

De Anza College; Spring 2022
Comm-10.51: Fundamentals of Oral Communication
Online, Asynchronous

Instructor:

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Office Hours – Zoom!:

Tuesday & Thursday 10:00a-12:00p
drop in those times, or email for appointment any time

A note about contacting me: *Please do it!* You may email me at literally any time, and I will get back to you as soon as I can (within 24 hours Mon-Fri, within 48 hours Fri-Sun) I am available via e-mail or via Zoom during office hours to help you work through course material and assignments in any way I can. Please don't hesitate to ask any questions. ***Don't wait until the last minute!*** Check in with me early and often and I will assist you with the process. I never said it would be easy, but we can do it together.

A note about this quarter: teaching and learning in a pandemic – there is one principle that I want to state explicitly before we get too far into this course: De Anza College has been around for 50 years and will likely be around for 50 more. Your health and wellbeing – physical, mental, emotional, and spiritual – is always more important than your education plan, and this pandemic (and its residual fallout) should put those priorities in stark clarity. Please do not ever hurt yourself in order to “stay on track.” De Anza will be here next quarter, the quarter after that, etc. It's never worth it to hurt yourself. We are going to set a plan, take it day-by-day and week-by-week, and remain flexible and empathetic along the way. We're all going to the best we can (“best” being highly subjective to our context), but it's probably still not going to be great. We're in this together, we'll figure this out together, and we'll grow together. But the entire time, we will be empathetic and flexible.

All that being said, here's the plan for the quarter:

Class Meetings

This is an **asynchronous** online course, with scheduled meetings for live presentations. “Asynchronous” means that there are **no** regular, fixed, mandatory meeting times. This class **does not** have required weekly meetings. However, a portion of this course *does* involve public speaking, and to meet the requirement of the public speaking portion of the course, we will have three scheduled meetings in which you will present a speech live (via Zoom) to an audience of your peers.

Course Description

De Anza Catalog: An introduction to the basic principles and methods of oral communication with emphasis on improving speaking and listening skills in the multicultural contexts of interpersonal, small group, and public communication. Students will develop and apply effective research strategies.

Your Instructor: Communication is a phenomenon that you are engaged in every moment of every day, but this course will sharpen your awareness of what a truly complex force communication is in shaping our positions of power and oppression relative to each other and socially constructed institutions. We will discuss how communication works to develop your identity, your relationships, and your perception of the world. We will also build on your skills as a public speaker, as well as give you the tools necessary to be a critical receiver of public messages, making you overall a more effective communicator.

Student Learning Outcomes for Fundamentals of Oral Communication

After completion of Comm-10, students will be able to:

1. Display increasing confidence in ability to use a range of speaking, listening, and collaboration skills.
2. Evaluate the effectiveness of interpersonal, group, and public communication through self-reflection and shared feedback.
3. Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation.
4. Identify, locate, evaluate, and use information technologies and information sources.

Required Text/Materials

- Survey of Human Communication. (2021, January 3). <https://socialsci.libretexts.org/@go/page/23963>
 - This is an open education resource and available for free online; links and downloads are available via Canvas.
- Any other readings or materials will be made available through the De Anza library and Canvas as needed.
- Video conferencing technology is required– both audio and video – in order to join class discussion and present speeches to the class.

Course Requirements

Assignment

Six Word Memoir Presentation (SLO: 1, 2)

Cultural Commitments Speech (SLO: 1, 2)

Informative Speech (SLO: 1, 2, 3, 4)

Perspectives Speech (SLO: 1, 2, 3)

Key Term Impromptu Speech (SLO: 1, 2)

Peer Evaluations (2 @ 15ea.) (SLO: 1, 2)

Quizzes (6 @ 15ea.) (SLO: 2, 4)

Discussion Boards (5 @ 15ea.) (SLO: 2, 3)

Reflection Papers (3 total @ 15ea.) (SLO: 2)

Class Participation (SLO: 1, 2, 3, 4)

Total Points Possible:

Points Possible

20

50

100

40

20

30

90

75

45

30

500

Your Total

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Final Grading Scale

| Letter Grade | Percentage of Total Points | Total Point Range |
|--------------|----------------------------|-------------------|
| A | 93-100 | 465-500 |
| A- | 90-92 | 450-464 |
| B+ | 87-89 | 435-449 |
| B | 83-86 | 415-434 |
| B- | 80-82 | 400-414 |
| C+ | 77-79 | 385-399 |
| C | 72-76 | 360-384 |
| D+ | 67-71 | 335-359 |
| D | 63-66 | 315-334 |
| D- | 60-62 | 300-314 |
| F | 0-59 | 0-299 |

Brief Descriptions of Assignments & Speeches

(More detailed assignment sheets to be given as the due dates approach)

Speeches (230 points, 46%)

All quarter we will progressively work to reduce your public speaking anxiety and build your public speaking skills through class work and textbook lessons, as well as practice in the classroom. Over this quarter, you will deliver 5 speeches:

- *Six Word Memoir Presentation:* In this short ice-breaker introductory speech, you will describe your life in exactly six words.
- *Cultural Commitments Speech:* In this introductory speech, you will introduce yourself to the class by presenting 3 cultural groups you identify with and the cultural values you hold that are related to each of those identities. This speech is still personal narrative in style, but will utilize course concepts (cultural identity) and speech outlining structure.
 - The performance of this speech will be coordinated with a group of student peers. We will discuss and write about group communication and the group process in association with our work on the Cultural Commitments Speech.
- *Informative Speech:* As part of a small group, you will introduce the class to a **socially significant** topic using specific skills for **research**, content development, organization, and delivery, as well as presenting with presentation aids
 - *Information Literacy Assignments:* In connection with the Informative Speech, you will be required to find numerous print resources via the De Anza library, list them with properly formatted citations, and write a brief description of how that source will be useful to your purposes. To practice this, we will do an *Annotated Bibliography* assignment & an *Evaluation of Sources* assignment.
- *Perspectives Speech:* Take a stance on anything and support or defend that stance in *three minutes or less*, further utilizing researched sources and organization, as well as basic principles of persuasion.
- *Key Term Impromptu Speech:* Choose at random key term from our text book reading, and with little time, put together a short but effective and organized speech informing the audience what that term means and how it is used.

Peer Evaluations (30 points, 6%)

In addition to delivering your speech, you will evaluate a peer's performance using the materials provided at the time of the speech.

Quizzes (90 points, 18%)

You will be required to complete five short quizzes to test your knowledge of course content, including information from both **required readings and in-class lessons**. *Note:* you are responsible for information gained from assigned textbook readings, regardless if that content was discussed in class or not.

Discussion Boards (75 points, 12%)

You will be required to engage in discussion with your classroom peers on Canvas. The topics of these discussions will be case studies and examples demonstrating various concepts from course readings and lecture.

Reflection Papers (45 points, 9%)

You will be required to write two short essays (2-3 pages), connecting various concepts of communication to *your life and experience*.

Class Participation (30 points, 6%)

In college, you as the student are ultimately responsible for your education – you must be diligent, proactive, and present to obtain your education. In a communication course, the classroom time and space is incredibly important - developing a community within the classroom is crucial to the success of this course. Your *class participation grade* is a measurement of your accomplishments in these areas. First, it is crucial that you engage with the material when not in class. Second, you must engage with each other. I will determine your participation grade based on your consistent, active participation in class discussions, engagement in fellowship with your classmates, as well as *feedback and attentiveness during class speeches*. Basically, be an all-around supportive member of our classroom community and culture. See the "class etiquette" section below for more details.

- **Introductory Survey:** Complete a brief get-to-know-you survey at the beginning of class, just for me (the instructor). 5 pts
- **Crowd Source Tech Support:** An open-ended discussion board where we will ask for tips and tricks for handling technology issues as they pertain to class, canvas, Zoom, and presentations. Ask for help, give help, get 5 pts participation credit.
- **PRCA-24:** A major goal of this course is to reduce each student's level of Communication Apprehension (CA). To measure this, we ask that students take a survey known as the PRCA-24 to measure CA before the course and after the course. Taking this survey both times will earn you 10 points toward your participation grade.
- **Intragroup Evaluation Form:** A portion of the score of the Group Informative Speech Assignment will be decided by your peers. Completing a worksheet to assign points to your peers will earn you 5 points toward your participation grade.
- **Weekly Check-In:** We will have 30 minutes scheduled once a week for drop-in discussions about course content. Drop in to one of them for 5 points of participation credit.
- **Group Zoom Picture!:** Part of creating a successful group is establishing channels of communication. Early in your group project, coordinate your own zoom meeting and submit a screenshot of it for 5 points of participation credit.

Extra Credit (0 points, 0 %)

Very rarely will extra credit be offered, but plenty of extra credit will be given... ~\(\ツ)_/

Course Policies

Course Engagements

This class is designed for regular and rhythmic engagement with the course – there will be weekly or semi-weekly deadlines and due dates for assignments and submissions. To be successful in this course, you must engage with the course regularly and rhythmically. Failure to engage with the course through Canvas materials and exercises for two or more weeks will be grounds for dismissal from the course.

Speeches

Our live speeches require an audience of your peers. In addition, we are on a very strict calendar; therefore, we must adhere to the speech schedule. Please use the course calendar to avoid any conflicts *in advance*. Before each round of speeches, we will sign up for specific speech dates, and **you must present your speech on your assigned date, no exceptions. There will be no make-up speeches**. Take responsibility, *take ownership*, and plan ahead as best you can.

- **Choosing Speech Days:** Approximately a week before every round of speeches, we will use Canvas Calendar Appointments to choose specific speech days and time slots. First come first served and you must sign up for a time slot in order to perform.

Assignments

All assignments will be submitted via Canvas. *I will not accept assignments via e-mail without prior discussion*. Assignments will be accepted late until the time I have completed evaluations and returned all feedback to students (usually 7-10 days), or the end of the quarter, whichever comes first.

Class Etiquette

This class is based on active engagement with the subject matter; therefore, full class attendance, punctuality, and focus on course material are essential. I feel that class time is sacred. **Having enrolled in this class, you are making a commitment to yourself, your instructor, and your peers.** We will learn much from each other, so long as we are all present and contributing to the learning environment. The Communication Studies Department expects all members of the class (teachers and students) to treat each other with respect in their communication practices. This includes: 1) coming to class on time ready to participate; 2) listening to others actively; 3) staying focused on the material of the class; 4) not disrupting class; and 5) *engaging in genuine dialogue, even amidst differences of opinion*. Your overall attendance, etiquette, and engagement in class will make up your participation grade.

- **Etiquette in Regards to Zoom Meetings:** The etiquette expectations in regards to our Zoom meetings can be divided into two parts: standard class discussion lead by the instructor, and student presentations.
 - **Standard Class Discussion:** Just show up. That's it, full stop. Ideally you will be present in the Zoom meeting, on video, dressed, alert, and ready to participate and engage. However, these circumstances are far less than ideal, and I understand you may not be able to meet those expectations, but please don't let that be a deterrent from coming to the Zoom meetings. Show up as best you can however you can as much as you can. Family and pets always hella welcome.
 - **Student Presentation Zoom Meetings:** When you or your peers are presenting, there will be a higher expectation for Zoom etiquette. Speaking to a screen full of attentive faces is far more engaging and dynamic than a screen full of black boxes. When you

or your peers are presenting, you must be on video with your camera steady and your face visible for the duration of the class meeting. Any distracting activity or participation that is deemed less than adequate will result in you being expelled from the meeting. I mean it. *Show up for each other.*

Plagiarism & Academic Integrity

The Center for Academic Integrity defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals to action. The entire campus affirms the importance of academic integrity, fosters a “love of learning,” and holds each person responsible for defining and supporting academic integrity standards. In all phases of teaching and learning--from preparing for a class, interacting in class, taking and preparing for exams, and attending to written assignments and homework, the responsibility for fostering and maintaining campus-wide academic integrity must be shared by all.

If you were to ever consider breaking this code of academic integrity ... don't. If you are unclear about plagiarism, please see me.

Plagiarism occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own. Any assignment found to be plagiarized **will be given an “F” grade (zero points)**. All instances of plagiarism in the Communication Studies Department will be reported to the Division Dean, and may be reported to the Vice President of Student Services for further action.

For Your Information & Consideration

***most of De Anza's student services are working to assist you remotely. Nobody has ever succeeded in life or in college on their own, especially during times like these. You will have to ask for help, the trick is to know when and who to ask:*

Disabilities and Accommodations

College is supposed to be hard – if it was easy everyone would do it – however a disability should not be the barrier that makes college impossible. Students with disabilities who need reasonable accommodations are encouraged to contact the Disability Support Programs and Services. The mission of the Disability Support Programs and Services (DSPS) Division is to ensure access to the college's curriculum, facilities, and programs, and to promote student success in realizing individual educational and vocational goals. For more information, please visit Disability Support Programs & Services Division at RSS 141, or <http://www.deanza.edu/dsp>

Stress and Mental Health

Balancing the rigors of academia with the ever evolving and complex social world students find themselves in can be challenging and potentially dangerous. If you feel you are having particular difficulty meeting all of the demands of your new lifestyle, perceived or real, do not fret! You are not alone. From time to time, problems of everyday living can be resolved through talking with friends, family, or someone whom we trust to help us. However, there are times when seeking help outside of one's familiar environment might be more helpful. Psychological Services is here to meet such needs. For more information, visit Psychological Services at RSS 127, or

<http://www.deanza.edu/psychologicalservices>

Student Success Center

College can be a bit of an academic leap that most of us struggle with in one way or another, and the De Anza College Student Success Center peer tutors can relate and are ready to help! They offer individual weekly, drop-in, and group tutoring, as well as workshops for a variety of academic skills and strategies for online learning and college success, and study groups! The staff and peer tutors at the SSC get it and are going through the same things. Come with assignments or questions, or just drop by to see how tutoring works. Visit

<http://deanza.edu/studentsuccess/> for more details.

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.

Student Development

LGBTQ+ Students

In order to maximize your success as a college student, it is crucial for all students to build upon strong foundations both in and out of the classroom. However, despite much recent legal, political, and social change, being of a minority gender or sexual identity can potentially create instability in these crucial foundations. If you are an LGBTQ+ student struggling with identity or finding community, please see the Women, Gender, and Sexuality Center in MLC-250 or online at <https://www.deanza.edu/equityoffice/wgs-center/>

Undocumented Students

Applying, transferring, registering, and paying for college can be a complex maze of forms and deadlines for any student, and this complexity is compounded for students with undocumented residency. Undocumented students have extra layers of regulatory complexity to navigate, in addition to the fear and uncertainty surrounding legal citizenship status. However, De Anza College, its staff and faculty, are steadfast in their commitment to supporting our undocumented students in our communities. 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 see <http://www.deanza.edu/students/undoc-students.html> or reach out to HEFAS at <http://www.deanza.edu/vida/hefas.html> for more information.

The Food Pantry

Living in the Bay Area & Silicon Valley is financially challenging, to put it lightly, and to try to attend school on top of that can be logistically impossible. It takes a certain level of financial stability to make it happen, which is a luxury we don't all have. Also, college is hard enough as it is, and it is even harder if you are truly hungry. If you qualify for EFAP, De Anza College has an on campus food pantry available to you in order to help ease the financial burden and the health burden in order to maximize your success in your collegiate journey. See www.deanza.edu/students/foodpantry for more information.

Course Calendar

*Subject to (and in all honestly, *likely to*) change at any time by the instructor. Changes will be communicated in class, online, and in writing. Please make sure you are checking your De Anza e-mails as well as Canvas for any communications.

**All readings should be *done before* class on the calendar date noted.

Spring 2022: Comm-10.05 (Asynchronous)

| Week | Date | Class Activity/Subject | Reading Due | Assignments |
|------|-------------|--|---|---|
| 1 | 4/06 – 4/9 | <i>Welcome to Comm-10:</i> Course Overview, Syllabus, & Ice Breaker <i>The Communication Process:</i> Communication Defined, Social Construction, Communication Ethics | Ch. 1: Introduction to Communication Studies | 1. Student Survey 2. Discussion Board #0: Crowdsourcing Technology Support 3. <i>Personal Report of Communication Apprehension (PRCA-24) – PRE-TEST</i> |
| 2 | 4/11 – 4/16 | <i>Speaking in Public:</i> Managing Speech Anxiety, Extemporaneous Style, & Audience Centered Approach | Ch. 10: Audience Analysis Ch. 14: Speaking with Confidence | 1. Discussion Board #1: Speech Anxiety |
| 3 | 4/18 – 4/23 | <i>Perception, the Self, and Communication:</i> Social Construction of Identity, Intersectionality & Performance, Perception & Stereotyping 6 WORD MEMOIR (PRESENTATION #1, RECORDED INDIVIDUALLY) | Ch. 2: Communication & Perception | 1. Discussion Board #2: Communication Ethics 2. Quiz #1 |
| 4 | 4/25 – 4/30 | <i>Culture and Communication:</i> Culture (Re)Defined, Culture & Language & Social Construction (Layers of Meaning), Power & Positionalities | On Canvas: 1. Yep 2. McIntosh 3. Crosley-Corcoran | 1. Reflection Paper #1: Social Construction, Genders, & Intersectionality |
| 5 | 5/2 – 5/7 | <i>Listening:</i> Hearing vs. Listening; Distorted Listening Practices & the Barriers that Create Them; Listening as a Stance <i>Organizing & Outlining Speeches:</i> Outlining for an Audience Centered Approach. IMPROMPTU SPEECH (PRESENTATION #2, LIVE ON ZOOM) | Ch. 5: Listening Effectively Ch. 12: Organizing & Outlining Ch. 13: Introductions & Conclusions OUTLINING VIDEO SERIES on CANVAS | 1. Discussion Board #3: Structure & Transitions 2. Quiz #2 |
| 6 | 5/9 – 5/14 | <i>Communication in Small Groups and Organizations:</i> Roles & Leadership, Synergy, Social Construction & “we orientation” | Ch. 8: Small Group Communication Ch. 9: Leadership, Roles, & Problem Solving in Groups | 1. Quiz #3 2. Cultural Group Check-In 3. Cultural Commitments Speech Outline |

| Week | Date | Class Activity/Subject | Reading Due | Assignments |
|------------------------|---|--|---|--|
| 7 | 5/16 – 5/21 | <i>Information & Credibility</i> – Research & Information, Quality Sources, Citations, Ethics, & Credibility CULTURAL COMMITMENTS SPEECH (PRESENTATION #3, RECORDED IN SMALL GROUPS VIA ZOOM AND POSTED TO CANVAS) | Ch. 11: Supporting Your Ideas | 1. Informative Speech Topic Proposals 2. Quiz #4: Information Literacy |
| 8 | 5/23 – 5/28 Friday, May 27th: Last day to drop a class with a “W” grade. | <i>Speaking in Public: Informative Speaking</i> – Tips for Effective Informative Speaking, & Using Presentation Aids | Ch. 16: Informative Speaking Ch. 15: Visual Aids | 1. Reflection Paper #2: Video Reflection Paper 2. Cultural Commitments Peer Evaluations 3. Informative Speech Annotated Bibliographies |
| 9 | 5/31 – 6/4 (<i>Monday 5/30, Memorial Day Holiday, Campus Closed, Class Canceled</i>) | <i>Verbal Communication</i> : Layers of Meaning, Evolution & the Cohort Effect, Euphemism, Power <i>Nonverbal Communication</i> – Nonverbal Codes, Nonverbal Communication & Power | Ch. 3: Verbal Communication Ch. 4: Nonverbal Communication | 1. Reflection Paper #3: The Group Process 2. Cultural Commitments Speech INTRAgrouP Peer Evaluations 3. Discussion Board #4: Making Information Colloquial 4. Quiz #5 |
| 10 | 6/6 – 6/11 | INFORMATIVE SPEECHES (PRESENTATION #4, LIVE VIA ZOOM) | Ch. 6: Interpersonal Communication Processes Ch. 7: Communication in Relationships | 1. Discussion Board X: Swipe Left – Online Dating Has Killed Romance 2. Informative Speech Outlines |
| 11 | 6/13 – 6/18 | <i>Interpersonal Relationships</i> – Relationships, Emotional Vocabulary, & Self-Disclosure Perspectives Speech Topic Proposals | Ch. 17: Persuasive Speaking | 1. Discussion Board #5: Ethos, Logos, & Pathos 2. Evaluating Sources of Supporting Materials Worksheet 3. Informative Speech Audience Peer Evaluation |
| Final Exam Week | <i>Monday, June 20th: Juneteenth Holiday – Campus Closed – Classes Canceled</i> Quarter is over Friday, 6/24, 11:59p | FINALS WEEK - PERSPECTIVES SPEECHES (PRESENTATION #5, RECORDED INDIVIDUALLY) | | 1. Quiz #6 2. Perspectives Speech Outlines 3. <i>Personal Report of Communication Apprehension (PRCA-24) – POST-TEST</i> |