IMPERIAL VALLEY COLLEGE

## Basic Course Information

| | | | |
|---|---|---|---|
| Semester: | **FALL 2025** | Instructor Name: | **Prof. Manning** |
| Course Title & #: | **COM 100 – Intro to Public Speaking** | Email: | **bigkat.manning@imperial.edu** |
| CRN #: | **11261** | Webpage (optional): | |
| Classroom: | **Online – Simultaneous Interact** | Office #: | **Via Zoom (link below)** |
| Class Dates: | **Aug 14 – Dec 4, 2025** | Office Hours: | **Thursdays, 5:00 – 6:30pm or by appointment** |
| Class Days: | **Thursday** | Office Phone #: | |
| Class Times: | 6:30 pm – 9:40 pm | Emergency Contact: | |
| Units: | 3 | Class Format/Modality: | Real Time Online |

## 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)

## Course Meeting Information

Zoom Meeting Link;
https://us05web.zoom.us/j/83170619697?pwd=C8OWcRcqOIm5XdFGdbeFeD4Kd06Nk3.1

Meeting ID:  831 7061 9697
Passcode: 073968

## Student Learning Outcomes

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

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

## Course Objectives

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

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

Updated 8/2025

10. Demonstrate active listening skills
11. Recognize the elements of and demonstrate effective techniques for reducing communication apprehension

## Textbooks & Other Resources or Links

# The following reading materials will be provided at no cost by the instructor (via Canvas):

1. **Reading Packet**: Manning, B. <u>COMM 103 Course Packet</u>. Montezuma Publishing, 2020. ISBN-13 of the printed version: 978-1-7269-0324-0.

**Textbook:** Lucas, Stephen. 2023. *The Art of Public Speaking*. 13th McGraw-Hill Higher Education. ISBN: 9781260914276.

2. Note Cards (3x5) **\*Students must provide their own**

3. Regular access to IVC Canvas website & Zoom

## Course Requirements and Instructional Methods

**Reading and Writing**
(1) Write an Oral Communication Outline for an informative speech using the three part deductive pattern of organization. Must be submitted prior to speech presentation. (2) Write a final exam. (3) Read the chapters in textbook. (

METHODS OF EVALUATION:
Class Activity
Mid-Term/Final Exam(s)
Oral Assignments
Problem Solving Exercise
Quizzes
Skill Demonstration
Written Assignments

## Course Grading Based on Course Objectives

Final Grades: Your final grade in class will be determined based on how many points you have earned on all the assignments combined. However, if you do not complete the assigned mandatory speeches, you will not pass the class, regardless if you scored above a certain percentage. The grade breakdown is as follows:

A= 90% - 100% B= 80% - 89% C= 70% - 79% D= 60% - 69% F= below 60%

Generally speaking, a grade of "C" or better is required in this course for students planning to transfer to a University, but check with your institution of choice for specifics.

**This is a Speech class. Therefore, completing the assigned speeches are MANDATORY. They must be completed to pass the class.**

This class will also have a variety of lectures, quizzes, discussions, tests and assignments. For a complete list and point values, see the latest information on Canvas.

<u>Assignments</u>

Informative Speech & Outline – **100 pts.**  Persuasive Speech & Outline – **100 pts**

Group Speaking Assignment – **pts TBD.**  Final "Exam" (Written Journal) **– 100 pts.**

Weekly Discussions & Other Assignments – **pts TBD**

Note: This is a "total point" grading system. Your individual grades are not converted into letter grades. Furthermore, grades are never "curved" based on how your fellow classmates are performing. Instead, your grade is based on a total accumulation of points at the end of the semester, using the grading scale above.

## Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

## Course Policies

1. **<u>Attendance:</u>**
   Regular attendance is as vital in an online synchronous class as it is in a traditional classroom. Your presence will be counted not by taking roll but by your regular contributions to discussions and activities. Attendance in an online synchronous course is determined by participation in academically related activities. You will be considered present if there is evidence of your participation in required course activities including, but not limited to, submitting an assignment, taking a quiz, participating in an online discussion, and working in a group. You

will be considered absent if there is no evidence of your participation in the academic activities of this course. **Students who do not complete the first week's online assignments or are not making adequate progress in the course may be dropped.** However, if *you* choose to drop the course you will need to do so officially through Admissions and then notify your instructor.

2. **Assignments**: Assignments for this course should be completed on time so that we are all moving through the class together. Sometimes, though, situations outside of your control get in the way of learning. In unexpected situations leading to late work, **please contact me to discuss a plan of success**. Some deadline flexibility has already been built into this course: Late work will still be accepted, although it will carry <u>at least a 10%</u> deduction in points as a penalty, depending on how long after the original assignment deadline it is submitted. **<u>Rough drafts are an exception:</u>** Once it becomes too late for the instructor to provide feedback on the rough draft before the final draft is submitted, a zero is recorded for the rough draft.

3. **<u>Grading Concerns:</u>** It is important to understand that your instructor has the authority to evaluate required course material and to assign a letter grade to each student who was enrolled in that course on the basis of the work required and received for the entire course.
For individual assignments, instructor will not discuss any grades for any assignments on the day they are handed back, nor will discuss any grades in the classroom. If you feel you have been unfairly graded **(keeping in mind grading is often <u>subjective</u>)**, you will need to submit a typed statement explaining why you feel the assigned grade was in error, along with the original assignment itself. Instructor will not discuss any grade disputes until at least 24 hours after you have received your grade. If the instructor refuses to change the original grade (which is a very likely occurrence in the absence of a simple mathematical error), it is then up to the student to pursue the dispute further by following the protocol set forth in the college catalog. As previously stated, please refer to the essay "Making the Grade" on page 13 of the course packet for further clarification on your instructor's viewpoint on attempts of arguing, negotiating, or bargaining over grades.

4. **<u>Behavior in the Virtual Classroom</u>**: Rude or disruptive behavior from a student toward the instructor or another student is not acceptable. Penalties will range from loss of participation points to removal from class or possible forwarding the incident to the appropriate administrative office for further action. Such behavior includes, but is not limited to:
   - Negative comments about student's speech or instructor's lecture (note: constructive criticism is OK, but be nice about it!)
   - inappropriate language or comments, etc., as outlined below.
   - Academic cheating or plagiarism.
   - **Speaking during a classmate's speech to the point of distraction. If the speaker pauses the speech to respond to the audience member, <u>it is the audience member who is at fault!</u>**

5. **Inclusivity Statement**:  In an effort to create and maintain a comfortable and equitable environment for everyone any language that is racist or sexist, or that discriminates against any person or group will not be tolerated in this class.  Any such language in any speech, assignment, or class discussion will result in an automatic "F" for that speech or assignment as well as your possible removal from the class.  Aside from that, however, students may exercise their right to free speech, and use any language or topic in their speeches that they feel is appropriate.

## Other Course Information

## Important information about the speech delivery:  In previous semesters, a big issue was that students would not use the note cards (provided by the instructor) as their reference while presenting their speech(es).  Some would try to use their written outline (on paper or on their laptop) as "notes", which invariably let to them *READING* their speech, which severely diminishes the effectiveness of the presentation.

**We will cover the effective use of notecards in a class module, and as stated the notecards themselves will be provided to you by the instructor.  That said, if you still attempt to use your laptop or printed outline as your speaking notes, there will be a 20% reduction in your grade for that assignment.**

## 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.

## Anticipated Class Schedule/Calendar

| WEEK | DATE | TENTATIVE COURSE SCHEDULE<br><br>Instructor reserves the right to make changes as necessary |
|------|------|-------------------------------------------------------------|
| 1 | Aug 14 | Introduction to course, review syllabus.<br><br>Speaking Activity:  **Self Intro Speeches**<br><br>**MODULE:  "Course Introduction"** |
| 2 | Aug 21 | How to succeed in your Public Speaking Class, Overcoming Communication Apprehension & Anxiety<br><br>**MODULE:  "Communication Apprehension (aka Nervousness)"**<br><br>A First Look at Interpersonal Communication, |

| | | |
|---|---|---|
| | | Transactional Model of Communication, Perception **MODULE: "Communication Theory"** |
| 3 | Aug 28 | Intro to Public Speaking: Informative Speaking. **MODULE: "Selecting and Narrowing Down Your Topic"** Choosing and Narrowing Down Your Topic. Tutorial on outlining your speech Examples of Good and Bad outlines in Module |
| 4 | Sept 4 | Continue Tutorial on Outlining: Gathering Support Materials & Citing Sources. Analyzing the Audience. **MODULE: "Outlining the Informative Speech"** |
| 5 | Sept 11 | Tutorial on using notecards and visual aids **MODULE: "Visual Aids" & "Proper Use of Note Cards"** Analyzing the Audience, Delivery of Speech Delivery of Speech |
| 6 | Sept 18 | **INFORMATIVE SPEECHES due! (see Canvas for details)** |
| 7 | Sept 25 | **INFORMATIVE SPEECHES (continued)** |
| 8 | Oct 2 | **INFORMATIVE SPEECHES (continued, IF NECESSARY)** Self Concept, Johari Window, Communication and Relational Dynamics |

| 9 | Oct 9 | Intro to Monroe's Motivated Sequence & Persuasive Speaking<br><br>**MODULE:  "Persuasion (Ethos, Pathos, Logos)"** |
|---|---|---|
| 10 | Oct 16 | Monroe's Motivated Sequence & Persuasive Speaking (con't)<br><br><br>Language:  Barrier and Bridge<br><br>Nonverbal Communication:  Messages Beyond Words |
| 11 | Oct 23 | **Monroe's Motivated Sequence (outline) rough draft due (will be looked at by the instructor in class)** |
| 12 | Oct 30 | **PERSUASIVE SPEECHES due** |
| 13 | Nov 6 | **PERSUASIVE SPEECHES (continued)** |
| 14 | Nov 13 | Managing Interpersonal Conflicts<br><br>Speaking in Small Groups<br><br><br>**MODULE:  "Small Group Communication"** |

| 15 | Nov 20 | _____<br><br>Listening:  More than Meets the Ear<br><br><br><br>**No Classes November 24-28:  Thanksgiving Week** |
|----|--------|-----|
| 16 | Dec 4<br>(Finals<br>Week) | _____<br><br>Last Day of Class<br><br>**Written Journal Due (submitted via Canvas)**<br><br>(submitted via Canvas) |

**\*\*\*Subject to change without prior notice\*\*\***

Updated 8/2025