

# COMM 1: Public Speaking

De Anza College: Fall Quarter 2022

<b>Instructor:</b>	Stephanie Anderson – Communication Studies Department
<b>Class Time:</b>	Tuesdays: 10:30 AM-12:20 PM
<b>Class Location:</b>	L48
<b>Office Hours:</b>	Mondays: 4:00 PM – 8:00 PM by appointment on Zoom
<b>Email:</b>	AndersonStephanie@fhda.edu (this is the most effective way to reach me)
<b>Prerequisites:</b>	Eligibility for English 1A or ESL 5
<b>Transferable:</b>	This course meets the Communication Requirement: 5 units of credit.

## Hybrid Course

This class will meet on campus on Tuesdays from 10:30 AM-12:20 PM, and the rest of the course will be taught asynchronously on Canvas. Although this class only meets on Tuesdays, please think of it as Tuesday/Thursday class. All assignments will be due by 11:59pm on Tuesdays and Thursdays. To be successful in this class, you need to complete the online portions of the course, as well as the in-person portions of the course. All our speeches will be presented in class, so it is important for you to be physically present on speech days. Please note, I am greatly invested in seeing you succeed in this course. I understand there will be a learning curve for all of us, but please try to check in on Canvas and stay up to date on assignments.

## Course Materials

*Stand Up, Speak Out: The Practice and Ethics of Public Speaking* (2016). University of Minnesota Libraries Publishing, available from <https://doi.org/10.24926/8668.2501>. ISBN: 978-1-946135-25-4

Other readings as specified by the instructor.

## Course Description

Effective public speaking skills are essential for members of a democratic society. In this course, you will develop strategies for designing well-organized, researched, extemporaneous speeches on topics of social significance adapted to a diverse audience. The speaking engagements, in-class activities, small group discussions, and speeches allow you to practice and critique your oral communication skills as well as observe and evaluate those of others. Readings, lectures, written assignments, and class discussions serve as resources for you as you develop your public speaking abilities and become more at ease when addressing an audience.

## Course Objectives (CLO's)

The student will:

1. Examine historical and cultural traditions of oral communication in both domestic and global contexts and assess their impact on our views, beliefs, and practices relating to speaking in public.
2. Evaluate how making the decision to respect diversity, speak ethically, and think critically influences communication outcomes.
3. Select, locate, evaluate, and use information technologies and information sources.
4. Apply research, analyze, organize, compose, present, and evaluate informative and persuasive speeches.
5. Develop confidence in delivering speeches extemporaneously in front of a live audience.
6. Develop listening skills to foster respectful, reflective, and critical listening appropriate in public presentation.

## Student Learning Outcomes (SLO's)

In addition to the course objectives, there are also specific Student Learning Outcomes (SLO's) associated with COMM 1. Specifically, by the end of this course, students will:

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.

## Policies

### **Attendance, Participation, and Student Communication**

This class is an intensive, skills-building class for most students—a class that involves and evolves from our collective discussions and risk-taking. This means that it is in your best interest to actively participate in every online discussion. For each discussion, you will need to post your initial response, and then respond to two of your peers. **All initial posts are due by 11:59pm on Tuesdays, and peer responses are due on Thursdays by 11:59pm.** Your absence robs your peers of the audience members they need to further hone their speaking skills. I will not respond to each student directly on the discussion board, but I will write you feedback when I grade the assignment.

### **Instructor Communication**

Within this class, I will send out weekly check-ins through Canvas each Monday. The check-ins will include a video and text for you to read. I highly recommend you watch the check-in videos along with the video tutorials I post under the assignments. If you have not logged into Canvas or completed the Welcome Module by the second week of class, you will be dropped. If you do not submit assignments for two weeks or more (without instructor consent), then you will be dropped from the course.

### **Instructor Contact Policy**

#### **E-mail.**

The best way to contact me is through email or Canvas messages. I understand all of us are being pulled in various directions this quarter, but I cannot help you succeed if you do not meet me halfway. Please note that I commonly respond to emails around noon and 8pm each weekday. I usually respond to emails within 24 hours, so if you have not heard back from me within a day or two, please reach out again.

#### **Office Hours**

My office hours are on Mondays from 4pm-8pm over Zoom. Please email me to schedule an appointment. Don't be afraid to stop in on Zoom: Sometimes it's easier for me to answer questions one-on-one (and perhaps for you to ask them) in that environment.

### **Grading**

I typically have a one week turn around for grading assignments. You should see my feedback on Canvas within a week after you submitted your assignment.

### **Assignments**

#### **Late work**

**I do not accept late speeches.** This rule is in place because late speeches impact the entire class. If you do not submit your speech on time, then your peers cannot submit their peer reviews on time. Please be prepared to deliver your speeches by the due date.

All other assignments should be completed by the due dates noted on Canvas. If you push too many assignments back and miss too many due dates, the amount of work will pile up, and you will not have enough time to complete everything.

You are welcome to work ahead if needed, but to avoid confusion, I suggest not working too far ahead since I will be sharing important information about assignments in our weekly check-ins, and that information will help you complete the

assignments.

## **Regarding Help with Assignments**

I am happy to provide further insight or additional explanations if you are unclear on the expectations of an assignment. Before you reach out to me, please take the following steps:

- 1.) Check the syllabus.
- 2.) Check Canvas.
- 3.) Check with your squad.
- 4.) Reach out to your peers on our Class Question Discussion Board. If your classmates are unable to provide you with an answer, I would be happy to help you through email or Zoom. I want you to succeed in this course, and I am happy to help you, but it is your responsibility to reach out to me if you are struggling with an assignment.

## **Accommodations**

My number one goal as an instructor is to help you accomplish your goals. If you need accommodations, please let me know how I can support you. As someone with a few different non-visible disabilities, I understand that it can be difficult to have these conversations with your instructor at the beginning of each class, so I appreciate your willingness to discuss your accommodations with me. I also encourage you to reach out to our [Disability and Support Resource Services](https://www.deanza.edu/dsps/) (<https://www.deanza.edu/dsps/>) and [speak with a counselor](https://www.deanza.edu/dsps/our-counselors.html) (<https://www.deanza.edu/dsps/our-counselors.html>). You can contact a counselor by emailing [dss@deanza.edu](mailto:dss@deanza.edu) or calling 408.864.8753. You can also look through our [Disability Information Student Handbook](https://www.deanza.edu/dsps/dss/dish.html) (<https://www.deanza.edu/dsps/dss/dish.html>) for more information. If you prefer in person services, you can stop by the Advanced Technology Center AT 209 Monday-Thursday from 8am-5pm, and Friday from 8am-3pm. I look forward to working with you in this class.

## **A Note to English Language Learners**

Limited English language skills will not be a barrier to success in this course. The course blends both written and spoken components, so if you have stronger writing skills than speaking skills (or vice-versa), there will still be assignments in which you can excel.

## **Student Disclosures of Sexual Violence**

De Anza College is committed to fostering a campus free of sexual and gender-based violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as a De Anza College student, the course instructor is required to notify the Vice President of Student Services. To disclose any such violence confidentially, contact: Campus Police 408.924.8000; Health Services 408.864.8732; Psychological Services 408.864.8732; or Dean of Student Development 408.864.8828.

## **LGBTQ+ Students**

To all of my LGBTQ students, I want to make it clear that you belong here and I am grateful for everything you contribute to our class. If you are an LGBTQ+ student struggling with identity or finding community, please see the Women, Gender, and [Sexuality Center](https://www.deanza.edu/equityoffice/wgs-center/) in MLC-250 (<https://www.deanza.edu/equityoffice/wgs-center/>).

## **Undocumented Students**

If you are an undocumented student and seek knowledgeable, honest, and trustworthy assistance with financial aid programs such as AB540 and the California DREAM Act, or have any other concerns about your citizenship or academic pathways, please reach out to [HEFAS](http://www.deanza.edu/vida/hefas.html) (<http://www.deanza.edu/vida/hefas.html>) for more information.

## **Academic Integrity**

Your own commitment to learning, as evidenced by your enrollment at De Anza College, and the Student

Honesty Policy, requires you to be honest in all your academic course work. You should, therefore, submit your own, original work for this course. I will uphold De Anza College’s policy on academic honesty. Consequently, an instance of academic misconduct (e.g., plagiarism, cheating, taking credit for others’ work, submitting work for another course as work for this one, etc.) will likely result in disciplinary action, which may include recommendation for dismissal and a failing course grade. Here is more information about [academic integrity](https://www.deanza.edu/policies/academic_integrity.html) (https://www.deanza.edu/policies/academic\_integrity.html) at De Anza.

## Respect

This course is complex and can be challenging for many students. Many of your peers have varying levels of speech anxiety or may be English language learners. Others may have other diagnosed (or undiagnosed) conditions which make a highly participative class like COMM 1 even more of a challenge. Work together to help your classmates improve. Give them due attention when they are presenting. That means, but is not limited to, having your cameras on (when possible) and putting your phones away while they have the floor.

## Assignment List

### Assignments and Grade Monitoring Form

Major Speeches	Value	out of 125 points
	Informative	out of 150 points
	Persuasive	out of 225 points
Outlines (Due on Canvas)	Value Outline(s)	out of 20 points
	Informative Outline(s)	out of 45 points
	Persuasive Outline(s)	out of 75 points
Outline Rough Drafts	Value	out of 10 points
	Informative	out of 10 points
	Persuasive	out of 10 points
Self-Evaluations (Due on Canvas)	Self-Evaluation 1 (500 words)	out of 10 points
	Self-Evaluation 2 (500 words)	out of 10 points
<b>Online</b> Peer Responses	Value Response(s)	out of 20 points
	Informative Response(s)	out of 20 points
	Persuasive Response(s)	out of 20 points
<b>Online</b> Reading Response Quizzes	Reading Response 1	out of 20 points
	Reading Response 2	out of 20 points
	Reading Response 3	out of 20 points
	Reading Response 4	out of 20 points
	Reading Response 5	out of 20 points
In Class Engagements	Engagement 1 – Identity Speech	out of 20 points
	Engagement 2 – Effective Listening	out of 20 points
	Engagement 3 – Dinner Party	out of 20 points
	Engagement 4 – Oral Interpretation Speech	out of 20 points
	Engagement 5 – Sell It! Speech	out of 20 points
<b>Online</b> Activities	Online Activity 1a- Creating a Code of Conduct	out of 5 points
	Online Activity 1b – PRCA-24 Student Assessment Survey	out of 5 points
	Online Activity 2 – Information Literacy (Videos and Discussion)	out of 10 points
	Online Activity 3 – Annotated Bibliography	out of 10 points
	Online Activity 4 – Multiple Interpretations (Discussion)	out of 10 points
	Online Activity 5 – PRCA-24 Student Assessment Survey	out of 10 points

Total		out of 1000 points
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Your final grade is based on the following point scale:

A = 1000-940 points	A- = 939-900 points	B+ = 899-870 points
B = 869-840 points	B- = 839-800 points	C+ = 799-770 points
C = 769-700 points	D+ = 699-670 points	D = 669-640 points
D- = 639-600 points	F = 559 and fewer points	

### Tentative Course Calendar

Any changes to the course schedule will be announced in class.

\*\*\*Note – Underlined and highlighted activities are completed **online**.\*\*\*

Date	Topic	Reading	Assignment(s) due	Learning Objectives
<b>Week 1</b> Tuesday 9/27	Introduction & Course Overview Online resources Speaking Confidently	Chap. 1	<b>Complete Welcome Module Online Before Class</b>  <b>Engagement 1:</b> Identity Speech	CLO 1, 2, 5, 6  SLO 3
Thursday 9/29	Why Public Speaking Matters Today Ethics Matter	Chap. 2	<b>Online Activity 1a:</b> Creating a Code of Ethics <b>Online Activity 1b:</b> PRCA-24 Survey	
<b>Week 2</b> Tuesday 10/4	<b>VALUE SPEECH ROUGH DRAFT DUE</b> Effective Listening Outlining Your Speech Audience Analysis	Chap. 3	<b>VALUE SPEECH ROUGH DRAFT DUE</b>  <b>Engagement 2:</b> Effective Listening	CLO 1, 2, 5, 6  SLO 1-3
Thursday 10/6	Giving Your First Speech	Chap. 4	<b>Value Speech Rough Draft Peer Reviews due</b>  <b>Online Reading Response 1:</b> Ch. 1, Ch. 2, Ch. 3, Ch. 4	
<b>Week 3</b> Tuesday 10/11	<b>Value Speech</b> Informative Speaking	Chap. 5	<b>VALUE SPEECH OUTLINE DUE</b>  <b>VALUE SPEECH DUE</b>	
Thursday 10/13	Reflection and Growth	Chap. 6	<b>Online Peer Responses</b>  <b>Self-Reflection 1</b>	
<b>Week 4</b> Tuesday 10/18	How to Cite in APA APA Round Robin		<b>Online Activity 2:</b> Information Literacy  <b>(extra credit quiz in class)</b>	CLO 1, 2, 6  SLO 2, 3
Thursday 10/20	Researching Your Speech Choosing Supporting Materials	Chap. 12	<b>Online Activity 3:</b> Annotated Bibliography	
<b>Week 5</b> Tuesday 10/25	Culturally Competent Speaking Selecting Your Topic and Purpose	Dinner Party Reading	<b>Engagement 3:</b> <b>Dinner Party</b>  <b>Online Reading Response 2:</b> Ch. 5, Ch. 6,	CLO 1, 2, 5, 6

			Ch. 12	SLO 1-3
Thursday 10/27	Choosing Effective Language		<b>Online Activity 4:</b> Multiple Interpretations	
<b>Week 6</b> Tuesday 11/1	<b>INFORMATIVE SPEECH ROUGH DRAFT DUE</b>  Exploring Body Language	Chap. 9	<b>INFORMATIVE SPEECH ROUGH DRAFT DUE</b>  <b>Engagement 4:</b> Oral Interpretation Speech	
Thursday 11/3	Peer Reviews and Revisions	Chap. 10	<b>Informative Speech Rough Draft Peer Review Due</b>	
<b>Week 7</b> Tuesday 11/8	<b>Informative Speech Group 1</b>	Chap. 11	<b>INFORMATIVE SPEECH DUE</b>  <b>INFORMATIVE SPEECH OUTLINE DUE</b>	CLO 1, 2, 5, 6  SLO 1-3
Thursday 11/10	Informative Speaking		<b>Online Reading Response 3:</b> Ch. 9, Ch. 10, Ch. 11, Ch. 16	
<b>Week 8</b> Tuesday 11/15	<b>Informative Speech Group 2</b>	Chap. 16	<b>Informative Speech Group 2</b>	
Thursday 11/17	Revisiting Public Speaking Apprehension		<b>Online Peer Responses</b>  <b>Self-Reflection 2</b>	
<b>Week 9</b> Tuesday 11/22	<b>PERSUASIVE SPEECH ROUGH DRAFTS DUE</b>  Foundations of Persuasion	Chap. 7	<b>PERSUASIVE SPEECH ROUGH DRAFTS DUE</b>  <b>Engagement 5:</b> Sell It! Speech	CLO 1, 2, 5, 6  SLO 1-3
Thursday 11/24	Thanksgiving Holiday			
<b>Week 10</b> Tuesday 11/29	<b>Persuasive Speech Group 1</b>	Chap. 8	<b>PERSUASIVE SPEECH DUE</b>  <b>PERSUASIVE SPEECH OUTLINE DUE</b>	CLO 1, 2, 5, 6  SLO 2, 3
Thursday 12/1	<b>Fallacies and Reasoning</b>	Chap. 13	<b>Online Reading Response 4:</b> Ch. 7, Ch. 8, Ch. 13  <b>Online Activity 5:</b> PRCA-24 Student Assessment Survey	
<b>Week 11</b> 12/7	<b>Persuasive Speech Group 2</b>	Chap. 14	<b>Persuasive Speech Group 2</b>	CLO 1-6  SLO 1-4
Thursday 12/9		Chap. 17	<b>Online Peer Responses</b>  <b>Online Reading Response 5:</b> Ch. 14, Ch. 17	
<b>Week 12</b> <b>12/14</b>	<b>Final</b>			CLO 1-6  SLO 1-4