

Welcome to COMM 10---ONLINE Winter Quarter 2023

De Anza College

Communication Studies Department

COMM 010: Fundamentals of Public Speaking, Sec. 10Z CRN: 35239

Requisites: (Not open to students with credit in COMM 10H.

Advisory: EWRT 1A or EWRT 1AH or ESL 5.

Instructor: Anya Iyengar

Office Location: F31-L

Office Hours: Online—TTh--10am to 12 pm, except on speech days

Class Meets: Online asynchronously, except for Speeches which are one Tuesday, Wednesday and Thursday of each month.

Instructor: Professor Anya Iyengar

E-mail: iyengaranya@fhda.edu

FINAL EXAM SCHEDULE: Monday 3/21 from 1:45--3:45pm

Course Materials:

Internet Access

Textbook:

1. Devito, Joseph (2016). The Interpersonal Communication Book (14th edition)
MA: Pearson

1 package of 4 x 6 index cards

Presentation Aid: Wireless remote presenter (clicker) *

1. <https://tinyurl.com/lwwa9sb>Links to an external site.

Mental Health Resources:

Psychological Services

RSS Room 258

- 408.864.8868
- dapsychservice@deanza.edu

1-800-273-TALK (8255) [24/7 Hotline]

1-888-628-9454 (Spanish)

1-800-799-4889 (TTY) This hotline is available 24 hours a day

Course Description (From DeAnza website)

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.

WELCOME

TO COMM

10

- **Student Learning Outcome:** Display increasing confidence in ability to use a range of speaking, listening, and collaboration skills.
- **Student Learning Outcome:** Evaluate the effectiveness of interpersonal, group, and public communication through self-reflection and shared feedback.
- **Student Learning Outcome:** Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation.

- **Student Learning Outcome:** Identify, locate, evaluate and use information technologies and information sources.

Course Objectives

Objectives of this Course:

- A. **Examine the principles of human communication in order to communicate effectively in interpersonal, group, and public speaking contexts.**
- B. Apply principles of interpersonal communication in multiple contexts.

Course Objectives

Course Objectives

- C. **Analyze the similarities and diversities among group members and develop skills to work together effectively.**
- D. Organize, compose, present, and critically evaluate speeches appropriate in content and style to the audience and situation.

Course Objectives

Course Objectives

Course Objectives

- E. **Select, locate, evaluate and use information technologies and information sources.**

Essential Student Materials

Essential Student Materials

Essential Student Materials

Internet access

Essential College Facilities

Facilities

Classroom equipped with lectern, video equipment, and flexible seating suitable for presentations and small group activities.

Expanded Description Content and Form

Course Description Details

- A. Examine the principles of human communication in order to communicate effectively in interpersonal, group, and public speaking contexts.
- 1. Compare similarities and differences between the fields of Interpersonal Communication, Small Group Communication, and Public Speaking.

From Catalog

Course Description Details

2. Analyze communication models that illustrate the relationships between speaker, listener and message across a variety of contexts.
3. Develop reflective, empathetic and critical listening skills that encourage respectful and inclusive communication.

Continued

Expanded Description Content and Form

4. Assess how bias, privilege, and choice of language impact perception and our ability to be understood.

5. Question how and why some individuals or groups of individuals are marginalized and learn to create safe spaces where silenced voices can speak freely and honestly.

Continued

Expanded Description Content and Form

Assess the impact of nonverbal communication in various types of situations and cultural contexts and utilize nonverbal skills to empower participation and engagement.

7. Compare how the communication process changes given context, culture, participants, comfort level, message intent, and prior interactions.

Continued

Expanded Description Content and Form

8. Evaluate the positive and negative effects of using social media platforms to communicate.

B. Apply principles of interpersonal communication in multiple contexts.

Continued

Expanded Description Content and Form

1. Practice interpersonal communication skills that foster positive relationships appropriate in context and style to diverse audiences and situations.
2. Use appropriate listening behaviors that foster respectful and inclusive communication.

Continued

Expanded Description Content and Form

3. Examine the connection between taking risks and the benefits to appropriate self-disclosure and creating trust in relationships with people in our own and other cultures in order to increase competence as a communicator.
4. Develop skills for productively managing conflict in interpersonal situations.

Continued

Expanded Description Content and Form

5. Assess the influence of factors such as self concept, age, culture, and gender on perception.
6. Compare behaviors that create supportive versus defensive communication outcomes and practice appropriate communication to build supportive relationships.

Continued

Expanded Description Content and Form

- C. Analyze the similarities and diversities among group members and develop skills to work together effectively.

Examine and practice the various roles effective group members assume to achieve

1. group goals such as questioning, leading, giving ideas, recording, sharing opinions, and initiating.

Continued

Expanded Description Content and Form

2. Develop skills to assist groups in meeting goals such as task completion, consensus decision-making and problem solving.

Apply critical thinking skills such as analyzing and assessing information, critically

3. listening, judging and evaluating conclusions, and examining ideas reflectively, to various types of group work.

Continued

Expanded Description Content and Form

- Examine and apply various methods for managing conflict such as listening
4. critically, collaborating, compromising, and negotiating in order to maintain the collegial nature of the group.
- D. Organize, compose, present, and critically evaluate speeches appropriate in content and style to the audience and situation.

Continued

Expanded Description Content and Form

1. Demonstrate skills in analyzing diverse audiences and creating presentations appropriate to those audiences.
2. Understand speaker purpose and objective.

Continued

Expanded Description Content and Form

3. Apply ethical standards to all aspects of speaking and listening in public settings.
4. Demonstrate skill in researching topics and integrating and citing sources.

Continued

Expanded Description Content and Form

5. Develop main ideas with research, reasoning, and a variety of forms of supporting materials appropriate in content and style to the audience and situation.
6. Utilize appropriate organizational patterns to arrange messages for the greatest possibility of being understood clearly and accurately.

Continued

Expanded Description Content and Form

7. Develop a progressively accomplished extemporaneous and confident presentation style.
8. Prepare visual aids that clearly support the message and use them effectively during presentations.

Continued

Expanded Description Content and Form

9. Analyze one's own and other presentations.
- E. Select, locate, evaluate and use information technologies and information sources.

Continued

Expanded Description Content and Form

1. Determine what information is needed by focusing topic.

Develop effective research strategies by selecting appropriate search tools (e.g.

2. databases, online catalog) and using effective search techniques (e.g. key words, subject headings, Boolean operators).

Continued

Expanded Description Content and Form

3. Locate and obtain information sources relevant for the assignment.
4. Critically evaluate information and information sources using such criteria as relevancy, credibility/authority, accuracy, perspective/bias, and timeliness/currency.

Continued

Expanded Description Content and Form

5. Question traditional notions of granting authority and recognize the value of diverse ideas and worldviews.

Effectively communicate and document information by synthesizing information, and

6. developing outlines and presentations that give credit to the original ideas of others through proper attribution and citation (e.g. MLA or APA).

Continued

Expanded Description Content and Form

7. Apply legal and ethical principles related to information and its use.

1. Assignments

Speaking in Class

Activities

A. Speaking

1. Interviews, dialogues, discussions, and/or role playing to display and experience forms of interpersonal communication

In Class Speaking

Speaking

2. Small group discussions and/or problem solving experiences in both formal and informal contexts
3. Research, rehearse and extemporaneously deliver informative and persuasive presentations in front of a live audience

Format of Speaking Activities

Speaking

4. Provide peer feedback

B. Listening

In Class Listening

Listening

1. Structured experiences designed to heighten awareness of the importance of listening in communication situations
2. Apply listening skills to in-class interpersonal, small group and public presentations and sample videotaped examples

Writing

Writing Projects

C. Writing

1. Journals, reflections, narratives, essays

Writing

Writing

2. Formal outlines and/or speech plans with proper source documentation
3. Critique or feedback of personal or peer presentations

Reading Activities

Reading

4. Analyses of readings, films, group discussions, presentations or speeches with a worldview perspective

D. Reading

Continued

Reading

1. Assigned text or supporting reference materials
2. Researched materials in support of personal preparation for group or public presentations

Continued

Reading

3. Drafts created by classmates in order to give feedback and suggestions

E. Research

Continued

Research

1. Appropriately focused topic and research proposal.
2. Strategic search using electronic and print resources to obtain information relevant to the assignment.

Continued

Research

3. Critical analysis and evaluation of information and sources.
4. Speech outlines and presentations with proper citations and documentation.

Projects

Methods of Instruction

Discussion of assigned reading
Discussion and problem solving performed in class
Collaborative learning
Interpersonal/dyadic and small group exercises
Homework and extended projects
Presentations in front of a live audience

Speech critiques
Role playing
Lecture and visual aids
Quiz and examination review performed in class
In-class exploration of Internet sites

Methods of Evaluating Objectives

Criteria

- A. A minimum of five oral presentations, including but not restricted to interviews, dialogues, group presentations, informative and persuasive speeches delivered to a live audience; research, evaluate, synthesize, and document relevant information; structure and deliver the presentation.
- B. Written full-sentence speech outlines and/or speech plans to organize and logically structure the points and arguments of the presentation.

Rubric

Methods of Evaluating Objectives

- C. Written assignments including but not limited to essays, journals, reports, or outlines that demonstrate critical thinking, information literacy, and appropriate audience focused reasoning.
- D. Quizzes or midterm exams to evaluate comprehension, mastery, and application of relevant course information.

Continued

Methods of Evaluating Objectives

- E.** Final exam or project to evaluate comprehension, mastery, and application of key communication concepts.

1. Texts and Supporting References

Supportive Material

Examples of Primary Texts and References

A. Examples of Primary Texts and References

- 1.** Adler, R. and Rodman, G. Understanding Human Communication, 12th edition. Oxford University Press, 2013.

Supportive Material

Examples of Primary Texts and References

- 2.** Stoll E., Luotto J., and Tedford K. Communication Skills for Collaborative Learning, 3rd edition. Kendall Hunt Publishing Company, 2009.
- 3.** Wood, Julia. Communication in our Lives. 7th edition. Cengage, 2014.

Supportive Material

Examples of Primary Texts and References

- O'Hair, Dan et. al. Flexible Package. The Pocket Guide to Public Speaking The
4. Essential Guide to Interpersonal Communication The Essential Guide to Group Communication. 4th edition. Bedford/St. Martins, 2012.

B. Examples of Primary Texts and References

Supportive Material

Examples of Primary Texts and References

1. Abrahams, Matt. Speaking Up Without Freaking Out, 2nd edition. Kendall Hunt Publishing, 2013.
2. MLA Handbook for Writers of Research Papers, 7th edition. Modern Language Association of America, 2009.

Supportive Material

Examples of Primary Texts and References

3. Badke, William. Research strategies: Finding your way through the information fog, 5th edition. iUniverse, 2014.
- Heath, Chip and Dan Heath. Made to Stick: Why Some Ideas Die and Others Survive. Random House, 2007
4.
 1. Devito, Joseph (2016). The Interpersonal Communication Book (14th edition) MA: Pearson

Access to Resources

Information Access

Information Access

6. Information access through De Anza College Library and other digital resources.

Course Requirements

1. Regularly attend class, on time, with a positive approach to learning.
2. Come prepared with assignments properly formatted and suitable for submission.
3. Participate actively in class discussions and activities (see 'Participation' under Policies)
4. Watch links and clips posted on the Canvas site and post thoughts and comments about them.
5. Regularly check the class Canvas site at <http://canvas.instructure.com> [Links to an external site.](#) as well as personal email to be updated on course activities.

Campus Resources

The [Student Success Center](http://www.deanza.edu/studentsuccess) <http://www.deanza.edu/studentsuccess> ([Links to an external site.](#)) [Links to an external site.](#) (on the web at) offers free tutoring for many De Anza classes.

Additional Services are also available:

- [Writing and Reading Center](#)
<http://www.deanza.edu/studentsuccess/wrc/> ([Links to an external site.](#)) [Links to an external site.](#) (website:): LC 107 408-864-8485
- [Math, Science and Technology Resource Center](#)
<http://www.deanza.edu/studentsuccess/mstrc/> ([Links to an external site.](#)) [Links to an external site.](#) (website:): S-43 408-864-5422
- [General Subjects Tutoring](#)
<http://deanza.edu/studentsuccess/tutorial/GenSubtuteeapp.html> ([Links to an external site.](#)) [Links to an external site.](#) (website:): L-47 & S-43 408-864-8585

- **Listening and Speaking Center**
<http://www.deanza.edu/studentssuccess/lsc/>(Links to an external site.) Links to an external site. (website:): L-47 408-864-5385
- **Academic Skills Center**
<http://deanza.edu/studentssuccess/academicskills/alternativestoselfpaced.html>(Links to an external site.) Links to an external site. (Alternatives to Self-Paced Skills) (website:): LC 107A 408-864-8485

Course Materials

1. Internet Access
2. Devito, Joseph (2016). The Interpersonal Communication Book (14th edition) MA: Pearson
3. Wireless remote presenter (clicker) *
4. <https://tinyurl.com/lwwa9sb>
5. One package of 4 X 6 inch index cards. (Phones are not permitted for use as notecards during speeches)

Class Topics: Due to the nature of this course, several controversial and sensitive topics will be covered. Some participants may find some of these topics unsettling. Please remember that this is in the spirit of learning and not intended to be hurtful or offensive. Please also be empathetic and sympathetic towards your peers when choosing topics to discuss.

POLICIES:

Attendance Policy: Students who are repeatedly either a. Absent b. Tardy or c. Leaving class early will not pass the class. Arriving to class 15 minutes or more late or exiting 15 minutes or more early qualifies as an unexcused absence. **A minimum of 24 hours notice** is required to excuse an absence. Attendance is taken every day and 3 absences, or tardies/early exits will result in your grade dropping one letter grade. Missing 4 classes is grounds for dismissal from the course.

Late Assignments:

I allow one (1) day Grace period for late submissions. After that, 6 days follow the Grace Day and 1 point is deducted per day late.

No late assignments are accepted after this week.

Assignments:

Assignments must be completed and submitted on time in order to full receive credit.

Participation:

Because this class is an experience-based, skills-focused course, your participation is critical. Your participation grade is based upon your active, and involved presence in the class. Participation includes, but is not limited to, the following:

1. Active, constructive involvement in discussions, activities, and group work.
2. On time and thorough completion of your assignments.
3. Focus on your work and tasks at hand and asking questions.
4. Fulfill your commitments to your fellow students and me. Turn mobile devices on 'vibrate' to avoid in-class disruption (See 'Cell Phones/Electronics' below)

Assignments:

Assignments must be completed and submitted on time in order to receive credit. Late assignments will not be accepted, unless you have documentation for the delay (hospitalization, illness etc.).

Grading Scale:	650--640	A
	639-620	B
	619-599	C
	598-580	D
	Below 580	Fail

Breakdown of Grade:

Assignments Points	Points for Each Percentage of Grade	Total
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Point Values

Breakdown of Grade

Breakdown of Grade

8 Quizzes/Tests	Various Point Values	98 Points total	15 %
4 Group Speeches	50pts, 60 pts 45pts, 75pts	225 Points Total	35 %

2 Self Reflections	15 pts each	30 Points Total	05 %
Assignments	Various Point Values	235 Points Total	36 %
Outlines	20,		
30pts.			
	62 pts	62 Points Total	9 %
Problem/Solution			
Final Speech			
650 Points Total			100%

Accommodations If you have a disability-related need for reasonable academic accommodations or services in this course, provide me with a Test Accommodation Verification Form (also known as a TAV form) from Disability Support Services (DSS) or the Educational Diagnostic Center (EDC). Students are expected to give five days' notice of the need for accommodations. Students with disabilities can obtain a TAV form from their DSS counselor (864-8753 DSS main number TTY:408.864.8748) or EDC advisor (864-8839 EDC main number).

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. You can find the [Foothill-De Anza Community College District's statement on academic integrity](http://www.deanza.edu/studenthandbook/academic-integrity.html) <http://www.deanza.edu/studenthandbook/academic-integrity.html> (Links to an external site.) Links to an external site. at the following link: . 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.

Cell Phones/Electronics

Laptops may be used for notetaking or presentations only. Cell phones are not permitted for use during class time, except for research during assignments. At all other times, keep your phones on vibrate and out of sight. If you absolutely must take a call due to a personal emergency or other important circumstance, please excuse yourself

from the classroom in a discreet manner and promptly handle your business as necessary.

Occupational/Vocational Students

ESL students or those with limited English-language experience will find the class environment welcoming and very conducive to learning and growth. Limited English-language skills are therefore, not a barrier to admission into this course.