

WEST LOS ANGELES COLLEGE

Speech 101: Communication Studies-- Oral Communications I (UC; CSU)

FALL 2013 Section 4865 Wed. 6:45-10:00 pm

Albert Marotta, Instructor

Office Hours: Before or After Class

COURSE DESCRIPTION AND OBJECTIVES

An exciting opportunity to gain basic tools required for developing a personal speaking style. Minimize personal fears associated with public speaking. Focus will be on the construction and performance of several original speeches, based on research, organization, practice and speaking in front an audience. You will gain experience stage presence enhanced vocal and listening skills. Gain confidence and competence in critical thinking.

REQUIRED TEXTS

PSYCHO-CYBERNETICS . Maxwell Maltz

POCKET GUIDE TO PUBLIC SPEAKING. O'hare, Rubenstein, Stewart

An audio/ visual recording devise.

5x8 index cards no substitutes

Access to a computer. All assignments are to be typed (exception 5x8 cards).

INSTITUTIONAL/STUDENT LEARNING OUTCOMES

1. Critical thinking: Organize and analyze problems by differentiating fact from opinion, developing logical reasoning to specify multiple solutions or possible outcomes thru sound research and evidence. Through speeches and classroom discussion, analyzing and clarifying any ideas presented.

2. Communication: communicate effectively in an organized oral, physical and written format to persuade, inform and convey ideas in an academic, community, work, and or family setting. To present and justify such information, (points of view) in formal speeches and or class exercises. Students will prepare and deliver a variety of speeches acknowledging credible research sources depending on speech type.

3. At the end of the course, the successful student will minimally be able to prepare and deliver a well paced 8-10 minute persuasive speech with appropriate eye contact and verbal skills, including: enunciation, pacing and projection with 6 credible sources.

INSTRUCTIONAL METHODS

Lecture, demonstration, supplemental handout materials, class exercises and discussion, homework and outside class requirements.



Dorothy Smothermon

By Dorothy Smothermon

Music speaks to all people, regardless of language, even to the deaf. It has long been used as therapy in mental hospitals. The Cayce readings suggest using music to create the perfect vibration within the physical body, thereby allowing healing to take place. They also

stated that music influences the rhythmic vibrations of the body which set the electrical forces in the body. Many people were encouraged to sing to improve their physical condition. One young woman was told that there is much music in the make-up of the body and that music would assist the body in regaining sight.

On May 24, 1998, Ronald Kotulak, science writer for the *Chicago Tribune*, interviewed Gordon L. Shaw, a physicist who was doing research on learning. When asked how he got interested in the connection between music and learning, Shaw mentioned the work on a model of the brain that represented how one might think and reason. The computer showed brain wave

activity from thinking as sequences of identifiable patterns. A colleague, Leng, translated these patterns into music using a synthesizer. The sounds were recognizable styles of Western music patterns that sound like Baroque or New Age or Folk music.

An experiment was done with college students who listened to Mozart's Sonata for Two Pianos, silence, or music made up of repetitive sounds and then were asked to solve a paper folding and cutting puzzle. They were shown a drawing of the piece of paper that was folded over three or four times with several cuts made in the folded paper. The students had to mentally unfold the paper and select the correct appearance from



Wolfgang Amadeus Mozart

“Mozart Effect” Increases Creative Abilities in Listeners

five samples. The students who listened to Mozart did thirty (30) percent better than the other two groups.

Rauscher worked with three-year-olds where one group took piano lessons for six months, another group took computer lessons for six months, and a third group did neither. The only children to improve their spatial reasoning over that period were the ones taking piano lessons, and they increased their test scores by thirty-five (35) percent.

Even if Mozart is not your favorite composer, his music provides a positive environment where you can learn, relax, and create at your best. And simply put, that is “The Mozart Effect.”

WHAT IS REQUIRED AND EXPECTED

1. Learning is available to you on numerous levels. My class is designed this way intentionally. Your level of investment will pay you the level of knowledge that you demand. Your instructor is the employer; you are the employee. It's all up to you.
2. You are responsible for all instruction given in class, written or oral, whether you are absent, tardy or present. "I didn't know," is no excuse. Suggestion: Exchange email or phone numbers with fellow students.
3. Don't confuse personal problems with the problems of speech making. Always be aware of your focus: If you choose negativity, you'll be nervous and anxious. If you choose to be positive, the class will be exciting and challenging.
4. Questions for clarification are to come from you regarding reading, class assignments, experiences, etc. Asking questions for clarification of all instructions is your responsibility. The standard college formula for success: a minimum of two hours homework per one hour of instruction.
5. Your instructor is more interested in creative speeches than in creative excuses for not being prepared. Late assignments if accepted will be heavily penalized.
6. Regular on time attendance is mandatory. Two (2) absences and you will be dropped from the class. Habitual tardiness (over 4) can result in loss of a full letter grade.
7. Required of oral presentation is for you to establish credibility using at least 3 reference. (PROVE YOU HAVE DONE THE RESEARCH, PREPARATION AND ORGANIZATION REQUIRED. PURPOSE: To teach both yourself and your listeners. Learning comes from experience of performance.
8. YOU are responsible for scheduling your speeches in a timely fashion within the semesters required time limits. Additional details will be given in oral instruction. Remember procrastination bares bitter fruit. This is a 16 week semester. There are no speeches given on the night of finals.
9. All required written evaluation formats will be given in oral lecture with written handout in separate lecture.

10. Organized presentations containing the full criteria of assigned speeches are to be met, read your textbook.
 - a. ALL speeches are to be recorded for viewing and written evaluation by the following class meeting.
 - b. Time limitations. **SHORT SPEECHES ARE UNACCEPTABLE**
 - c. **Poorly prepared or under researched speeches are unacceptable**
 - d. READING OF SPEECHES IS UNACCEPTABLE.
 - e. Adherence to speech subject or speech type. (No Exceptions)
 - f. Use of basic speech format--refer to text
 - g. EMPHASIS OF EACH SPEECH AS LISTED ON SPEECH LIST.
11. Seek help from writing skills workshop if you have problems with basic English language structure.
12. Continued and steady improvement in speeches is considered normal progress.
13. There is a way one can make up excused absences. If interested, contact instructor.
14. Grading runs from A to F. Attendance, attention to details and specifics, creativity, difficulty of undertaking, degree of personal investment in all requirements is primarily what determines the end result. See grade sheet
15. As audience members you are not permitted to leave before or after your speech, except for emergency, or freely roam in and out of the classroom. You are responsible for adhering to the code of student conduct listed in the class schedule. No disrespectful actions, language, disruptive behavior, or cheating will be tolerated. You will be dropped from the class.
16. Keep all electronic devices OFF until after class. No texting, phone calls, game playing or doing homework for other classes during this speech class.
17. You are responsible for required paperwork required to drop any course. If not you will end up with a Fail. See class schedule.

"Great spirits have always met violent reaction from mediocre minds."

Albert Einstein

ALBERT J. MAROTTA
SPEECH 101

GRADES

A.

- Outstanding Quality speeches ("challenging, dynamic and well prepared.
- Typed evaluations of 6 outside professional speakers on time.
- Video taping and typed self evaluation of all your speeches. (Typed evaluation due the following class meeting).
- Self evaluation cards (5x7) of all speeches Starting with hobby speech, due same night of the presentation (total of five)
- View and evaluate on time as per format six or more videos.
- Evaluate six or more handouts as per dictated format.
- Perfect attendance.

B.

- Quality speeches that are challenging dynamic and well prepared
- Typed evaluations on 4 outside professional speakers on time.
- Video taping and typed self evaluations on 5 of your speeches, due the following class meeting.
- Self -evaluation cards (Four) (5x8) starting with hobby speech, due the same night of the presentation.
- View and evaluate 5 videos on time per dictated format.
- Evaluate 5 handouts, as per dictated format.
- Near perfect attendance.

C.

- Prepared, interesting presentations (8 required).
- Typed evaluations on 2 outside speakers on time.
- Video taping and typed self evaluations on 3 of your speeches. Evaluations due the following class meeting.
- 4 self evaluation cards(three) (5x8) starting with hobby speech, due the same night of the presentation.
- View and evaluate 4 required videos on time as per dictated format.
- Evaluate 4 handouts on time as per dictated format.
- Regular on time attendance (over three absences and you may be dropped).

D.

- All eight speeches must meet minimum standards.
- Two on time professional speaker evaluations
- Minimum of three required videos on time.
- Three typed evaluations of speeches.
- Poor on time work ethic.

ALL ASSIGNMENTS MUST BE TURNED IN ON TIME, TYPED, AND FOLLOW THE DICTATED FORMAT.

LATE PAPERS IF ACCEPTED WILL BE HEAVILY PENALIZED!!!!!!

NOTE:

Psycho Cybernetics due _____

**“Does Psycho Cybernetics relate to speech ad speech making?
If so how, if not why not?”**

*******MID-TERM EXAM POCKET GUIDE TO PUBLIC SPEAKING, O’Hair
Rubenstein and Stewart.**

due _____

Outside professional speaker evaluations due on or before:

1st _____, 2nd _____

Required video evaluations due on or before:

1st and 2nd _____ 3rd and 4th _____

REQUIRED VIDEOS

- 1. Eye of the Beholder
- 2. The Strangest Secret

- 3. Yesterdays Actors
- 4. Go Get ‘Em Tiger

Last day to turn in, articles, rewrites, outlines and evaluations.

Due _____

Last day to turn in Extra credit Speaker Evals. Due _____

Only if all assignments were turned in on time.

**Prepared outline of all speeches must be handed in at the time of your
presentation.**

**READING OF SPEECHES IS NOT ALLOWED. THEY MUST BE WELL
PREPARED IN ADVANCE.**

Last day to drop course: _____

I HAVE READ AND UNDERSTAND THE ABOVE COURSE REQUIREMENTS.

PRINT NAME

SIGNATURE

LIST OF REQUIRED 101 SPEECHES
A.J. MAROTTA

NOTE: Students not completing the first three written assignments on time (Psycho-Cybernetics paper and Pocket Guide to Pub. Speaking, O'Hair, Rubenstein, Stewart) will not be permitted to give speeches. **Also note late papers if accepted will be penalized. All eight speeches must be given in sequence and are required to be completed before the week of finals.**

1. Formal Introduction

Emphasis: In depth interviewing of someone in the class who you do not know (3-4 minutes).

2. READ a fairy tale folklore or sci-fi to the class. Little formal preparation is required. Like what you pick. **Emphasis:** Action oriented story. (5-7 minutes).

3. Favorite Hobby

Emphasis: Demonstration, focus on visual aspects. (5-7min.).

4. STATISTICAL

Emphasis: Visuals, i.e. charts and graphs. Pay close attention to:

- A. Letter and number size on chart.
- B. Length of time visuals are used.
- C. Use proper increments.
- D. The use of colors.

Be sure to establish credibility (5-7 min.)

5. HISTORICAL SPEECH

Emphasis: A person, place, thing, or event of special significance or interest to you prior to 1965. focus on research and establish credibility. (8-10 min.)

6. EULOGY WITH EPITAPH

Emphasis: In depth look at your life up to this point. include your accomplishments, trials, successes, insights gained etc.(3-5 minutes).

7. RESEARCH PROJECT OR TEACHING PROJECT

Emphasis: FULLY investigate a small local charitable non-profit organization. If possible obtain handouts for the entire class. A teaching project should include the entire audience and be designed as experiential. (8-10 minutes).

8. PERSUASION

This presentation is a culmination of a full semesters work. The successful student will prepare and deliver this speech with appropriate eye contact, projection, and timing.

Emphasis: A minimum of two perspectives is required. The audience is to make a choice on credible research and references you provide. Use at least three detailed references for each perspective. Poll the audience afterwards to get their input. A fully developed outline of a pre-approved topic with visuals is mandatory. Use the, "Universal Intellectual Standards" and your required text as guides. (8-10 minutes)

Proper Preparation prevents re-
performance of an under prepared,
poorly organized, under rehearsed
presentation!!!

**UNLESS OTHERWISE STATED
READING OF SPEECHES IS
UNACCEPTABLE!!!**