 8.)

Informative Speech Comparison (Assignment closes March 8)

IN-CLASS:

Required reading: pp. 112-140, 142-154 156-163

Lecture: Intros and conclusions, language. Styling the Speech. Delivery revisited.

Intros: Warren Buffet MBA Talk; TED clip, Mike deGruy,

Tell a story at every opportunity. Billy Graham.

Lecture: Speaking to Inform; organizing, visual aids.

TED/YouTube clips/analysis: Jamie Oliver, Josh Klein.

Intro to the Informative Speech.

Gripe Speech

HW: Read pp. 142-154

March 7

OPEN ONLINE: Quiz #3 142-154. (Quiz closes March 15.)

IN-CLASS:

Informative Speeches

HW: Read pp. 176-218

March 14

OPEN ONLINE:

Quiz #4 p. 176-188 (Quiz closes March 22.)

Midterm Essay (Assignment closes March 22)

IN-CLASS:

Informative Speeches

Required reading: pp.142-154

Lecture: Speeches to Persuade: controversial topics; persuasion, argumentation, Motivational Sequence, rhetoric and style. Monroe's infomercial.

How to Live to be 100+ discussion. Dan Buettner.

Persuasive speech impromptu

Assignment: Persuasive Speech. Sign up.

HW: Read pp.189-218

March 21

OPEN ONLINE:

Quiz #5 189-218 (Quiz closes March 29.)

Persuasion: Gordon Brown versus Ken Robinson (Assignment closes March 29)

IN-CLASS:

Persuasive Speeches

March 28

Persuasive Speeches

April 3

FINAL EXAM (IN CLASS)