

## Course Syllabus

### Instructor Information

**Instructor.** Scott Koppel

**Email.** Canvas email (preferred)

**Phone.** (408) 802-5659 (quick response)

**Office Location.** Online

**Office Hours.** Online M-Th 9:00-11:00 am by appointment

**Online Hours.** Asynchronous (see description below)

### Course Information

**Course.** COMM 1 Pubic Speaking

**Section.** 12958

**Semester.** Summer 2022

**Classroom.** Online

**Times.** Asynchronous – An asynchronous environment means we don't have any scheduled classes online. Students learn on their own and at their own pace within the timeframe allowed.

**Website.** Canvas

**Advisory.** EWRT 1A or EWRT 1AH or (EWRT 1AS and EWRT 1AT) or ESL 5.

### Course Description

This course provides theory and techniques of public speaking in a democratic society along with an introduction to a variety of perspectives and approaches used to research, assess, organize, present, and evaluate public presentations. Students will develop and apply effective research strategies.

### Course Student Learning Outcomes

Upon successful completion of this course, a student will meet the following outcomes.

1. Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation.
2. Display increasing confidence in speaking extemporaneously.
3. Demonstrate effective listening skills in various public speaking contexts.
4. Identify, locate, evaluate, and use information technologies and information sources.

### Course Materials

Please make sure to get these materials by the required due date.

1. Title – Public Speaking: Strategies for Success, 7th. ed. or newer
2. Author – Zarefsky
3. Publisher – Pearson, 2017 or newer

### Course Schedule

#	Dates	Work
1	6/27-7/1	Course Introduction

		<p>Course Introduction</p> <ol style="list-style-type: none"> <li>1. Watch Course Introduction video.</li> <li>2. Go through Canvas and get familiar with it.</li> <li>3. Review the Syllabus Page thoroughly.</li> <li>4. Create a post for Introductions.</li> </ol>
2	7/4-8	Speech 1
	Online	<p>Speech 1 Prep</p> <ol style="list-style-type: none"> <li>1. Watch Speech 1 video.</li> <li>2. Create a hand written outline and post it.</li> </ol>
	7/7	<p>Speech 1 Live</p> <ol style="list-style-type: none"> <li>1. Grade speeches live over Zoom from 7:30-9:55 am.</li> </ol>
	Online	<p>Reading</p> <ol style="list-style-type: none"> <li>1. Review Chapter 1.1, 1.2, 1.3, and all of Chapter 2.</li> <li>2. Take note of topics that might be good for online posts.</li> </ol> <p>Posts</p> <ol style="list-style-type: none"> <li>1. Read instructions for Week 2 – Online Posts.</li> <li>2. By Thursday, respond to Teacher’s Post.</li> <li>3. By Friday, write original post on a selected topic.</li> <li>4. By Friday, write response posts to 2 other original posts.</li> </ol>
3	7/11-15	Speech 2
	Online	<p>Speech 2 Prep</p> <ol style="list-style-type: none"> <li>1. Watch Speech 2 video.</li> <li>2. Watch “How to Outline” video.</li> <li>3. By Thursday, create a typed outline and post it.</li> </ol>
	7/14	<p>Speech 2 Live</p> <ol style="list-style-type: none"> <li>1. Grade speeches live in class from 7:30-9:55 am.</li> </ol>
	Online	<p>Reading and Test</p> <ol style="list-style-type: none"> <li>1. Review Chapter 16.4 and Chapters 6, 9, 10, and 11.</li> <li>2. Take note of topics that might be good for online posts.</li> <li>3. Go to Canvas and complete the research guide under Files.</li> <li>4. Open Test 1 and complete it within 60 minutes.</li> </ol> <p>Posts</p> <ol style="list-style-type: none"> <li>1. Read instructions for Week 3 – Online Posts.</li> <li>2. By Thursday, respond to Teacher’s Post.</li> <li>3. By Friday, write original post on a selected topic.</li> </ol>

		<ol style="list-style-type: none"> <li>By Friday, write response posts to 2 other original posts.</li> <li>Review Chapter 4.5.</li> <li>Complete Student Speech Evaluation #1.</li> </ol>
4	7/18-22	Speech 3
	Online	<p>Speech 3 Prep</p> <ol style="list-style-type: none"> <li>Watch Speech 3 video.</li> <li>Watch "How to Outline" video.</li> <li>By Thursday, create a typed outline and post it.</li> </ol>
	7/21	<p>Speech 3 Live</p> <ol style="list-style-type: none"> <li>Grade speeches live in class from 7:30-9:55 am.</li> </ol>
	Online	<p>Reading and Test</p> <ol style="list-style-type: none"> <li>Review Chapter 16.5 and all of Chapters 13, 3, 12, and 15.</li> <li>Take note of topics that might be good for online posts.</li> <li>Open Test 2 and complete it within 60 minutes.</li> </ol> <p>Posts</p> <ol style="list-style-type: none"> <li>Review Chapter 16.5 and all of Chapters 13, 3, 12, and 15.</li> <li>Read instructions for Week 4 – Online Posts.</li> <li>By Thursday, respond to Teacher's Post.</li> <li>By Friday, write original post on a selected topic.</li> <li>By Friday, write response posts to 2 other original posts.</li> <li>Review Chapter 4.5.</li> <li>Complete Student Speech Evaluation #2.</li> <li>Complete Speech 2 Self Eval.</li> </ol>
5	7/25-29	Speech 4
	Online	<p>Speech 4 Prep</p> <ol style="list-style-type: none"> <li>Watch Speech 4 video.</li> <li>Watch "How to Outline" video.</li> <li>By Thursday, create a typed outline and post it.</li> </ol>
	7/28	<p>Speech 4 Live</p> <ol style="list-style-type: none"> <li>Grade speeches live in class from 7:30-9:55 am.</li> </ol>
	Online	<p>Reading and Test</p> <ol style="list-style-type: none"> <li>Review Chapter 16.3 and Chapters 5-8 and 14.</li> <li>Take note of topics that might be good for online posts.</li> <li>Open Test 3 and complete it within 60 minutes.</li> </ol> <p>Posts</p>

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		<ol style="list-style-type: none"> <li>1. Read instructions for Week 5 – Online Posts.</li> <li>2. By Thursday, respond to Teacher’s Post.</li> <li>3. By Friday, write original post on a selected topic.</li> <li>4. By Friday, write response posts to 2 other original posts.</li> <li>5. Review Chapter 4.5.</li> <li>6. Complete Student Speech Evaluation #3.</li> <li>7. Complete Speech 3 Self-Evaluation.</li> </ol>
6	8/1-5	Speech 5
	Online	Speech 5 Prep <ol style="list-style-type: none"> <li>1. Watch Speech 5 video.</li> <li>2. Pick your topic for Speech 5.</li> <li>3. Complete Chapter 6, Activity #4.</li> <li>4. Complete Chapter 5, Activity #4.</li> <li>5. Complete Chapter 8, Activity #2.</li> <li>6. Complete Chapter 14, Activity #3.</li> <li>7. By Wednesday, respond to Teacher’s Post.</li> <li>8. By Thursday, create a typed outline and post it.</li> </ol>
	8/4	Speech 5 Live <ol style="list-style-type: none"> <li>1. Read guidelines on speeches.</li> <li>2. Record speeches and submit to Canvas.</li> </ol>
	Online	Posts <ol style="list-style-type: none"> <li>1. Complete Speech 4 Self-Evaluation.</li> <li>2. Turn-in any approved late or makeup work.</li> <li>3. Complete Final Post</li> </ol>

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## Course Components

**Announcements.** Announcements are provided by the instructor to the students to keep them on track. On Mondays, students will receive an announcement on Canvas of what is due that week. On Tuesdays, students will get a discussion reminder announcement to respond to the discussions for that week, or students will get a tip of the week that includes a link for public speaking tips. On Wednesday, students will get a check in announcement from the instructor to see how everyone is doing. Students should check for these announcements throughout the week.

**Review.** Students will be assigned reading from the book. Students are not expected to read the whole book, just glean through it to collect the necessary information that pertain to the assignments or speeches. This review helps students to prepare for online posts, tests, and speech preparation.

**Tests.** There is one test that is given three times. Students will be given a Research Guide, located in Files under Canvas, to prepare for these tests. In preparing, students will review the entire book, looking only for answers to the questions in the Research Guide. Tests are 60 minutes long, and there are 50 multiple-choice questions. Students only get one chance to take the test, so they need to make sure to not submit the test until they are ready. There are no makeups for tests unless the student reschedules with instructor. Tests are on the dates specified unless the instructor says otherwise.

**Online Posts.** These are weekly posts that must be completed between Monday and Thursday. There are 3 types of posts: Teacher's Post, Original Posts, and Response Posts. Teacher's Posts are provided at the beginning of the Prep Weeks. Students must respond to the post by answering the questions and asking one or more questions of their own. Original posts must be a minimum of 125 words. Original posts must be about something from the reading for the speech we are currently studying. Each original post must have 3 components: (A) a topic of choice within the assigned reading, (B) thoughts on the topic, and (C) one quote from the reading. The quote must be in APA format. Students must provide 2 response posts to other students' original posts. These posts must have a minimum of 50 words in length, have at least 1 question, and have meaningful dialogue about the student's original post. Posting more than once on an original post does count for the 2 response posts.

**Speeches.** There are two types of speeches: Instructor Facilitated Speeches or Student Facilitated Speeches. An Instructor Facilitated Speech means that students log into Zoom from 7:30 to 9:55 am on Thursdays and give their speech online with the instructor present. This goes for Speeches 1-4. For Speech 5, students will complete a Student Facilitated Speech. For this speech, students must have a minimum of 8 to 10 audience members. Audience members may be other members of the class, adults outside of the class, or a combination of both. Speeches may be done in-person, face-to-face, or over video conferencing software. Students must be on camera, standing, and visible in order to assess components of physical delivery. Audio quality must allow for the speaker's voice (or interpreter's voice) to be heard. Student assumes the responsibility of recording and uploading the presentation

**Student Speech Evaluation.** These are peer evaluations. Students will be assigned random student speeches and provide a peer evaluation of another student's speech. These are like the professional speech evaluation. Students write a 2-paragraph response about the speech. The first paragraph is a summary of the speech. The second paragraph is their evaluation of it: how good or bad the content was, how well it was delivered, and how good or bad it was overall. Student grades will depend on how thorough they respond and the length of the response. These are in accordance to expectations in Chapter 4.5.

**Speech 1 the Introduction.** This speech covers Chapters 1 and 2. Student speeches should be between 2 to 3 minutes long. Students will deliver a speech in which you introduce yourself to the audience. The speech prompt is that students are applying for a job. The job can be anything from a dream job to just a part-time hourly job. The purposes

of this speech are the following: (a) to practice giving a speech of introduction and (b) to start building speaker ethos through practice.

**Speech 2 the Tribute.** This speech covers Chapters 6, 9, 10, 11, and 16.4. Student speeches should be between 3 to 4 minutes long. Students will deliver a speech in which they will pay tribute to a living or deceased individual. However, students cannot give tribute to multiple people, to any single “type” of person, nor to any pets. The person may be someone whom only you know, an influential person whom not many know, or a famous person whom many people know. The purposes of this speech are the following: (a) to learn how to give an extemporaneous speech, (b) to learn how to organize and outline your speech, and (c) to establish positive speaker ethos through courage.

**Speech 2 Self-Evaluation.** Student self-evaluation should include the following. The first paragraph has a description of the purpose and strategy for the speech and the students’ own evaluation on how well they achieved these. The second paragraph includes an explanation of what students will do to improve on their next speech. Student need to make sure the post has at least ten sentences for each paragraph. Posts that do not meet the length requirement will be a zero.

**Speech 3 the Presentation.** This speech covers Chapters 3, 12, 13, 15, and 16.5. Student speeches should be between 4 to 5 minutes long. Students will deliver a speech in which they present information to an audience of students. Their topic must pertain to the students in class. Their speech is a briefing on that topic, its background, and the important issues of it. They are trying to help the audience to reach a decision about the topic without telling them what decision to make. The purposes of this speech are the following: (a) to improve on the basics from the first speech, (b) to learn how to give an informative speech, and (c) to establish a higher speaker ethos through delivery.

**Speech 3 Self-Evaluation.** Student self-evaluation should include the following. The first paragraph has a description of the purpose and strategy for the speech and the students’ own evaluation on how well they achieved these. The second paragraph includes an explanation of what students will do to improve on their next speech. Student need to make sure the post has at least ten sentences for each paragraph. Posts that do not meet the length requirement will be a zero.

**Speech 4 the Proposition.** This speech covers Chapters 5, 6, 7, 8, 14, and 16.3. Student speeches should be between 5 to 7 minutes long. Students pick a side of an issue of social importance. Students study Toulmin’s Model of Argumentation as the backbone for speech preparation. Students attempt to persuade an audience to vote for their side. The purposes of this speech are the following: (a) to develop competence in the basics, (b) to learn how to give a persuasive speech, (c) to learn how to adapt a speech an audience, and (d) to establish a higher speaker ethos through reasoning.

**Speech 4 Self-Evaluation.** Student self-evaluation should include the following. The first paragraph has a description of the purpose and strategy for the speech and the students’ own evaluation on how well they achieved these. The second paragraph includes

an explanation of what students will do to improve on their next speech. Student need to make sure the post has at least ten sentences for each paragraph. Posts that do not meet the length requirement will be a zero.

**Speech 5 the Advocate.** This speech covers all pertinent chapters in the book. Student speeches should be 3.5 to 4 minutes long. Students are advocates. They must represent a non-profit agency and speak for their needs and betterment; therefore, a call to action is required. This speech is much like a Shark Tank speech except students are advocates and not making a sales pitch. The purposes of this speech are these: (a) to establish competence in the basics; (b) to develop competence in building speaker ethos through practice, delivery, and research; and (c) to establish a higher speaker ethos through synthesis.

**Speech Grading.** The instructor will provide videos when the speeches are assigned. In the videos, the instructor will answer these questions: (a) What is the speech? (b) Why the speech is useful? (c) How to conduct research for it? (d) How to write up an outline for it? For each speech, student must turn in a typed, full-sentence outline to receive credit for the speech. Speeches are typically graded the week after they are turned in. As long the minimum requirements are met, students will receive 100% for their effort on the speeches.

## Course Grading

The total points that can be accumulated in this course are 1,000 points.

Grade	Percent Range	Point Range	Assignment	Value
A	100% – 94%	1,000 – 940	Test 1-3 (3 x 50)	150 points
A-	93% – 90%	939 – 900	Teacher Posts (4 x 15)	60 points
B+	89% – 87%	899 – 870	Original Posts (3 x 15)	45 points
B	86% – 83%	869 – 830	Response Posts (3 x 15)	45 points
B-	82% – 80%	829 – 800	Student Speech Evals (3 x 30)	90 points
C+	79% – 77%	799 – 770	Speech 1	75 points
C	76% – 73%	769 – 730	Speech 2	85 points
C-	72% – 70%	729 – 700	Speech 2 Self-Eval	40 points
D+	69% – 67%	699 – 670	Speech 3	95 points
D	66% – 63%	669 – 630	Speech 3 Self-Eval	40 points
D-	62% – 60%	629 – 600	Speech 4	105 points
F	59% – 0%	599 – 0	Speech 4 Self-Eval	40 points
			Speech 5	105 points
			Final Post	25 points
			Total	1,000 points

## Course Policies

**Academic Integrity Policy.** We assume that all students will pursue their studies with integrity and honesty; however, all students should know that incidents of academic dishonesty are taken very seriously. When students are caught cheating or plagiarizing, a process is begun which may result in severe consequences. It is the student's responsibility

to know what constitutes academic dishonesty. The two most common kinds of academic dishonesty are cheating and plagiarism. Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive, or fraudulent means. Plagiarism is representing the work of someone else as your own. Academic dishonesty consequences may include receiving a failing grade on the test, paper, or exam; having course grade lowered, or receiving a grade of F in the course.

**Assignments.** All assignments are posted on the website for the class. Go to website and click on the “Modules” link to the left to access them. All assignments are required on the due date according to the schedule below unless the instructor changes it. Students are allowed one makeup speech between Speeches 2-4. There are no makeups for Speech 5. If any other assignment is missed and students want to earn back the points lost, students must take the initiative and ask the instructor. Waiting more than one week after the assignment was due nullifies the student’s chance to earn back those points. Again, students have less than one week to take the initiative to schedule the makeup.

**Available Support Services.** Please visit the following student services as these can help students achieve their academic goals, located at <https://www.deanza.edu/services/>: Adapted Physical Education, CalWORKS, Career Services, Child Care, College Life Office, Cross Cultural Partners, Deaf and Hard of Hearing Services, Disability Support Services, EOPS, Food Pantry, Guardian Scholars Program, Health Services, HEFAS, Housing Resources, Occupational Training Institute, Psychological Services, SmartPass, Student Rights and Responsibilities, Free and Low-Cost Textbook Options, Title IX, Veteran Services.

**Class Conduct Policy.** De Anza College considers the following principles essential to their educational mission and community life: (1) mutual respect between students, faculty and staff; (2) pursuit of studies with honesty and integrity; (3) respect for the college and personal property; and (4) compliance with all rules and regulations. These standards are intended to promote responsible student conduct and fair play. Students shall be subject to college discipline for any of the misconduct that occurs at any time on campus or at any off-campus facility, including internet-based courses held on the world-wide web or college-approved or sponsored functions.

**Disability.** In coordination with the DSS office, reasonable accommodations will be provided for eligible students with disabilities. Students must contact the DSS Office at <https://www.deanza.edu/dsps/dss/> to receive an accommodation letter. The DRC office phone is (408) 430-7681 and is located at DSS Office RSS 141.

**Grade Changes.** Changes to student grades will only be made if there was an administrative mistake or special arrangements were made beforehand. The instructor will not respond to requests for grade changes at the end of the semester.

**Privacy.** Student retains a right to privacy. Student grades, student ID number, phone numbers, address, or other private information will not be revealed to others except within the limits of college/university policy.



**Title IX.** De Anza is committed to creating and sustaining a safe educational and working environment. Title IX is a federal law that prohibits sex- or gender-based discrimination, harassment, or assault in educational programs and activities at institutions that receive federal financial funding, including employment, academic, educational, extracurricular, and athletic activities. The law, which has been in effect since 1972, includes provisions that protect all people – regardless of their gender or gender identity – from sex- or gender-based discrimination, harassment, or violence and that the institution take necessary steps to prevent sex- or gender-based discrimination, harassment, or assault on their campuses, and respond promptly and effectively when an issue is reported.