

❧ SPEECH 100 ❧
Oral Communication
Imperial Valley College

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Office Hours: Thursdays, by appointment

Required Materials

- **Textbook:** Metcalfe, S. (2012). *Building a speech* (8th ed.). Boston, MA: Wadsworth Cengage Learning
- Access to a **dependable computer** that runs a word processing program and is connected to a working printer. All course assignments must be typed and printed, and outlines must also be submitted electronically. Computers for student use are available at the library, but you must supply your own removable storage device.
- **Internet access** and current browser software. You will need to regularly access **Blackboard** (<http://imperial.blackboard.com>) to read assignment descriptions, download templates, review helpful resources, and print required forms.
- **Working e-mail address.** The address you supply to the university is the address to which you will receive all e-mails from your instructor and fellow students. If you choose to use a different e-mail address, **be sure your e-mail is correct in Webstar.** You will often receive messages from me sent through BlackBoard, and if your e-mail address is incorrect in Webstar you will miss important updates.

Course Description

This Speech 100 course offers training in the fundamental processes of oral communication. The specific purpose of this course is to improve those processes through the application of concepts such as: research, organization, outlining/constructing, supporting materials, the preparing and delivery of speeches. Attention is given to the concepts of ethics and credibility and how these concepts relate to the communication process.

When you complete the course, you will be able to:

- Conduct meaningful research on a variety of topics
- Complete logical and thorough speech outlines
- Plan and prepare speeches that inform, persuade, or fulfill the needs of a special occasion
- Analyze and understand different audiences
- Select and employ audiovisual aids for speaking assignments
- Handle normal speech apprehension
- Engage in active listening behavior
- Understand the importance of ethical practice in speech research, organization, and delivery
- Evaluate a speech based upon theory presented in the course
- **Speech 100 Student Learning Objective:** Students will 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.

Evaluation Procedures

Grading is determined on the following criteria:

Point Distribution:

Discussion/Participation/Other	20%
Speeches	50%
Quizzes/Final	30%

Grade Range:

A	90+
B	80 - 89
C	70 - 79
D	60 - 69

Do you have any tips for doing well in this course?

1. **Advance preparation is essential in this course.** First and foremost, READ THE BOOK. Aside from helping you understand assignments, this will enable you to participate productively. Second, read the assignment sheets closely. I also recommend beginning assignments as soon as possible, allowing yourself time to get feedback and revise, as necessary. Lastly, because you have a lot to do and to keep track of, keep reminding yourself which deadlines are next.
2. Attention to detail. Sloppy work (forgotten grading sheets, poor formatting, misspellings, missing speech sections) reflects poorly on your commitment to do good work.
3. You have different competencies than your fellow classmates, and one key to success will be your ability to tap into your own unique talents and interests (don't try to compose and present a speech just like the person sitting next to you, in other words). Also, it might make you feel better to know that I value improvement more than innate ability in this course.
4. Be creative! Stand out! Exceed the expected! Mind the expectations required of each assignment while also infusing your own personality and conviction into whatever you pursue.
5. **ASK QUESTIONS.** People often have the same questions, but are afraid to look "dumb." The answer to your question may be in the syllabus, and I will tell you when that is the case. Otherwise, I welcome all questions.

Keep in mind that points are not given freely, but earned through aptitude AND effort. All grades will reflect level of scholarship, initiative, attitude, cooperation and individual improvement demonstrated throughout the course.

Assignments and written work

Although this class is called "oral" communication, creating a clear and effective oral presentation necessitates organizing your thoughts clearly ahead of time. For our purposes, this is best achieved through the development of a written outline based on certain established principles. As a result, each speech (other than the introductory speech) will require an outline that conforms to these principles. At the same time, your writing will be held to high standards of formatting, grammar. The tutoring center in the library provides free writing assistance and I highly recommend visiting them if you need help with your work.

All written assignments must be **typed**. If you have more than one page of an assignment, **it should be stapled or otherwise clipped together**. Papers that are not stapled stand a good chance of getting separated and/or lost, so make sure you provide a way to keep them together.

Written work **must reflect APA citing and writing standards**. Please refer to the "APA Style" folder under "resources" on our Blackboard site to get more information about APA guidelines.

Speeches: Speeches will be graded according to content and presentation style. Please refer to the grading sheets on BlackBoard to see the specific criteria used to grade your presentations.

With the exception of the introductory speech, each speech requires an outline intended to help you organize your ideas. A printed copy of your outline is due the same day as oral presentations, when class begins, along with a digital copy that should be uploaded to SafeAssign on Blackboard (which I will explain further in class).

Speech assignments

Type	Length	Requirements	Points
Introductory	2-3 minutes	n/a	10
Informative	4-6 minutes	Proposal & scavenger hunt	15
		Full sentence outline	10
		Oral Presentation	40
Persuasive	10-12 minutes (5-6 per person)	Proposal	n/a
		Full sentence outline	40

			Oral Presentation	60
			Visual aid(s)	
○	Special Occasion	4 minutes	Full sentence outline	30
			Oral presentation	50
	Motivated Sequence	5-6 minutes	Proposal	n/a
			Full sentence outline	40
			Oral presentation	80
			Visual aid(s)	

Introductory Speech: This speech is intended to help break the ice and get you comfortable in front of an audience. You will be telling a story about yourself, either funny or serious, that you have told numerous times before. At the end, you will offer your listeners a moral or lesson to take away from the story.

Informative Speech: The purpose of this extemporaneous speech is to inform the audience about some person, object, process, concept or event. A full-sentence outline and bibliography are required, as well as three credible forms of support. The use of a visual aid is optional.

Persuasive Speech: This extemporaneous speech assignment is to discuss the arguments for and against using a particular form of social media. You will choose a partner and opposites sides of an argument, each person turning in a separate outline with a minimum of five credible sources. If a source applies to both sides of the argument, it can be shared between partners and used as a source by both. Keep in mind that oral presentation time should be roughly equal for both partners, which will likely require some practice together. In addition to a full-sentence outline, the use of a visual aid is required and can be created jointly. I recommend PowerPoint or poster boards.

○ **Special Occasion Speech:** This speech should be designed to be given at any occasion commemorating or before a special or notable event. It does not have to be "real" – you could imagine yourself giving an acceptance speech for an Oscar award you received. You could also be a commander rallying your troops to battle against the Romans. I want you to be creative, while still adhering to an organized speech pattern. One source is required for this speech, the type of which I'll explain further in class.

Final Speech: This should be a persuasive speech using the motivated sequence. Find an issue – could be social, environmental, political – that is close to your heart and you believe people should act upon. Avoid making it too broad. Instead of talking about global warming, you could talk about alternative transportation. Keep it as manageable and concrete as possible, so that you can recommend practical steps for your audience to take (rather than to simply "stop driving," for example). You may do this speech individually, or with one or more people as a pair/group. However, as a group, I will expect you to do more as a whole, in terms of outline length, speaking duration and visual aids. A handout should accompany your speech and you should have at least 4 credible sources per person.

The *average* speech (C) should meet the following criteria:

- Conform to the kind of speech assigned (to inform, to persuade, etc.).
- Be ready for presentation on the assigned date.
- Conform to the time limit.
- Fulfill any special requirements of the assignment, such as using audiovisual aids, following the motivated sequence, conducting an audience analysis, etc.
- Have a clear, specific purpose and thesis statement.
- Have an identifiable introduction, body, and conclusion.
- Show reasonable directness and competence in delivery.
- Be free of serious errors in grammar, pronunciation, and word usage.

○ The *above average* (B) speech should meet the preceding criteria and also:

- Be a challenging topic.
- Fulfill all major functions of a speech introduction and conclusion.
- Display clear organization of main points to carry out elements which were identified in the thesis.
- Back up main points with supporting materials that are accurate, credible, and relevant.
- Exhibit effective use of external transitions, or “signposts” between main points, and internal transitions, or connectives between supporting points.
- Be able to deliver the speech without major distractions.

The *superior* speech (A) should meet all the preceding criteria and also:

- Be a topic which makes a genuine contribution to the knowledge or beliefs of the audience.
- Sustain positive interest, feeling, and/or commitment among members of the audience.
- Contain vivid and concrete language to convey ideas.
- Be delivered in a polished manner which strengthens the impact of the speaker’s message.

Activities: There will be a variety of short activities throughout the course of the semester. No matter how accomplished you are as a speaker (or not), it is important that I see you *try* in order to receive full points. Activities are practice and intended to be fun and an opportunity to become more comfortable in front of an audience without much pressure. Take advantage of them.

Quizzes: There will be short quizzes most weeks, and nine in total. These are to ensure that you are keeping up with the assigned readings and class discussions.

Peer Evaluations: In order to improve one’s speaking skills, it helps to observe others and identify habits that contribute to effective, and ineffective, presentations. You will have an opportunity to refine your observations by evaluating the speaking performance of two classmates during the semester.

Schedule

Week	Read	Topic(s)	Assignment
Jan 17		Intros, The what and why of communication BlackBoard, Syllabus	
Jan 24	Chapts. 1, 2, 7	Communication theory, Communication apprehension, Selecting a topic/purpose	- Quiz 1 - Introductory Speech
Jan 31	Chapts. 8, 9, 15	Informative speeches, Conducting research	- Quiz 2
Feb 7	Chapts. 9, 10, 11	Outlining/organization, Supporting materials, APA style	- Quiz 3 - Speech Proposal & Scavenger Hunt
Feb 14	Chapts. 6, 14, pp. 29-30	Ethics, Delivery, Speech styles	- Quiz 4
Feb 21	Chapt. 5	Listening	- Informative Speech
Feb 28	Chapt. 16	Persuasive speeches	- Quiz 5 - Peer Evaluation
Mar 7	Chapts. 12, 4	Audience analysis, Visual aids	- Quiz 6 - Proposal

Mar 14	Chapt. 18	Special occasion speeches	- Persuasive Speech
Mar 21	Chapts. 18, 13	Special occasion speeches, Language	- Quiz 7 - Peer Evaluation
Mar 28	Chapt. 17	Persuasion and the motivated sequence	- Special Occasion Speech
Apr 4		** Spring Break - No Class **	
Apr 11	Chapt. 17	Motivated sequence	- Quiz 8
Apr 18	Chapt. 17	In-class speech work and library research	- Class Evaluation - Proposal
Apr 25	Chapt. 19	Speaking in groups and final review	- Quiz 9
May 2		Final review (time permitting)	- Final Speeches
May 9			- Final Exam

Attendance/Classroom Conduct

For the most part, I try to make the class room experience an interactive one. Although I am the instructor for the course and will be doing some lecturing, my philosophy is that we all have valuable experiences and knowledge to share. In turn, I place a lot of weight on class participation, which entails a combination of regular attendance, thoughtful contributions to discussion and engagement with class activities. Meeting these expectations successfully will ensure a high participation grade.

Missed classes will not be excused without a valid written excuse (i.e. a doctor's note). Missed speeches will only be allowed at my discretion, which is dependent upon (1) whether a missed speech is excused (accompanied by a doctor's certificate or other documented verification); (2) past student attendance behavior; and (3) whether there is sufficient course time to accommodate a missed presentation.

Even if you miss time for a valid reason, it is still your responsibility to learn what material was covered during your absence, what is due in the future, and to make sure I receive any assignment(s) that were due on the day(s) you missed.

Missing more than two consecutive classes, or a speech, will severely compromise your ability to pass this class. Any student with more than three absences (excused or unexcused) will be dropped from this course.

What is expected of you in class:

- Being on time and not leaving early unless discussed beforehand with me
- Being respectful and let others talk without interruption, including me
- Actively engaging in discussions and activities
- Appropriate language
- Treating others' viewpoints and experiences with respect
- Not using cell phones (NO TEXTING) or other electronic devices (laptops) for anything other than taking notes during class.

In extreme circumstances of classroom disruption, I may ask you to leave the room. If that occurs, the following policy applies:

"Students shall assume an obligation to conduct themselves in a manner compatible with the college's function as an educational institution. An instructor MAY REMOVE a student for the day of removal and the next class meeting. Such action must be immediately reported to Sergio Lopez, Dean of Student Development and Campus Events. During the period of removal the student MAY NOT return without the consent of the instructor."

Academic Honesty and Student Conduct Guidelines

Each student is expected to maintain academic ethics and honesty in all its forms, including but not limited to, cheating and plagiarism. I take plagiarism VERY seriously. Please know that I will pursue punishment for any instances of academic dishonesty I become aware of, defined by the university below:

Academic Misconduct Policy

Academic misconduct includes misconduct associated with the classroom, laboratory or clinical learning process. Some examples of academic misconduct are cheating and plagiarism.

***Cheating** includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests, assessment tests or examinations; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments; or (c) the acquisition, without permission, of tests or other academic material belonging to a member of the college faculty or staff.*

***Plagiarism** includes, but is not limited to, the use of paraphrased or directly quoted published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Information gathered from the internet and not properly identified is also considered plagiarism.*

Any student found by a faculty member to have committed academic misconduct may be subject to sanctions as determined by the faculty member. Sanctions MAY include a warning, grade adjustment, and course failure. Consequences for plagiarism include a zero on the assignment and a referral to Sergio Lopez, Dean of Student Development and Campus Events.

Accommodations

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSPS) office as soon as possible. The DSPS office is located in the Health Sciences Building, room 2117 at 355-6312.

Note: I reserve the right to change this schedule, as necessary. It is your responsibility to stay aware of changes through class attendance, active listening and attention to email correspondence.