Basic Course Information

...ester:	**Spring 2023**	Instructor Name:	**Sabrina Worsham**
...e & #:	**COMM 100**	Email:	**sabrinaworsham@gmail.con**
...CRN #:	**20521**		**sabrina.worsham@imperial.**
...sscode:	https://us06web.zoom.us/j/84928684850 Meeting ID: 849 2868 4850 Passcode: 657242	Thursday Zoom & passcode:	https://us06web.zoom.us/j/875 Meeting ID: 875 2317 2264 Pas
...Dates:	**2/13-6/9**	Office Hours:	Mon & Wed 6:00 PM - 6:30 PM Tues & Thurs 11:10 AM - 12:40
...Days:	**Tues & Thurs**	Office Phone #:	**N/A**
...Times:	9:40-11:05	Emergency Contact:	**760 355 6337**
...Units:	3	Class Format:	Online synchronous

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

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

N/A

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, and 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

PDF on Canvas under "Files" of publicspeakingproject.org (link will not work)

Course Requirements and Instructional Methods

I want to help you on your speech process and you must reach out! Use Gmail, Facebook/messenger, and/or Canvas to get in touch with me with questions. If you need to talk to me, we can set up a Zoom or a Facebook video chat.

Speeches: You will perform live and record and upload a variety of speeches that will increase in difficulty as the semester progresses. Speeches need to adhere to the requirements on Canvas under announcements, as well as follow in class instruction.

In/Out of Class Activities: These are the interactions in class and will include games, speech feedback, and outlining activities. These games and activities cannot be made up.

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.

Homework: 4 typed outlines and MLA Works Cited, when appropriate, that are due at the BEGINNING of class on the day assigned.

"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," IVC

Course Grading Based on Course Objectives

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

(Varied, 300 points possible total) In Class Activities: Participation in a variety of in-class activities that are designed to work on speech skills and understanding.

(4 @ 20 points each = 80 points possible) Homework Assignments (Speech Outlines):

Typed outlines, works cited sheets, and notecards.

(2 @ 65 points each = 130) 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.

(1 @ 40 points each = 40 points possible) Final Presentation: done in pairs: Details to follow

Total Possible: 1000

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

Course Policies

"Assignments: It is your responsibility to complete all assignments in a timely matter and submit them at the beginning of class. All assignments are to be typed unless otherwise specified. In general, NO late work will be accepted, even with documentation," SW.

"Timeliness: Be here with 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.

Camera's On:

- Electronic Devices: Cell phones and electronic devices that are not being used for class purposes should be turned off and put away during class, unless otherwise directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class maybe addressed/dismissed 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: Children are not allowed in the classroom per state law. Please contact me asap if there is an emergency. If your children are in the room, you risk me talking in front of them. I will be addressing conversations that you will likely have to address later.. You have been warned.

Other Course Information

"This is a skills based class and EVERY class is crucial. In class activities and assignments CANNOT be made up. On-time attendance is necessary for the successful completion of the class. If you must miss class for a verifiable emergency, please secure documentation. AGAIN, please remember that in-class activities and speeches cannot be made up. Do not miss my class.

REMINDER: scheduled doctor's appointments, scheduled dentist appointments, school appointments, job interviews, work meetings/etc... are NOT urgent situations. You know your school schedule. Please plan accordingly. Be "in" class and be prepared.

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. "Documentation MUST be provided and arrangements made ahead of time. An excused absence does NOT excuse the work done and activities missed," SW

What does it mean to "attend" an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- *Student submission of an academic assignment*

- *Student submission of an exam*

- *Student participation in an instructor-led Zoom conference*

- *Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules*

- *A posting by the student showing the student's participation in an assignment created by the instructor*

- *A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters*

- *An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.*

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

Academic Honesty

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.

How do I show academic honesty and integrity in an online "classroom"?

- *KEEP YOUR PASSWORDS CONFIDENTIAL.*

o *You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.*

- *COMPLETE YOUR OWN COURSEWORK.*

o   When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

•   Copying from others on a quiz, test, examination, or assignment;

•   Allowing someone else to copy your answers on a quiz, test, exam, or assignment;

•   Having someone else take an exam or quiz for you;

•   Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);

•   Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;

•   Excessive revising or editing by others that substantially alters your final work;

•   Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);

•   Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

Classroom Etiquette

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 (!!!!)]. (provided by IVC. We will break this down in a lecture)

How am I expected to act in an online "classroom" (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips to the best of your abilities for best results:

1)   Be RESPECTFUL

a.   Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

2)   Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)

a. *People walking around and pets barking can be a distraction.*

3) *EAT AT A DIFFERENT TIME. (MEH-we will address this)*

a. *Crunching food or chugging drinks is distracting for others.*

b. *Synchronous zoom times are set in advance so reserve meals for outside class meetings.*

4) *ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU*

a. *It is hard to see you in dim lighting so find a location with light.*

b. *If your back is to a bright window, you will be what is called "backlit" and not only is it hard on the eyes (glare) but you look like a silhouette.*

5) *POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING*

a. *If you are using the camera, show your face; it helps others see your non-verbal cues.*

b. *You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.*

6) *Be READY TO LEARN AND PAY ATTENTION*

a. *Catch up on other emails or other work later.*

b. *If you are Zooming, silence your phone and put it away.*

c. *If you are in a room with a TV – turn it off.*

7) *USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS*

a. *Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise MUTE your laptop.*

8) *REMEMBER TO UNMUTE WHEN SPEAKING*

a. *Follow your instructor's directions about using the "raise hand" icon or chat function to be recognized and to speak, but make sure you have unmuted your device.*

b. *Do not speak when someone else is speaking.*

9) *REMAIN FOCUSED AND PARTICIPATE IN THE MEETING*

a. *Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.*

b. *Do not use the Zoom meeting to meet with your peers or put on a "show" for them.*

10) *PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING*

a. *Emergencies happen. If you need to leave the room or get up and move about, stop your video.*

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.

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit http://www.imperial.edu/studentresources or click the heart icon in Canvas.

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. When campus is open, the DSP&S office is in Building NEW, 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, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128, or when campus reopens, visit 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 for appointments, or when campus reopens visit Room 1536, for more information.

Student Equity Program
The Student Equity & Achievement 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. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives 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 enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at https://imperial.edu/students/student-equity-and-achievement/ or call us at 760-355-6465 or visit room 401

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing 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 about the EOPS or CARE Programs please contact our Program Office 760. 335-6407 and/or visit our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

Veteran's Center

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. The Center is in Building 600 (Office 624), telephone 760-355-6141.

Anticipated Class Schedule/Calendar

		Pts	Score	Topic/Assignment
	14-Feb			Intro to Class
CH 1 & 2	16-Feb	25		In Class Activity # 1: Welcomes and Introductions
CH 9	21-Feb	25		Speech 1: Introduction Speech
Ch 3 & 4	23-Feb			Lecture: Structure, Feedback, and Research Claim Info Ph
Ch 5 & 7	28-Feb	25		In Class Activity # 2: Fun Weekend
	2-Mar	25		In Class Activity # 3: Nonverbal Comm
Ch 13 & 8	7-Mar	25		In Class Activity # 4: Tutorials Gone Wild
	9-Mar	25		In Class Activity # 5: Sources and credibility
	14-Mar	25		In Class Activity # 6: Corona got me like…
	14-Mar	20		Homework: Outline and Works Cited due for Speech 2
	16-Mar	50		Speech 2: Info Phobia
				Lecture: Visual Aids, demo speeches, and using the room
	3/21 & 3/23	65		Exam 1 (Chapter 1, 2, 3, 4, 5, 7, 8, 9, and 13 plus lectures)
Ch 15	28-Mar			Lecture: Informative Structure
Ch 6 & 14	30-Mar	20		Homework: Demo Outline and VA plan due
Ch 10 & 12	4-Apr	100		Speech # 3: Demo Speech
	6-Apr			Speech 3 CONT
	4/18 & 4/20	65		Exam 2 Chapter 6, 10, 12, 14, 15, and lectures
	25-Apr	25		In Class Activity # 7: Body part impromptu
	27-Apr	20		Homework: Outline and Works Cited due for Info Speech
	2-May			Workshop Speech 4

Ch 16	4-May	25		In Class Activity # 8: Persuasion and pop culture
	5/9 & 5/11	25		In Class Activity # 9: Power of words and privilege
	16-May	125		Speech # 4: Informative Speech
	18-May	20		Homework: Per outline and works cited due FINAL DRAFT
	23-May	25		In Class Activity # 10: Eulogies
	25-May	25		In Class Activity # 11: Tell me a story
	5/30 & 6/1	150		Speech # 5: Persuasion Speeches
	6-Jun	25		In Class Activity # 12: Job interviews
Ch 17	8-Jun	40		Final speech with partners: FUN speeches
		1000		

Subject to change without prior notice

Tentative Study Guides: Subject to Change

Exam One Study Guide

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 verses 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

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

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 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

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