

### Basic Course Information

Semester:	<b>Spring 2020</b>	Instructor Name:	<b>Alma Castro</b>
Course Title & #:	<b>Comm 100</b>	Email:	<b>Alma.castro@imperial.edu</b>
CRN #:	<b>21071</b>	Webpage (optional):	
Classroom:	<b>3300-3300</b>	Office #:	<b>P/T Office 809</b>
Class Dates:	<b>February 18- June 12</b>	Office Hours:	<b>Thursdays 10:30 - 12:30 by appointment</b>
Class Days:	<b>Saturdays</b>	Office Phone #:	
Class Times:	<b>9:00-12:10</b>	Emergency Contact:	
Units:	<b>3.0</b>	<b>REMIND</b>	

### Course Description

Training in the fundamental processes involved in oral communication with an emphasis on organizing material, outlining, constructing, and delivering various forms of speeches. (Formerly SPCH 100) (C-ID COMM 110) (CSU, UC)

### Course Prerequisite(s) and/or Corequisite(s)

### Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

Use the three-part deductive pattern of organization and apply the extemporaneous style of delivery when presenting the required informative speech of 4-6 minutes. (ILO1, ILO2, ILO3, ILO4, ILO5)

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)

Prepare and present a visual aid that illustrates a specific point. (ILO1,ILO3,ILO4)

Use statistics, quotations, definitions and detailed illustrations as supporting materials. (ILO1, ILO2, ILO3, ILO4, ILO5)

identify the components of the nonverbal delivery process which includes: eye contact, rate/pause, appearance. (ILO1, ILO2, ILO3, ILO4, ILO5)

## Course Objectives

Upon satisfactory completion of the course, students will be able to:

- Define, explain and apply the principles of oral communication
- Incorporate and demonstrate ethical practices in all phases of speech preparation
- Acquire, organize, interpret and utilize research materials
- Analyze and adapt a speech topic to a variety of diverse audiences
- Develop a clear, cohesive thesis and create a concise speech outline
- Compose, organize and present to a live audience relevant speeches to introduce, inform and persuade
- Demonstrate the characteristics of effective delivery
- Support speech context through utilizing effective visual aids
- Analyze and evaluate live or recorded speeches
- Demonstrate active listening skills
- Recognize the elements of and demonstrate effective techniques for reducing communication apprehension

## Textbooks & Other Resources or Links

Metcalfe, Sheldon. *Building a Speech*. 8th. Edition (**Mandatory**)  
Cengage Advantage books  
ISBN: 978-1111348373.

Supplementary readings, texts, and workbooks as assigned by the instructor.

## Course Requirements and Instructional Methods

- **Speeches**  
Speeches presented in this class will account for most of your course grade. All speeches may be delivered with notes. Some speeches will require audio, visual aids. All speeches require you to turn in an outline and work cited page. Please follow MLA formatting for these citations. You will be delivering several mandatory speeches during the course including:
  1. Introductory Speeches (2-3 minutes)
  2. Narrative Speeches (5-7 minutes)
  3. Informative/Demonstrative Speeches (7 minutes)
  4. Persuasive Speeches (7 to 8 minutes)

You will be instructed on the details on these types of speeches at an appropriate time.

- **Study Guides**  
In this course you will be assigned chapters from your textbook, *Building a Speech*. As you are reading, you will create a study guide which include key term definitions for that chapter, and 5 comments on something you find interesting. These comments must include a page number from the textbook. You can include quotes, comments on what you understand, or anything else that will help you study for the quiz. You will turn these in the day of the quiz for a grade. You **MUST** define the key terms and interesting points in your own words.

- **Quizzes**

In this course, you will be quizzed on every assigned chapter from the course textbook. These quizzes may also include notes from lectures or videos. They will be a combination of true/false, multiple-choice, fill in the blanks, and short answer questions.

- **Canvas**

You will need to check in on Canvas periodically to ensure that you are receiving any messages from me. I will be posting your grades frequently, therefore, make sure you log in and check. Additionally, some assignments will be posted on Canvas. These may include, quizzes, videos or lectures, and discussions. It is your responsibility to log on and check your assignments. Lastly, Canvas is the best way to message me with any questions.

- **Remind**

I use an app to remind you of upcoming assignments and speech dates. You are welcome to join the group. It is not mandatory to do so. If you would like to join, download the **Remind** app and join with code 81010 or text @f4kkeb from your smartphone. You can also send messages to me or others in the group.

- **Lecture Outline (not in any specific order)**

1. Speech skills and practice
2. Ethical practices in speech composition and delivery
3. Organization
4. Use of supporting materials
5. Delivery
6. Introduction to rhetorical theory/persuasion
7. Methods of research
8. Reduction of communication apprehension
9. Listening
10. Topic selection
11. Analysis of diverse audiences
12. Evaluation and criticism of live and recorded speeches

- **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

*In this course, you will be evaluated on:*

- How well you deliver your speeches
- How clearly organized and well-written your outlines and citations are
- Quizzes on chapter readings and study guides
- Speech content analysis
- Attendance and participation

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59-0%
I	Depending on Circumstance

- A more detailed grade can be found on Canvas.

## 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

- When attending class, please demonstrate respect for the speaker(s).
  - Do not distract or interrupt the speaker when delivering a speech by talking with other students.
  - Do not enter or leave the classroom on days when we will be presenting speeches. If you are late on delivery days, please come in quietly and quickly.
  - Always show respect and give your full attention to the speaker. Remember that a very important part of this class is to demonstrate your ability to listen responsibly.

- 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.

### Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
<b>Week 1</b> Feb. 22	Syllabus & Introduction Lecture on History of Public Speaking and Aristotle’s Rhetoric Chapter 1 and 11 of <i>Building a Speech</i> (B.A.S.)	Read pgs. 2-14 and 179-203
<b>Week 2</b> Feb. 29	Lecture on Interviewing Prepare Introduction Speech Quiz on Chapter 1 & 11 and Lecture Prepare Study Guide	Interview classmates and prepare intro speech Turn in study guide/Quiz
<b>Week 3</b> March 7	Chapter 2 of B. A. S. Lecture on Reducing Apprehension Prepare study guide	Read Pgs. 15-27 of BAS <b>Deliver Introduction speeches</b> 2min. Bring a typed outline and citation to turn in before delivering a speech
<b>Week 4</b> March 14	Review chapter 2 Quiz on chapter 2 Lecture on extemporaneous/narrative speeches, choosing a topic and the rhetorical situation Choose a topic for Narrative speech	Begin preparing a narrative speech Turn in study guide/ Quiz
<b>Week 5</b> March 21	Chapter 3 Building Your First Speech Prepare study guide	Read pgs 28-42 <b>Deliver your Narrative Speech</b>
<b>Week 6</b> March 28	Quiz on chapter 3	<b>Deliver your Narrative Speech</b>



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
		<b>Deliver your Narrative Speech</b> Turn in Study guide/Quiz
<b>Week 7</b> April 4	Read chapter 4 and 5 Analyzing Your Audience Lecture on the importance of audience Lecture on Informative/demonstrative Speeches Prepare study guide (For this study guide, you can simply define the key terms for each chapter) Begin Informative/demonstrative Speech	Read pgs. 43-62 and 64-80 Choose topic for Informative/demonstrative Speech Turn in Study Guide for ch. 4&5/No Quiz for ch. 4 and 5
<b>Week 8 --</b>	<b>Spring Break April 11 No Class!!!</b>	
<b>Week 9</b> April 18	Read chapter 6 Considering the Ethics of Public Speaking Lecture on ethical practices in speech Lecture on Aristotle’s Proofs and Warrants Prepare study guide and speech rough draft	Turn in study guide for ch. 4 and 5 Read pgs 81-99 Turn in a rough draft of informative/demonstrative speech
<b>Week 10</b> April 25	Lecture on fallacies Continue to work on Informative/demonstrative Speech Read ch. 7, 8 and 9 Prepare study guides for 7, 8, and 9	Watch video on Youtube and find fallacies Turn in study guide/quiz ch. 6 Read pgs 102-157 10/17 <b>Turn in outline with works cited/ Deliver your Informative/demonstrative speech (7-8 min)</b>
<b>Week 11</b> May 2	<b>Quiz on ch. 7, 8, and 9 on Canvas</b> <b>Deliver your informative/demonstrative speech</b>	<b>Turn in outline with works cited/ Deliver your Informative/demonstrative speech (7-8 min)</b>  <b>Turn in study Guide for ch 7, 8, and 9/ quiz on Canvas</b>
<b>Week 12</b> May 9	Read ch. 10, 11, and 12 Lecture on argumentation and persuasion Choose a topic for your persuasive speech Begin preparing your Persuasive speech Prepare study guide for ch. 10, 11, and 12	Read pgs. 160-228 10/31 Turn in study guide and <b>take quiz on Canvas</b>
<b>Week 13</b> May 16	Lecture on the rhetorics of visual aids Begin preparing, poster board, powerpoint or plan for visual aids	Read pgs. 270-339 Rough draft due for Persuasive speech

<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
	Read ch. 15, 16, and 17	
<b>Week 14</b> May 23	Quiz on ch. 15, 16, and 17 <b>on Canvas</b>	Turn in study guide for ch. 15, 16, and 17/ <b>quiz on Canvas</b> <b>Turn in outline with works cited/ deliver Persuasive speech</b>
<b>Week 15</b> May 30	Deliver Persuasive speeches	<b>Turn in outline with works cited/ Deliver Persuasive Speech</b>
<b>Week 16</b>	Chapter 18 and 19 Read and prepare study guide	<b>Deliver extra credit</b>
June 6	<b>Extra Credit- Deliver a Eulogy, wedding, or favorite person speech (2 min)</b>	<b>Speeches</b> make-up quizzes
<b>Final's Week</b> June 12	Review for final Final exam based on all chapters and lectures	Turn in study guide for ch. 8 and 9/ No quiz Review Final exam

**\*\*\*Tentative, subject to change without prior notice\*\*\***