

Basic Course Information

Semester:	Fall 25	Instructor Name:	Alma Castro
Course Title & #:	COMM 100 Public Speaking	Email:	Alma.castro@imperial.edu
CRN #:	11249	Webpage (optional):	
Classroom:	Online	Office #:	
Class Dates:	Aug. 11 - Dec. 6	Office Hours:	Tuesdays and Thursdays 1:30-3pm (All Online)
Class Days:	Online (Asynchronous)	Office Phone #:	
Class Times:	Online (Asynchronous)	Emergency Contact:	Lency Lucas (760) 355-6337
Units:	3.0	Class Format/Modality:	Online (Asynchronous)

Course Description

Provide students with the foundational skills of public speaking to enable them to effectively communicate ideas both informatively and persuasively to a variety of audiences in various contexts. (C-ID: COMM 110) (CSU/UC)

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

None

Student Learning Outcomes

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

1. Prepare and present a visual aid that illustrates a specific point.
2. Use statistics, quotations, definitions, and detailed illustrations as supporting materials.
3. Identify and demonstrate effective nonverbal and verbal delivery skills.

Course Objectives

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

1. Compose, organize and present to a live peer audience, relevant speeches to introduce, inform and persuade in the English language.



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2. Evaluate rhetorical strategies in historical and contemporary public discourse.
3. Define, identify, and apply the three Aristotelian appeals of ethos, pathos, and logos.
4. Recognize and demonstrate ethical practices in all phases of speech preparation.
5. Acquire, organize, critically evaluate, and include credible research materials (primary and secondary) to support ideas in a speech.
6. Analyze and adapt a speech topic to a variety of diverse audiences with a particular sensitivity to diversity, equity, inclusion, belonging, and accessibility.
7. Develop a clear, cohesive thesis and create a concise speech outline.
8. Recognize and demonstrate the characteristics of effective verbal and nonverbal delivery.
9. Design and incorporate effective visual aids.
10. Analyze and evaluate peer speeches with faculty guidance.
11. Demonstrate active listening skills and constructive criticism to peers.
12. Recognize the elements of and demonstrate effective techniques for reducing communication apprehension.

Textbooks & Other Resources or Links

1. **REQUIRED by Week 2 of semester!**

The Norton Field Guide to Speaking.

(Ebook with InQuizitive) 2nd ed. New

York, NY: W.W. Norton, 2025.

1. **Edition:** Edition (2nd)

2. **ISBN:** 978-1-324-08791-5

3. **Author:** Engleberg, I. and John Daly.

4. **Copyright Year:** 2025

5. **Cost:** \$42

Course Requirements and Instructional Methods

VII. INSTRUCTIONAL METHODOLOGY:

Audio Visual

Computer Assisted Instruction

Demonstration

Discussion

Group Activity

Individual Assistance

Lecture

Simulation/Case Study

Updated 6/2023

Distance Learning

VIII. ASSIGNMENTS:

Out-of-class

- View speakers in venues other than class.
- Rehearse speeches with or without an audience.

Reading and Writing

- Introductory speech: Prepare and present a speech of introduction.
- Informative speech: Prepare and present a speech that informs the audience about a specific topic.
- Visual Aids presentation: Design and present a visual aid presentation to enhance a speech.
- Persuasive speech: Prepare and present a persuasive speech utilizing *ethos*, *pathos*, and *logos* appeals.
- Peer evaluation and feedback

Course Grading Based on Course Objectives

- Class Activity
- Mid-Term/Final Exam(s)
- Oral Assignments
- Problem Solving Exercise
- Quizzes
- Skill Demonstration
- Written Assignments
- Class Discussions
- Academic Research

In this course, you will be evaluated on:

- How well you deliver your speeches.
- How clearly organized and well-written your outlines are.
- Speech content analysis.
- How well you cite evidence from your research in your outlines and when presenting.
- How effectively you use your visual aids.
- Quizzes and Final Exam on chapter readings.
- Homework, and participation in the discussion boards.

Assignment	Points
Self-Introduction	100
My Dream Job	100
Fallacies in Ads	60 Optional Extra Credit
Informative	200
Persuasive	300
Outlines	50 (each)
Final Exam	100

COURSE DESCRIPTION & PRE-REQUISITE(S)

This course enables students to deliver a variety of presentations. Students are introduced to various methods of delivery, organizational patterns, and types of presentational aids. Emphasis is placed on preparing presentations for various audiences and occasions.

INSTRUCTOR AND COURSE PHILOSOPHY

There is something to be said for the fact that most people rank public speaking as one of their top fears. Despite how fearful you may be about public speaking—whether virtually or in person, you can deliver a presentation before an audience! Together, each of us will encourage one another as we develop our ability to speak in front of an audience. Public Speaking is one my favorite classes to teach because of the impact it has on students and their understanding of their ability to do something that likely causes them anxiety. This class gives you an opportunity to consider how you see yourself as a public speaker and how your communication can influence an audience. For this reason, and many others, I love to teach. I consider it a privilege to be able to accompany you on your educational journey. Working with students is one of my greatest joys. I believe that this class will make a difference in your life regardless of your major. My goal is for you to see yourself as a public speaker and not just a student who is taking a public speaking class. I want us to think and act like public speakers. Our motto is: I am a public speaker, and I can do this! I'm here to guide you through the process and to be a support when things don't make sense or get difficult. Helping you is not a bother! Public speaking has transformative power and I look forward to helping you to enact that power through your own speaking.

COURSE TEXTBOOK

Engleberg, I. and John Daly. *The Norton Field Guide to Speaking*. 2nd ed. New York, NY: W.W. Norton, 2025.

COURSE POLICIES AND PROCEDURES

E-MAIL COMMUNICATION ETIQUETTE

1. Please e-mail me using the e-mail feature in Canvas. If you're not able to access Canvas, you may e-mail me using my school account. For privacy reasons, I will only reply to e-mail that comes from your Canvas account or college student e-mail account.
2. Typically, I answer all e-mail within a 24-48 hour period except for weekends. However, please give me up to 48 hours to respond to your message. If you don't receive a reply within 48 hours, please send the message again.
3. In your e-mail correspondence, please include a descriptive subject line (e.g., Informative Speech Topic), a salutation (e.g., Hello Professor), and a closing line (e.g., Have a good day, your name). Include CRN!
4. When sending me a message that is not in response to a message I have already sent (i.e., your message is about a new topic), please create a new message with a relevant subject line as this will help me to know what your message is about and to keep my messages organized.

ATTENDANCE AND WITHDRAWAL POLICY

No Show Withdrawal (NS) is initiated by the instructor and is issued for all students who register for a course, but who did not complete the first week's assignment during the first week of the semester or the equivalent for accelerated parts of term. The NS is issued through the Registrar's office and results in no refund of tuition and fees to the student. If you choose to do so, you are responsible for withdrawing yourself from the course by the student withdrawal deadline for the current term. Students are not withdrawn from a class because they stop attending, but rather receive a grade that best indicates their level of achievement of all the competencies of the course.

ACADEMIC DISHONESTY

All materials produced for this course by students must respect the copyright and intellectual property of others. Do not use images, videos, sounds, or music for any assignment, including speeches, which you do not have permission to use. More information about proper use of material is given in the course and is available in the ethics section of the textbook. The consequences for committing an act of academic dishonesty in this course include receiving an automatic zero for the assignment without the option of resubmission. I follow the academic dishonesty policy described in the Student Handbook.

COPYRIGHT AND PERMISSION INFORMATION

Images in the lecture videos are used with permission of the textbook publisher or by way of a Creative Commons license as indicated by the designer of the image. See external websites used in the course for their respective copyright information. The lecture videos are protected by copyright and may not be used outside of the course unless permission is granted by the instructor.

RECORDING SPEECHES

Given that it is easy to forget what you said or how you said it after you give a speech, we will record all your speeches so that you are able to write self-evaluations using the recordings. More information about the recording process will be given in class.

GRADING POLICIES AND PROCEDURES

GENERAL GRADING INFORMATION

1. Evaluative comments made by me about your work in this course are not intended as judgments of you as a person, but rather as informed, intelligent, and sensitive responses regarding your understanding of the concepts on which the class focuses and your use of the skills on which the assignments depend. Once 24 hours have passed after you have received a grade, I welcome any questions you have about the grade. Any question(s) concerning your grade should be addressed to me within one week of your receipt of the grade.
2. Every assignment for the course has a corresponding assignment guide. This guide is your reference point for completing the assigned task. Read the guide carefully and complete the task according to the guidelines. I welcome any questions you have about any assignment instructions.
3. I will make every effort to grade and return assignments to you within one week of receiving them.
4. Please organize your time in a way that allows you to complete assignments thoughtfully and thoroughly. This course requires ample practice and preparation outside of class and thus, please make sure that you arrange your schedule in such a fashion that you can complete work on time. Unless there is an exceptionally compelling circumstance, late work is not accepted.
5. All your work for the course must be typed (unless it is an in-class assignment).
6. Final grades are not rounded up. As a rule, extra credit is offered; however, focus your time and energy on doing well with each assignment and asking for the necessary help as the course progresses.

GRADED ASSIGNMENTS

Assignment	Percentage of Final Grade
Self-Introduction	5%
My Dream Job Presentation	10%
Informative Presentation	20%
Persuasive Presentation	30%

Assignment	Percentage of Final Grade
Preparation Assignments and Final (including InQuizitive activities)	35%

GRADING SCALE

The College grading scale is used and is as follows:

A: 100-90% B: 80-89.9% C: 70-79.9% D: 60-69.9% F: 0-59.9%

SPEECH GIVING – EXTEMPORANEOUS DELIVERY

All speeches should be delivered using extemporaneous delivery. This means speaking from keywords and not from a manuscript. Learning how to develop a speaking outline using keywords is a useful skill that will assist you with using extemporaneous delivery to connect with your audience. Please do not read from a manuscript. Please reach out to me if you need assistance with practicing your extemporaneous delivery.

MISSED SPEECH AND LATE WORK POLICY

Unexcused speeches cannot be made up. You should treat the deadline as if you are delivering a speech that you cannot make up at a different time. If you do not speak on the day you are assigned, you will earn a zero. On very rare occasions (that qualify as exceptionally compelling situations), a student may be allowed to deliver a speech on a different day. You are responsible for notifying me in a timely manner regarding the exceptionally compelling situation. Please do not wait for several days to contact me about an illness, family problem, etc. Please contact me as soon as possible to let me know so that we can discuss what needs to happen regarding your work.

Unless there is an exceptionally compelling reason, late work is not accepted. With that said, sometimes unexpected (but not exceptionally compelling) situations arise that may be out of your control. I will offer you two deadline extensions for turning in an assignment late. The extension grants you an additional 48 hours (beginning from the original due date of the assignment) to complete the assignment. Please talk with me about how to turn the assignment in. *NOTE: the deadline extension may not be used for speaking notes or speech performances.*

INQUIZITIVE

1. InQuizitive activities are adaptive, and you can continue answering questions until you reach a score/grade that you are happy with. This means that you can get 100% on every activity if you stick with it long enough! Practicing with InQuizitive will also help prepare you for greater success when you are preparing for your own speeches.
2. Typically InQuizitive will act as reading comprehension check and will be assigned before we discuss a textbook chapter in class, but it is also intended as a learning opportunity for you. You will get more out of it, and you will achieve your desired score more quickly, if you read the corresponding chapter in the book first.
3. You may use your textbook, notes, and handouts while completing the activity—and in fact I encourage you to do so!—but you are expected to complete the activity on your own.
4. You may return to the activity after the due date to continue answering questions for extra practice, but your score/grade on the due date is what will be calculated into your grade for the course.
5. If you have any problems or questions about InQuizitive, please contact the Norton Help Desk: <https://wnorton.com/tech-support>.

EDITED STANDARD WRITTEN ENGLISH (ESWE)

We will employ the use of Edited Standard Written English in this course. If an assignment is unreadable due to grammatical and/or spelling mistakes, I reserve the right not to read it and/or to return it to you for revising. I'm happy to review any of your assignments before you submit it for a final grade—please give me 3 days before the deadline to do so. See the [Purdue Online Writing Lab](#) for additional information.

AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) FORMAT OR MODERN LANGUAGE ASSOCIATION (MLA)

As necessary and per the directions for an assignment, please use the latest edition of the *APA, Seventh Edition, OR the MLA, 9th*. You should be prepared to cite all information that is quoted and/or paraphrased from any source used. This source citation should include oral source citations during presentations as well as the appropriate works cited entries.

SOFTWARE AND HARDWARE

- A. If you would like to meet with me during my Zoom office hours, please observe [the minimum system requirements](#) to use Zoom. You can learn how to join a Zoom meeting by reading the [Join a Meeting](#) page by Zoom.
- B. [include information here about the technical specifications required of your learning management system such as hardware requirements]

TECHNICAL SKILLS

You will need to know how to perform the following technical skills in this course:

- A. You will need to know how to use word processing software to complete some assignments. Also, you will need to know how to use presentation software such as PowerPoint or Google slides. Some training will be given during class.
- B. Locating a file on a drive and uploading it: You will need to locate your assignments on the drive you've stored them on and upload them as assignment submissions.

COURSE CALENDAR: THREE-DAY SCHEDULE AND READING SCHEDULE

(This three-day calendar is just a suggestion for you to keep on track with your assignments. However, you may choose to create your own schedule, so long as you submit assignments by the due date on the assignment.)

Week	Date	Topic	Reading Due	Assignment Due
1	W	Welcome to Class!	Syllabus	
	F	Course Introduction		
2	M	Introducing the Speechmaking Process	Ch. 1.1	InQuizitive 1.1
	W	Fundamentals: Speaker	Ch. 2.2	InQuizitive 2.2
	F	Communication Apprehension	Ch. 1.2	InQuizitive 1.2
3	M	Communication Apprehension	Ch. 1.2	
	W	Listening and Audience Adaptation	Chs. 1.3 & 2.2	InQuizitive 1.3 InQuizitive 2.2
	F	Audience Adaptation	Ch. 2.2 & 3.3	InQuizitive 3.3
4	M	Supporting the Speech	Chs. 1.4, 3.2 & 5.2	InQuizitive 3.2 Anxiety Management and Practice Plan
	W	Organizing the Main Points	Chs. 2.4 & 3.4	InQuizitive 2.4
	F	Intros and Conclusions	Ch. 3.5	InQuizitive 3.5 Supporting the Speech Worksheet
5	M	My Dream Job #1 Speaking Lab		InQuizitive 1.4
	W	My Dream Job #1 Speaking Lab		
	F	My Dream Job #1 Speeches		My Dream Job #1 Speaking Material
6	M	My Dream Job #1 Speeches		
	W	Engaging the Audience	Chs. 5.1 & 5.2	InQuizitive 5.1 InQuizitive 5.2
	F	Delivery	Chs. 4.1 & 4.2	InQuizitive 4.1 InQuizitive 4.2 My Dream Job #1 Speech Self- eval and Peer Review
7	M	Delivery	Chs. 4.3 & 4.5	InQuizitive 4.3 InQuizitive 4.5
	W	My Dream Job #2 Speaking Lab		
	F	My Dream Job #2 Speaking Lab		
8	M	My Dream Job II Speeches		My Dream Job #2 Speaking Material
	W	My Dream Job II Speeches		
	F	Visual Aids	Ch. 4.4	InQuizitive 4.4
9	M	Visual Aids	Ch. 4.4	My Dream Job #2 Self-eval and Peer Review
	W	Informative Speaking	Chs. 3.1 & 6.1	InQuizitive 3.1 InQuizitive 6.1
	F	Informative Speaking	Chs. 6.2-6.3	InQuizitive 6.2 InQuizitive 6.3

Week	Date	Topic	Reading Due	Assignment Due
				Inform Speech Topic Worksheet
10	M	Organizing the Informative Speech	Ch. 3.3	InQuizitive 3.3
	W	Organizing the Informative Speech	Ch. 3.3	Take home Midterm Exam
	F	Organizing the Informative Speech	Ch. 3.3	
11	M	Informative Speaking Lab		Informative Speech Material Draft
	W	Informative Speaking Lab		
	F	Informative Speeches		Informative Speech Material Final Draft
12	M	Informative Speeches		
	W	Informative Speeches		
	F	The Art of Persuasion	Chs. 7.1-7.3	InQuizitive 7.1 Informative Self-evaluation and Peer Review
13	M	The Art of Persuasion	Chs. 7.1-7.3	InQuizitive 7.2
	W	The Art of Persuasion	Chs. 7.1-7.3	InQuizitive 7.3
	F	Organizing the Persuasive Speech	Ch. 3.3	Persuasive Strategy Worksheet
14	M	Organizing the Persuasive Speech	Ch. 3.3	Persuasive Speaking Material Draft
	W	Persuasive Speaking Lab		
	F	Persuasive Speaking Lab		
15	M	Persuasive Speeches		Persuasive Speaking Material Final Draft
	W	Persuasive Speeches		
	F	Persuasive Speeches		
16-Final Exam		The final exam time will be announced in class.		Persuasive Self-Evaluation and Peer Review