

**IMPERIAL VALLEY COLLEGE**

**Speech 100 – Public Speaking Spring Semester 2019**

Professor: ***Bruce Page, M.A.***      **Where can you find me? OFFICE: 1604**  
**HOW can you reach me? Phone: (760) 355-6575 (no text)**  
**WHEN? I'm in my office: MTWTh 7:00 am - 8:00 am**  
**By e-mail: speechprof44@yahoo.com      Alternatively, call and meet me by**  
**appointment.**

**Your textbook is: Building a Speech, 8<sup>th</sup> edition, 2013**

**Author: Sheldon Metcalfe    Publisher: Wadsworth**

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

Any student with a documented disability who may need educational accommodations should notify me or the Disabled Student Programs and Services office (DSP & S) as soon as possible in this semester. Visit or call the DSP & S office in Bldg, 2100 (760) 355-6312 if you feel you need to be evaluated for educational accommodations.

**Student Counseling and Health Services**

\*\*IVC students have counseling and health services available provided by the pre-paid Student Health Fee. We now have a fulltime mental health counselor. The IVC Student Health Center is located in the Health Science Building Room 2109. Call (760) 355-6310 For information see:

<http://www.imperial.edu/students/student-health-center/>

**Student Rights and Responsibilities**

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities, please refer to the IVC General Catalog available online at:

[http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

**Information Literacy**

IVC is dedicated to help students skillfully discover, evaluate, and use information from all sources.

Students can access tutorials at:

<http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>.

**Course Description:**

**Speech 100 offers you an opportunity to learn the fundamental processes involved in oral communication.**

**The specific purpose of this course is to help you improve your communication skills. This objective is achieved through the application of concepts such as research, organization, outlining/constructing, supporting materials and the preparing and delivery of speeches. Attention is also given to the importance of ethics and credibility and how these concepts relate to the communication process.**

**Why is this course so important to you?**

**THE top priority in hiring consideration of most employers is your way with words, how you communicate verbally! Once you're hired, a top priority in your advancement up the corporate ladder is...how you communicate verbally! Bottom line: what you learn in this course will give you that extra edge against your competitors, no matter what your career. It'll also make you a better citizen!**

- 1) CELLPHONES MUST BE TURNED OFF AND BE OUT OF SIGHT IN CLASS.**
- 2) Class begins on the hour or half hour. Your arrival anytime after 7 minutes may be considered non-attendance. Repeated lateness could cause you to be dropped.**
- 3) Please call me if you cannot attend class. Let me know what your problem is.**
- 4) All speeches must be completed or you may not get a passing grade.**
- 5) If you miss a quiz day, be aware there's only 1 day near the end of the term when any and all make-up quizzes will be scheduled for, and those will be just Pass/Fail.**

## **What are the student learning outcomes (SLOs) of this course?**

Speech 100 was designed to be an introductory class in public speaking. By the end of the term, you can expect to have a fundamental knowledge and communicative competence as demonstrated by being able to:

- Use the 3-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 me. (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)
- Learn how to reduce your fear, gain added poise, and increased self-confidence.
- Learn to organize and compose various types of speeches, inclusive of conceiving engaging introductions and memorable conclusions.
- Learn to improve listening and critical thinking skills.
- Learn to constructively evaluate speakers and identify what makes certain public speakers more effective.
- Describe and recall the basic history of oral communication.
- Demonstrate the ability to select and research a topic.
- Identify the principles of ethics in speaking and listening.
- Improve your presentation skills.
- Identify and describe how persuasion works.
- Recognize and avoid the use of fallacies.
- Prepare and deliver an effective oral presentation.

## **What's required of you**

**ATTENDANCE:** *Not only are you speakers, you are essential listeners! So therefore you're expected to attend all class sessions. Attendance will always be taken, and it will be reflected in your final grade. Any student who misses the first class will be dropped. Any student who misses 2 classes in a row without notifying me directly (not via another student) by phone or e-mail why...may be dropped. Please make arrangements with me or a classmate to keep up with all assignments in case you cannot attend a class for any reason.*

Section 21066 meets Monday and Wednesday, 08:00 a.m. to 09:25 a.m. in Room 1602.

Section 21069 meets Monday and Wednesday, 09:40 a.m. to 11:05 a.m. in Room 1602.

Section 21073 meets Monday and Wednesday, 11:20 a.m. to 12:45 p.m. in Room 1602.

Section 21076 meets Monday and Wednesday, 2:00 p.m. to 3:25 p.m. in Room 1602.

Section 21080 meets Monday and Wednesday 4:20 p.m. to 5:45 p.m. in Room 1602.

**READINGS:** *Please complete the readings BEFORE class, because class discussion and lectures frequently focus on the readings; schedule of readings appended to this syllabus.*

**SPEECHES:** *You'll be assigned several speeches this term. Some are graded, some are not. Some are designed to simply "loosen" you up, while others are designed to challenge you. You'll be expected to speak on the day you're assigned. If you cannot, be prepared to document any emergency situation which caused you to miss class.*

**QUIZZES:** *There'll be frequent quizzes and a final exam covering assigned readings, lectures, and course notes.*

**\*\*\*If you miss a quiz day, be aware there'll be only one make-up quiz day for all missed quizzes at the end of the semester. At that point, each quiz will only earn a Pass or Fail, no B's or A's\*\*\***

## **How will you be evaluated?**

- ***On the delivery of your speeches, the quality of your research, and the quality of your outlines.***
- ***Quizzes designed to assess your understanding of the principles of effective speech communication.***
- ***Content analysis of your speech topics to assure that critical thinking objectives have been achieved.***
- ***Attendance and enthusiastic participation in class.***

## **FAQ: HOW CAN I EARN THE GRADE I WANT FROM THIS CLASS?**

<i>Answer - Here's how:</i>	Your speeches	70 %
	Attendance and Class participation	10%
	Quizzes	10%
	Final exam	<u>10%</u>
	TOTAL:	<u>100%</u>

### **TENTATIVE SCHEDULE – Speech 100 PUBLIC SPEAKING \*      \* subject to change**

**NOTE: I reserve the right to change this schedule, as necessary. It is YOUR responsibility to know about, understand, and adapt to any changes that may be made to this schedule.**

Mon. 02/11	Welcome ! Course overview. Who are you? Who am I? What can we learn together that will profoundly impact all our lives?
Wed. 02/12	Get acquainted with your classmates      Class review of Chapters 1 and 11 <b><u>Discussion of your Introductory speech</u></b>
	<ul style="list-style-type: none"> <li>▪ the importance of an engaging lead or introduction      how to shape your speech</li> <li>▪ eye contact, poise, placement of your hands and feet,      distractions (hair, gum)</li> <li>▪ approaching the podium, leaving the podium      the importance of a memorable close</li> <li>▪ seeking colorful information to flavor your speech      notecards...key words</li> <li>▪ how to cope with nervousness...channel your energy</li> </ul>
	<b>Your assignment: <u>Study Chapters 1 and 11 for Quiz #1.</u></b>
<b>Mon. 02/18</b>	<b>WASHINGTON's BIRTHDAY – CAMPUS CLOSED....NO CLASSES</b>
Wed. 02/20	<b>Quiz #1</b> and pair off for interviews of each other <b>Your assignment: Prepare your introductory speeches</b>
Mon. 02/25	Meet with students one-on-one to help refine your Introductory speeches <b>Your assignment: Complete your introductory speech, prepare and practice</b>
<b>Wed. 2/27</b>	<b>Introductory Speeches – 15 students</b> Class Review of Chapter 2 - Understanding and reducing your FEAR. Your assignment: Complete Study Guide 2 and prepare for Quiz #2
Mon. 03/04	<b>Quiz 2 and Introductory Speeches continued - remainder of students</b> Review of Chapter 3 – Building your first speech <b>Your assignment: Complete Study Guide 3 and prepare for Quiz #3</b> <b>Prepare for BROWN BAG speech</b>
Wed. 03/06	<b>Quiz #3</b> <b>BROWN BAG</b> speeches and Class Review of Chapter 4 - Analyzing your audience <b>Your assignment: Complete Study Guide 4 for Quiz 4</b>
Mon. 03/11	<b>Quiz #4</b> and Class Review of Chapter 5 – Improving your listening skills Chapter 6 – The Ethics of Public Speaking <b>Discussion of Narrative speeches – share former students speeches as examples</b> <b>Your assignment: Begin preparing your narrative speech</b> <b>Complete Study Guide 5 to hand in next class – NO QUIZ</b>
Wed. 03/13	<b>Hand in your completed Study Guide 5 - NO QUIZ</b> <b>More discussion of Narrative speeches</b> Class Review of Chapter 7 – Selecting the topic and purpose <b>Complete Study Guide 6 to HAND IN - NO QUIZ</b>
Mon. 03/18	Hand in <b>STUDY GUIDE 6</b> <b>Meet with me one-on-one to help refine your Narrative speech preparation</b> <b>Your assignment: Prepare and practice your narrative speech</b>
Wed. 03/20	Deliver your <b>NARRATIVE SPEECHES</b>
Mon 03/ 25	Deliver your <b>NARRATIVE SPEECHES</b>

Wed. 03/27 Deliver your **NARRATIVE SPEECHES**

Mon. 04/01 Deliver your **NARRATIVE SPEECHES**

Wed. 04/03 Deliver your **NARRATIVE SPEECHES**

Mon. 04/08 **Discussion and review of your narrative speeches**  
 Class review of Chapter 8 – Conducting Research, Chapter 10 Organizing the body of your speech, Chapter 9 Choosing Supporting Materials and Chapter 12 – Using audiovisual aids  
**Your Assignment: Complete Study Guides 7, 8, and 9 ON Chapters 8, 9, 10 and 12 to HAND IN - NO QUIZ**

Wed. 04/10 **HAND IN STUDY GUIDES 7, 8 and 9 - NO QUIZ**  
**This day is reserved for a mandatory tutorial session to learn how to effectively use all IVC's resources for research, particularly with regards to newspapers and magazines from around the world.**

Mon. 04/15 **Review of what you learned in your Library Tutorial Session**  
 Class review of Chapter 13 – Considering Language; Chapter 14 – Developing Delivery  
 Class review of Chapter 15 – Speaking to Inform  
 Class discussion of informative and demonstrative speeches; share former student examples  
**Your assignment: Complete Study Guides 10, 11 and 12 - NO QUIZ**  
**Decide the topic of your Informative or demonstration speech.**  
**Your assignment: Prepare your informative/demonstrative speech and show me a rough draft by next class.**

Wed. 04/17 **Hand in Study Guides 10, 11 and 12 – NO QUIZ**  
**Meet with me one-on-one to help refine your Demonstrative speech preparation.**  
**Complete the preparation and practice of your Informative or Demonstrative Speeches**

**04/21-04/28 EASTER BREAK – NO CLASSES FOR THE ENTIRE WEEK**

Mon. 04/29 Deliver your **INFORMATIVE/DEMONSTRATIVE** speeches

Wed. 05/01 Deliver your **INFORMATIVE/DEMONSTRATIVE** speeches

Mon. 05/06 Deliver your **INFORMATIVE/DEMONSTRATIVE** speeches

Wed. 05/08 Deliver your **INFORMATIVE/DEMONSTRATIVE** speeches

Mon. 05/13 **Class review of your Informative/demonstrative speeches**  
 Class review of Chapter 16 and 17 – Speaking to Persuade/Motivating Audiences  
 Discussion of Persuasive speeches – previous examples of former students  
**Video of Martin Luther King speech – I have a Dream**

Wed. 05/15 **How to make your persuasive speech DYNAMITE!**  
**Your Assignment: Complete Study Guides 13 and 14 to hand in – NO QUIZ**  
**Your assignment: Decide the topic of your persuasive speech, prepare a rough draft of your speech to show me next class.**

Mon. 05/20 **Meet individually with me to refine your persuasive speech.**  
**Hand in Study Guides 13 and 14**

Mon. 05/21 Deliver your **PERSUASIVE** speeches

Wed. 05/22 Deliver your **PERSUASIVE** speeches

Mon 05/27 **MEMORIAL DAY – CAMPUS CLOSED**

Wed. 05/29 Deliver your **PERSUASIVE** speeches

Mon 06/03 Deliver your **PERSUASIVE** speeches

Wed. 06/05 **FINAL EXAM - SEMESTER OVER**

## Description of Course Components:

### In-Class Speeches

Throughout the semester, you'll prepare and deliver several assigned speeches. Each of these speeches will follow in-class discussion regarding the specific requirements and my recommendations for the given assignment. I am available to you during my scheduled office hours listed above, and also by e-mail Monday through Thursday noon, so I invite you to take advantage of my help at any time you need it. I am committed to helping you do your best.

You'll receive an evaluation form from me after completing each speech. I give serious consideration to how much time and effort I can tell you put into your speech assignments, and especially if you have made significant improvements over the semester.

#### **#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!*

*WHAT A RELIEF! You made it through the first test of your public speaking ability! Pat yourself on the back...you've made major progress!*

*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.*

**BE ADVISED: Students who disrupt or interfere with a class may be sent out of the room and directed to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outline in the General Catalog. Due to College rules and state laws, no one who is not enrolled in the class may attend, including children.**

**#3****INFORMATIVE/DEMONSTRATIVE SPEECHES**

Length 7 minutes

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

*dd* 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.

*dd* *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.*

*ss* 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.

*ss* 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.

*ss* 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

*s* 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.

*ss* *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 about the level of harm and need.*

*ss* *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.*

*s* *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.**

*ss* 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, May 29th 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.**

## Disrespectful disruptive behavior

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.

**Most of you are here to learn, but some students are not serious. To preserve a productive learning environment, students who disrupt, show disrespect or interfere with a class may be sent to meet with our IVC Disciplinary Officer, Sergio Lopez, who will follow disciplinary procedures as outlined in the General Catalogue.**

## **Makeup of Speeches**

Should you not be able to deliver your speech at the designated time in accordance with the order of speech delivery, you will have an opportunity to deliver a makeup speech **only** if and when time permits and **only** at the instructor's discretion.

## **Co-Curricular Speaking Opportunities**

Should you have an opportunity to deliver a public speech or address in another course or in a community setting, extra credit can be awarded toward the final grade for this course. Information can be obtained from the instructor relating to documentation procedures.

## **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.

## **Plagiarism and Cheating**

Delivering a speech in class is a form of publication protected by the appropriate copyright laws of the United States. Therefore, the use of another's words, phrases, ideas, and/or organization, delivered as the student's own words, phrases, ideas, and/or organization is plagiarism. **Any student found to have plagiarized materials during a classroom speech will receive a zero grade for the speech assignment, may be given an F for the course, and may be placed on academic probation.** While plagiarism involves the delivering of someone else's published words, phrases, ideas, and/or organization as the student's own words, phrases, ideas, and/or organization, it is also considered cheating if you deliver a speech written by someone else. It is expected that all work submitted by you in this class will be your original work. IVC expects honesty and integrity from all students. A student found to have cheated on any assignment or plagiarized will receive a zero for the assignment and sent to IVC's Disciplinary Officer, who will follow disciplinary procedures as outlined in the General Catalogue. A second occurrence of cheating or plagiarism may result in dismissal from class, and expulsion from IVC...as outlined in the General Catalogue.

**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, which are prohibited or inappropriate in the context of the academic assignment in question. Acts of cheating include, but are not limited to the following:

Plagiarism, copying or attempting to copy from others during an exam or on an assignment, communicating test information with another person during an examination, allowing others to do an assignment or portion of an assignment, use of a commercial term paper or speech service.

## **Grading of speeches:**

Many factors are considered. Among the most important factors are placement of your hands and feet, poise, confidence, eye contact, preparation, practice, research, creativity and imagination, good balance of logic/emotion, smile/personality, credible information, dynamic/engaging opening, preview and summary, effective transitions, bold delivery, use of voice variation and/or dramatic pauses, memorable close, visual aids, gestures, humor, conscientious effort, outline/bibliography. The bottom line is this:

**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

