

**Basic Course Information**

Semester:	<b>Fall 2018</b>	Instructor Name:	<b>Karin Deol Eugenio</b>
Course Title & #:	<b>Communications 100</b>	Email:	<b>Karin.deol@imperial.edu</b>
CRN #:	<b>11332</b>	Webpage (optional):	<b>N/A</b>
Location/ Classroom:	<b>BUHS E8</b>	Units	<b>3</b>
Class Dates:	<b>8/20/18- 12/5/18</b>	Class Days	<b>M/W</b>
Class Times:	<b>03:30-5:05pm</b>	Emergency Contact:	<b>Art Eugenio 619-335-7532</b>

**Course Description**

Training in the fundamental processes involved in oral communication with emphasis on organizing material, outlining, constructing, and delivering various forms of speeches

**Student Learning Outcomes**

Students are expected to be competent and confident public speakers upon completion of this course, along with having some knowledge about the processes of communication and: Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Deliver an organized informative speech to class audience members. The speech must adhere to specific time restrictions and requirements, as assigned by the instructor.  
(ILO1,ILO2,ILO3,ILO4,ILO5)
2. Use statistics, quotations, definitions and detailed illustrations as supporting materials.  
(ILO1,ILO2,ILO3,ILO4,ILO5)
3. Prepare and present a visual aid that illustrates a specific point.  
(ILO1,ILO3,ILO4)

### Course Objectives

- Describe and recall the basic history of oral communication.
- Demonstrate the ability to select and research a topic.
- Construct a speech using the deductive pattern of organization.
- Identify the principles of ethics in speaking and listening.
- Critically analyze speech concepts.
- Improve your presentational skills.
- Apply the use of supporting materials to speeches.
- Identify and describe how persuasion works.
- Recognize and avoid the use of fallacies.
- Analyze the importance of the application of audience analysis and adaptation.
- Prepare and deliver an effective oral presentation
- Develop appropriate visual aids for presentations.
- Develop competence and confidence as a public speaker!

### Textbooks & Other Resources or Links

### Course Requirements and Instructional Methods

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### Course Grading Based on Course Objectives

Your speeches	340-360 points	70%
Class/ Group exercises	80 points	15%
Audience participation	80 points	15%
TOTAL:	500 points =	100%

Superior = A Above average = B Average = C Poor=D Unacceptable = F  
90%-100% = A 80%-89% = B 70%-79% = C 60% -69% = D Less than 60% = F

## Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

## Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

## Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].

## Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### **Additional Student Services**

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- CANVAS LMS. Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- [Learning Services](#). There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- [Library Services](#). There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

### **Disabled Student Programs and Services (DSPS)**

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

### **Student Counseling and Health Services**

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

### **Veteran's Center**

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

### **Extended Opportunity Program and Services (EOPS)**

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

### Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

### Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

## **Description of Course Components**

### **In-Class Speeches**

#### **#1 INTRODUCTORY SPEECHES Length 2 - 3 minutes**

It’s called getting to know your neighbor! For this speech, you’ll be working with another person in the class. Each of you will interview your partner. When you think you’ve got enough information, your objective is to

organize what you considered important and then to deliver a speech in which you introduce your partner to the class.

You'll be allowed some notes to refer to, and to spare you from blanking out from "stage fright," but the exercise is designed to help you be as extemporaneous as possible, meaning that the more you can engage us, your audience, with your eye contact, and your personality, and the less you have to refer to your notes, the better!

You'll be graded for effectiveness, preparation, and professionalism in delivery!

From this point on, the speeches you present are progressive in nature...i.e., each speech builds on the skills you've previously learned, and each in front-of-the-class experience will impact how you select and narrow your future speech topics, how you determine the general purpose, how you analyze the audience, conduct research, develop the speech outline, and practice methods of delivery.

From this point on, be aware:

- the informative and persuasive speeches require outlines (double spaced and typed )
- the narrative, informative, and persuasive speeches require at least 3 appropriate visual aids.
- the informative and persuasive speeches require not only at least 3 appropriate visual aids, but also a list of the works you researched and cited in your speech ( that means I need a bibliography ).
- all outlines and bibliographies are due before you deliver your speech.
- time limits are important. Too long can be just as bad as too short. Practice is critical!

## **#2 NARRATIVE SPEECHES Length 6 - 7 minutes**

In this speech, the objective is for you to tell us a story about yourself. It can be a funny story, or a sad, happy, or serious one, but it should enlighten us about you as a person more than you have yet revealed.

Introductions should be made by raising interest in your subject, and then you should very clearly state the thesis of your speech (the lesson you have learned from the experience in the story you're about to tell). Your story should be organized in chronological order. Include only those details which contribute to the support of your thesis.

The story you choose should have a clear beginning, middle, and end. In your conclusion, you should summarize again for your audience, the important lesson you learned, and give an ending statement. The more dramatic, obviously, the better! Prepare ahead of time, and practice! Practicing your speech before actual delivery in a public setting helps you to time your presentation. It also builds confidence in your abilities as a public speaker. You should use at least 3 visual aids as part of this presentation .

## **#3 INFORMATIVE/DEMONSTRATIVE SPEECHES Length 7 minutes**

\*\*\*\*\*OUTLINE/BIBLIOGRAPHY REQUIRED

In this speech you'll be informing us about a subject of interest to us and to you. Your subject should not be too broad. Choose a thesis that clearly focuses attention on a specific purpose which you intend to communicate to the audience, and then make sure your thesis is included in both the outline and in the delivery of your speech.

Adapt the thesis and content of your speech to your audience's level of knowledge and interest, and include an introduction and conclusion that will grab and sustain the attention of your audience.

In this speech you should follow topic order, that is each of the main points of your speech should consist of a different, yet equally important part of the topic you have selected. Important criteria for refining the information in the body of your speech are newness, relevance, and impartiality. The information should be new and unknown to most members of your audience. Information which is not made relevant to the audience

members usually will not be remembered, so effort should be taken to stress the importance of your topic to everyday lives.

Finally, the informative speech should not sound like an infomercial or be persuasive. Impartiality does not mean that you shouldn't care about your speech, you should! But you should emphasize both the positive and negative characteristics of your topic in order to provide a well-balanced speech. Again prepare, practice and time your speech.

This speech should have at least 3 supporting quotes, and be sure to include these 3 pieces of information which you need to cite orally:

- 1) author of quote
- 2) qualifications of author
- 3) what year the article was published/what year the author stated quote.

This means you'll have to research your topic and work your sources into your speech and outline. Attach to your outline a bibliography page citing your 3 references. You should include at least 3 visual aids in this speech.

#### **#4 PERSUASIVE SPEECHES Length 7 –8 minutes**

Prepare a presentation designed to stir your audience into action in a way that they're not already predisposed. This challenge is tough because most of us have a natural resistance to persuasion, so you need to ease into your topic by showing respect for your audience, while attempting to convince them to change. To justify such a change, follow problem-solution order in the organization of your speech.

The first main point deals with the harm of the problem and need for action. You must convince your audience that the situation is so bad, they must now rise to the challenge and change it. Use statistics to support your case, and demonstrate sound reasoning. Appeal to your audience logically, and emotionally order in the organization of your speech.

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The second main point is to make your case that the problem won't go away without your classmates taking action.

Use testimony as support for causal reasoning. Underscore that the solution is within the audience's control, and that any alternative solutions won't be as beneficial as the one you suggest.

The third and final main point is to persuade the audience that your solution will solve the problem. Use examples of times and places where your solution has worked before. Use these examples to justify why you believe your solution is the right one for local application. Talk about how the benefits will outweigh whatever the cost to change.

Frame your speech with an introduction and conclusion adapted to the interests of your audience, and make very clear what action you want your audience to take.

NOTE: Any speech which does not make a clear attempt to influence will be penalized.

Time your speech and work on your delivery skills. Pay special attention to hand gestures and eye contact in your rehearsal sessions. This is a speech to last between 7-9 minutes. Research at least 6 articles or published sources on your topic, and have at least 3 oral source citations. Choose a topic you care strongly about, because your audience needs to sense your deep conviction in order to be persuaded.

**Class Quizzes:** Selected chapters from the textbook will be assigned. Chapter quizzes will be given promptly at the beginning of class on the date due. The grade for this portion of the course will be based upon the percentage of total correct answers given on the chapter quizzes. Wednesday, November 27th is the last day to complete all quizzes. Arrangements can be made to take a chapter quiz early if an absence is required.

*NOTE: All students must be in attendance for the scheduled final examination period.*

### **Expected behavior during Speeches**

When attending class, please demonstrate respect for the speaker(s).

1. Do not engage in conversation with other students while a fellow student is delivering a speech.
2. Do not enter or leave the classroom while a fellow student is delivering a speech.
3. Do not disrupt or distract fellow students while they are delivering speeches.

### **Speech Topic Selection**

Imperial Valley College fully supports your right to free speech and expression under the law, and the Speech program at Imperial Valley College strives to help you increase skill in delivery and structure of speeches while creating an environment where the student is able to express her or his own free speech. However, the speech instructors at Imperial Valley College in no way condone or encourage student speech or expression which is prohibited by law.

**Anticipated Class Schedule/Calendar**

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week1	Review Syllabus <ul style="list-style-type: none"> <li>▪ Ice breaker</li> <li>▪ Introduction of “Introductory Speeches”</li> <li>▪ Find partners and exchange information</li> <li>▪ <b><u>Begin delivering Introductory Speeches</u></b></li> </ul>	Homework: -Begin written response due next Monday. -Interview and prepare introduction speeches due 8/22 & 8/27.
Week 2	<ul style="list-style-type: none"> <li>▪ <b><u>Continue Delivering Introductory Speeches</u></b></li> </ul>	-Homework: -Speech Reflection1 written response

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 3	<ul style="list-style-type: none"> <li>▪ Introduce the “Narrative”</li> <li>▪ Go over the Narrative Packet</li> <li>▪ How do you get people to listen?</li> </ul>	-Pick a narrative topic
Week 4	<ul style="list-style-type: none"> <li>▪ Watch Narrative Speech examples</li> <li>▪ Classroom discussions</li> </ul>	- Create a Narrative Outline
Week 5	<ul style="list-style-type: none"> <li>▪ One-on-one to help refine narrative speeches. Group/Peer editing</li> </ul>	-Prepare and practice your final narrative speech.
*Week 6	DELIVER your NARRATIVE SPEECHES	-HW: Speech Reflection1 written response
*Week 7	DELIVER your NARRATIVE SPEECHES	-Pick at least 2 Informative

Imperial Valley College Course Syllabus –

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		topics. Type each topic, along with why you feel like it would be a suitable topic for you.
Week 8	<ul style="list-style-type: none"> <li>▪ Introduce Informative and Demonstrative Speeches</li> <li>▪ Thoroughly go over the Informative Packet.</li> </ul>	-Pick one Informative or Demonstrative topic. Type an outline and bring it to the next class.
Week 9	<ul style="list-style-type: none"> <li>▪ Bring outlines to class and discuss your topics in groups.</li> </ul>	-Finalize your Informative or demonstrative topic; begin preparing your PowerPoint and overall speech.  -Submit rough draft via Canvas  -
Week 10	<ul style="list-style-type: none"> <li>▪ Peer Editing</li> </ul>	-Finalize and practice  Informative or  Demonstrative  Speech
<b>*Week 11</b>	<ul style="list-style-type: none"> <li>▪ Deliver your INFORMATIVE or DEMONSTRATIVE Speeches</li> </ul>	-Finalize and practice  Informative or  Demonstrative  Speech  -HW: 1 page written response-  TBA

Imperial Valley College Course Syllabus –

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*Week 12	<ul style="list-style-type: none"> <li>▪ Deliver your INFORMATIVE or DEMONSTRATIVE Speeches</li> </ul>	<p>-Read Chapter 15: Foundations of Persuasive Speaking</p> <p>-HW: 1 page written response-TBA</p>
Week 13	<ul style="list-style-type: none"> <li>▪ Begin “Persuasion”</li> <li>▪ Discuss Persuasive Speaking Strategies</li> </ul>	<ul style="list-style-type: none"> <li>- Select possible “Persuasive” topics.</li> <li>- Summarize your reasons for selecting these topics.</li> </ul>
Week 14	<ul style="list-style-type: none"> <li>▪ Discuss: Becoming Critical Thinking Speakers and Listeners</li> <li>▪ Peer editing</li> </ul>	<p>-Finish, refine and practice your persuasive Speech!!!</p>
*Week 15	<ul style="list-style-type: none"> <li>▪ Deliver Persuasive Speeches</li> </ul>	TBA
*Week 16	<ul style="list-style-type: none"> <li>▪ Deliver Persuasive Speeches</li> </ul>	<p>HW: Final Semester written response.</p>
Week 17	<ul style="list-style-type: none"> <li>▪ Final and make-up speeches.</li> </ul>	<p>Congratulations! You’re done!</p>