

Basic Course Information

Semester:	Fall 2017	Instructor Name:	Sabrina Worsham
Course Title & #:	COMM 100: Oral Comm.	Email:	sabrinaworsham@gmail.com
CRN #:	11093		sabrina.worsham@imperial.edu
Classroom:	315	Office #:	316
Class Dates:	8/14/17-12/4/17	Office Hours:	M 5:10-6:10, T 1:50-2:20, W 5:10-6:25, TH 5:10-6:20
Class Days:	Monday	Office Phone #:	355-6369
Class Times:	2:00 PM – 5:10 PM	Emergency Contact:	Ms. Lency Lucas 760 355-6337
Units:	3		

Course Description

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

Student Learning Outcomes

Upon completion of this course, you will be able to:

1. 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)
2. 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)
3. Prepare and present a visual aid that illustrates a specific point. (ILO1,ILO3,ILO4)
4. Use statistics, quotations, definitions and detailed illustrations as supporting materials. (ILO1, ILO2, ILO3, ILO4, ILO5)
5. Identify the components of the nonverbal delivery process which includes: eye contact, rate/pause, appearance. (ILO1, ILO2, ILO3, ILO4, ILO5)

Course Objectives

1. Define, explain and apply the principles of oral communication
2. Incorporate and demonstrate ethical practices in all phases of speech preparation
3. Acquire, organize, interpret and utilize research materials
4. Analyze and adapt a speech topic to a variety of diverse audiences
5. Develop a clear, cohesive thesis and create a concise speech outline

6. Compose, organize and present to a live audience relevant speeches to introduce, inform and persuade
7. Demonstrate the characteristics of effective delivery
8. Support speech context through utilizing effective visual aids
9. Analyze and evaluate live or recorded speeches
10. Demonstrate active listening skills
11. Recognize the elements of and demonstrate effective techniques for reducing communication apprehension

Textbooks & Other Resources or Links

<http://www.publicspeakingproject.org/psvirtualtext.html>

Course Requirements and Instructional Methods

“Assignments: It is your responsibility to complete all assignments in a timely matter and submit them via the appropriate channels (in person or electronically, depending on the assignment). In general, NO late work will be accepted, even with documentation. All assignments need to be typed, unless otherwise specified,” SW.

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.

*Assignments and class schedule are subject to change. Said changes are likely only announced during class time. Students are responsible for changes, regardless of class attendance.

Course Grading Based on Course Objectives

Evaluation of Student Progress:

There are 1000 points possible in this course:

A = 900-1000
B = 800-899
C = 700-799
D = 600-699
F = 599 < = F

Point/Assignment Breakdown:

(450 total points possible) Speeches (all formal speeches are extemporaneous speeches):

(25) Introduction: a quick 1-2 minute introduction to the class and the basic speech structure

(50) Info-phobia: a 2-4 minute speech about a phobia. Informative in nature, introduces research

(100) Demonstration: a 3-5 minute speech that uses visual aids to help explain a process

(125) Informative: a 4-6 minute speech that uses credible research to inform an audience

(150) Persuasion: a 5-7 minute speech that uses credible research to persuade an audience

(12 @ 10 points each = 120 points possible) In-Class Activities:

Participation in a variety of in-class activities that are designed to work on speech skills and understanding.

(5 @ 10 points each = 50 points possible) Homework Assignments (Speech Outlines):

Typed outlines, works cited sheets, and notecards.

(17 @ 10 points each = 170) Reading Notes:

1-2 page(s) of HAND-WRITTEN notes from the chapter. Identify key terms in your OWN words. DUE at the beginning of class. LATE reader's notes will NOT be accepted.

(2 @ 80 points each = 160) Exams:

These exams cover the text and material used in lecture. The exams may include multiple choice, true/false, fill

In-the-blank, short answer, essay, and/or application questions. Exams are closed book.

(1 @ 50 points each = 50 points possible) Final Presentation: done in pairs: Details to follow

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

- **“Timeliness: Arrive in enough time to be settled, signed in, and ready to go when class begins. Being late is rude, disruptive, and anxiety-inducing for many. Additionally, missing class hurts you and your peers. Be here, be ready, let's learn and create a positive community.**

- **Language:** In an effort to create and maintain a critical, comfortable and equitable environment for everyone, any language that is racist, sexist, homophobic, or that discriminates against any person or group will be discussed in the classroom. Any such language in any speech, assignment, or classroom discussion may result in a failing grade for that speech or assignment and the occurrence will be documented in case any further disciplinary actions are warranted,” SW
- **Recording lectures/Social Media:** DO NOT record my lectures and/or take my picture for use on the internet. DO NOT use social media during my classes
- **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, no one who is not enrolled in the class may attend, including children.

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.

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.

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	Assignment DUE	Score	Poss.
-Aug	ICA #1		10

21-Aug	Outline # 1		10
	Reader's Notes (1+2)		20
	Speech #1		25
28-Aug	ICA #2		10
	Outline #2		10
	ICA #3		10
	Reader's Notes (3, 4 & 8)		30
11-Sep	Speech # 2		50
	Reader's Notes (5 + 7 + 13)		30
18-Sep	ICA #4		10
25-Sep	Exam 1 (1, 2, 3, 4, 5, 7, 8, 13)		80
	ICA #5		10
2-Oct	Outline #3 (Visual Aids DUE)		10
9-Oct	Reader's Notes (10+6+9)		30
	ICA #6		10
	Speech #3		100
16-Oct	Reader's Notes (11 + 12 + 17)		30
	ICA #7		10
23-Oct	Reader's Notes (14 + 15 +16)		30
	ICA #8		10
30-Oct	Outline # 4		10
	Exam 2 (6, 9, 10, 11, 12, 14, 15, 16, 17)		80
6-Nov	ICA #9		10
	Speech # 4		125
13-Nov	ICA #10		10
	ICA #11		10
	Outline # 5		10
27-Nov	ICA #12		10
	Speech #5		150
4 Dec	Final Presentation		50
	Total		1000

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

Chapter One: Benefits of Public Speaking

Personal, Professional, Public
Models of Communication
Linear, Transactional
Elements of the Communication Process
Encoding and Decoding, Communicator
Message, Channel, Noise
Worldview & Context
Types of Speeches
Speaking Competencies
Useful Topic
Engaging Introduction
Clear Organization
Well-Supported Ideas
Closure in Conclusion
Clear and Vivid Language
Suitable Vocal Expression
Corresponding Nonverbals
Adapted to the Audience
Adept Use of Visual Aids
Convincing Persuasion

Chapter Two

Rhetoric
Cicero's desire for audience analysis
Cicero's criteria to get an audience to act
Aristotle: Ethos, Pathos, Logos
Power and Persuasion

Chapter Three

Ethics, Ethical Standards, Honesty
Avoiding Plagiarism
Citing Sources Responsibly
Setting responsible speech goals
Develop ethical listening skills
Provide ethical feedback

Chapter Four

Three areas of our lives that are benefited when we value listening? Academic, Professional, Personal
What are the three attributes of an active listener?
Attention, Attitude, Adjustment
What are the three barriers to effective listening?
Anticipating, Judging, Acting Emotionally
What is Nonverbal communication?
What are nonverbal adaptors?
What are the strategies the text lays out to improve effective listening?
Keep an open mind, Identify distractions, Come prepared, TAKE NOTES!

Chapter 5

Approaches to Audience Analysis:

Direct Observation,
Inference, Sampling
Categories of Audience Analysis
Situational Analysis, Demographic Analysis
Psychological Analysis, Multicultural Analysis
Interest and Knowledge Analysis

Chapter 7

Personal and Professional Knowledge, Personal Testimony, Interviews, Library Resources, Books
Periodicals, Full Text Databases, Internet Resources
Search Engines, Defining Search Terms
Websites, Government Documents
Evaluating Information
Citing Sources and Avoiding Plagiarism
Style Sheets
Plagiarism

Chapter Eight

Main points, sub points, and ideas
Organizing Informative Speeches
Topical, Spatial, Chronological
Source Citation (When, why, and how)
Paraphrasing versus quoting
Source Criteria: Recency, Variety, Publication, Bias, Connect to the Subject

Chapter Thirteen

Effective Visual Aids
Types of Visual Aids
Personal Appearance, Objects and Props, Demonstration, Posters and Flip Charts
Audio and Video, Handouts, Slideware
Design Principles & Slide Layout
Backgrounds and Effects
Colors, Fonts, Text, Images, Graphs and Charts

Sabrina Adds:

10 steps to the speech making process
1. Purpose
2. Audience Analysis
3. Topic Selection
4. Brainstorm
5. Narrow to an outline
6. Research to the outline
7. Finalize outline and Works Cited
8. Notecards
9. PRACTICE
10. Deliver & celebrate!
Sabrina's Structure (thus far):

AGD: Attention Getting Device

Link:

THESIS:

PREVIEW:

1 A B

2 A B

3 A B

REVIEW and TIE to AGD

Modes of Public Speaking:

Memorized, Manuscript, Impromptu,

Extemporaneous

*Dog Banter

Exam 2 Study Guide: **Chapter 6**

Critical Thinking Defined, Traits, and Skills

Value of Critical Thinking

Defining arguments

Inductive and deductive reasoning

Understanding Fallacies

Formal Fallacies

Bad Reasoning Fallacy

Masked Man Fallacy

Fallacy of Quantitative Logic

Informal Fallacies

Accident Fallacy

Ad Hominem

Fallacy of Ambiguity

Fallacies of Appeal

Begging the Question

Black and White Fallacy

Fallacy of Composition

Fallacy of Division

Non causa, pro causa fallacy

Red Herring Fallacy

Slippery Slope Fallacy

Weak Analogy Fallacy

*Framing

Chapter 9

Functions of Introductions

Gain Attention and Interest

Gain Goodwill

Clearly State the Purpose

Preview and Structure the Speech

Attention-Getting Strategies

Tell a Story

Refer to the Occasion

Refer to Recent or Historical Events

Refer to Previous Speeches

Refer to Personal Interest

Use Startling Statistics

Use an Analogy

Use a Quotation

*Ask a Question

Use Humor

Preparing the Introduction

Construct the Introduction Last

Make it Relevant

Be Succinct

Write it Out Word for Word

Functions of Conclusions

Prepare the Audience for the end of the speech

Present Any Final Appeals

Summarize and Close

End with a Clincher

Appeals and Challenges

Composing the Conclusion

Prepare the Conclusion

Do Not Include any New Information

Follow the Structure

*CONCRETE AND SPECIFIC

Chapter 10

The Power of Language

Communication vs. Language

Language Creates Social Reality

The Differences Language Choices Can Make

Constructing Clear and Vivid Messages

Use Simple Language

Use Concrete and Precise Language

Using Stylized Language

Metaphors and Similes

Alliteration

Antithesis

Parallel Structure and Language

Personalized Language

The Importance of Ethical and Accurate Language

Language and Ethics

Sexist and Heterosexist Language

Avoiding Language Pitfalls

Profanity

Exaggeration

Powerless Language

Incorrect Grammar

Other Language Choices to Consider

Clichés

Language that is Central to Pop Culture **11**

Classifying Communication Apprehension (CA)

Trait anxiety vs. State anxiety

Scrutiny Fear

Frames of Reference

Habitual Frame of Reference

Personal Frame of Reference

Cognitive Restructuring (CR)

Sources of Apprehension

Impact of Apprehension

Learning Confidence

Techniques for Building Confidence

Prepare Well, Visualize Success, Avoid Gimmicks

Breathe and Release, Minimize What You Memorize

Practice Out Loud, Customize Your Practice

12	The Peace Imperative
Methods of Delivery: Manuscript Style, Memorized Style. Impromptu Style, Extemporaneous Style	Sensitivity and Respect
Vocal Aspects of Delivery	Stereotypes, Prejudices, Ethnocentrism
Articulation vs Pronunciation	Understanding a Diverse Audience
Accent, Dialect and Regionalisms	High and Low Context Cultures
Vocal Quality	Power Distance
Pitch and Inflection	Uncertainty Avoidance
Rate of Speaking	Individualism vs. Collectivism
Pauses Versus Vocalized Pauses	Masculinity vs. Femininity
Vocal Projection	Time Orientation
Nonverbal Aspects of Delivery: Personal Appearance	Selecting Supporting Materials
Movement and Gestures, Facial Expressions, Eye Contact	Stories
Mastering the Location	Facts and Statistics
The Room: The Podium: The Equipment	Testimony
Using a Microphone: Water Rules	Speech Organization
Preparation, Practice and Delivery	Linear Pattern vs. Holistic Pattern
Preparing Notes	Appropriate Verbal Expression
Rehearsing the Speech	Denotative and Connotative Meaning
Managing Stress	Communication Style
Delivering the Speech	Effective Nonverbal Expression
14	Kinesics
Reasons to Adopt a Global Perspective	Paralanguage
The Economic Imperative	Physical Appearance
The Technological Imperative	15
The Demographic Imperative	Functions of Informative Speeches
	Provide Knowledge

Shape Perceptions

Articulate Alternatives

Allow us to Survive and Evolve

Role of Speaker

Informative Speakers are Objective*

Informative Speakers are Credible

Informative Speakers Make the Topic Relevant

Informative Speakers are Knowledgeable

Types of Informative Speeches: Definitional, Descriptive, Explanatory, Demonstration

Developing Informative Speeches

Generate and Maintain Interest

Create Coherence

Make Speech Memorable

16

What is Persuasive Speaking?

Functions of Persuasive Speeches

Propositions of Fact, Value, and Policy

Choosing a Persuasive Speech Topic

Approaching Audiences

Receptive Audiences

Neutral Audiences

Hostile Audiences

Persuasive Strategies

Ethos, Logos, Pathos

Organizing Persuasive Messages

Monroe's Motivated Sequence

Direct Method Pattern

Causal Pattern

Refutation Pattern

17

Background of Special

Occasion Speaking

Epidictic Oratory

Purpose of Special Occasion Speaking

Types of Special Occasion Speeches

Speech of Introduction

Toast and Roast

Speech to Present an Award

Acceptance Speech

Keynote Address

Commencement Speech

Commemorative Speeches and Tributes

After - Dinner Speech

General Guidelines for Special

Occasion Speeches

Keeping the Speech Short

Acknowledging the Obvious

Staying Positive

Using Humor

***Sabrina's structure**

*** Sabrina's 10 steps to the speech making process**