

SYLLABUS
COMM 101: ORAL COMMUNICATION (SECTION 1868)
Fall 2014

Instructor: F. Nicholas Smith, M.A., M.Phil

Meeting time: Saturdays, 9:35AM-12:50PM

Location: GC 240

Email: smithng@wlac.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.

Overview

"According to most studies, people's number one fear is public speaking. Number two is death. Death is number two. Does that sound right? This means to the average person, if you go to a funeral, you're better off in the casket than doing the eulogy."

(Jerry Seinfeld)

I understand your anxiety about speaking in front of a group of strangers. It's a natural fear. We all have it. 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 Outcome

At the end of the course, the successful student will be able to prepare and deliver a well-paced 5-8 minute persuasive speech with appropriate eye contact and volume and 2-4 credible sources.

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 Speech 101, it is highly recommended that you have completed or are enrolled in English 28.

Required Textbook

*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)*

Grading Policy

Assignments and Points Breakdown:

<u>Assignment</u>	<u>Points</u>
Symbols Speech	100
Informative Speech	100
Persuasive Speech	100
Quizzes	50
Midterm Exam	25
Final Exam	50
Participation	30

Calculating Your Final Grade:

To calculate your grade, divide the total number of points available in the course by the total number of points you have earned.

The grading scale is 90-100=A, 80-89=B, 70-79=C, 60-69=D, below 60=F.

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

The following are the procedures followed in grading:

(3) SPEECHES: Three speeches are graded (Symbols, Informative, and Persuasive.) You will sign up for these speeches. **You cannot change the day you give your speech.** If you don't give your speech on the day it is due, you will receive a zero for that speech.

(2) OUTLINES: A typed outline for the informative and persuasive speeches should be turned into me prior to the start of your speech. (You don't have to provide an outline for the Symbols speech.) This 2-3 page outline must conform to the outlines found in your textbook and

handouts. If you don't give the outline to me, you will lose 13% of your speech grade.

Handwritten outlines will also not be accepted and will result in the same penalty.

The outline should be just that—an outline—but it must contain the elements necessary to give a successful speech. **(Do not give me an essay.)**

You will not use the outline during your speech. Instead, you will use a speaking outline. This is a “key words or phrases” outline written on 4” x 6” or 5” x 8” note cards. **Only key words and phrases are allowed, besides quotations or statistics.**

QUIZZES/FINAL EXAM: The quizzes and exams will consist of questions based on your textbook reading. Quizzes start at the beginning of class. **If you arrive after the quiz has been given, you will not be able to take the quiz.** No exceptions!

PARTICIPATION: Class participation means responding to questions based on the text. Being late/absent will affect your participation grade.

PRESENTATION GUIDELINES

Speeches are required to adhere to the prescribed length. Make sure that your speech is fully developed in accordance with the specific assignment. Speeches are timed. If you finish too early or late, you will lose significant points. Practice!

MAKE-UPS

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.**

If, under exceptional circumstances, verified by documentation, a make-up is permitted, your speech will carry a full letter drop, and a second one will not be allowed.

Bottom line: you must give your speech when it is due.

You must also remember to bring an outline in order to give your speech. Without an outline, you will receive the same penalty as someone who did not turn up when they were supposed to speak: zero percentage for that speech.

PLAGIARISM

Plagiarism will result in an “F” on the plagiary. In addition, the vice president of Student Services will be notified.

ATTENDANCE

Absences

Each absence will drop the participation grade by eight points. You will be dropped on your third absence.

Tardies

Each tardy (arriving late, leaving early or walking in and out of class) will deduct four points for the session. Two tardies equals one absence.

If you arrive late, it is your responsibility to see me at the end of class, and I will change your “absence to a tardy.” If you forget to see me, you will be counted as absent.

If you leave early, it will be counted as an absence. If you arrive 20 minutes late, it will also be counted as an absence.

Should you be absent from class, it is your responsibility to find out what you missed from another student.

Dropping the course

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.

If you drop the course, be sure to do so at the Admissions and Business Offices and keep your receipt. Pay attention to drop dates in the Schedule of Classes.

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."

COURTESY

Technology has increased the potential for class interruptions. The majority of the students in this class are highly motivated to succeed and successfully transfer to a university. It is unfair to allow distractions to interfere with their attention.

Please turn off your cell phones. Do not text. Do not check your messages. If you do, you will forfeit one to four participation points for that session.

If you must arrive late to class, quietly take a seat in the back of the room.

Should circumstances force you to be late to class, do not enter the classroom while another student is speaking. Never walk in front of a speaker. Walking in and out of class will not be permitted.

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.

TENTATIVE COURSE SCHEDULE

Saturday, September 6

Introduction to course.

Breaking the ice exercise.

HW: What was your most embarrassing moment?

September 13

TED clips: Dave Eggers, Aubrey de Grey, Bill Clinton

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

Most embarrassing moment (1 minute)

Assignment: Symbols Speech.

September 20

Symbols Speeches

Required reading: pp. 14-71

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.

September 27

Symbols Speeches

Required reading: pp. 112-140

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

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

YouTube clips: Bill Cosby

Tell a story at every opportunity. Billy Graham.

October 4

Symbols Speeches

Required reading: pp.96-104, 156-163

Lecture: Speaking to Inform; organizing, visual aids.

TED/YouTube clips/analysis: Jamie Oliver, Steve Jobs, Jonathan Drori, Josh Klein.

Intro to the Informative Speech.

October 11

Quiz on pp. 96-104, 112-140, 156-163

TED clip: Sir Ken Robinson

In groups (3-4) create an informative speech (1-2 mins.). Spend 30 mins. preparation. Present. Informative speech impromptus

HW: Audience Analysis Survey/Questionnaire for Informative Speech

October 18

**DUE: Audience Analysis Survey/Questionnaire for Informative Speech
(Mandatory. You will lose 20% of your final grade without the
survey/questionnaire.)**

Required reading: pp.142-154, 176-188

Vocal variety: "April is the cruelest month..."

Dramatic pauses. Informative speech impromptus

October 25

Informative Speeches

Required reading: pp.189-218

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 impromptus

Assignment: Persuasive Speech

November 1

Informative Speeches

Persuasive speech impromptus

TED clip: J.J. Abrams

HW: Audience Analysis Survey/Questionnaire for Persuasive Speech

November 8

Informative Speeches

**Due: Audience Analysis Survey/Questionnaire for Persuasive Speech
(Mandatory. You will lose**

November 15

Persuasive Speeches

20% of your final grade without the survey/questionnaire.)

November 22

Persuasive Speeches

November 23

Persuasive Speeches

December 6

Persuasive Speeches

December 20

FINAL EXAM