Credit- Degree applicable

**Effective Quarter: Fall 2020**

**Instructor**: Patrick McDonnell M.S, Ed. D

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**Office Hours:** Tues-Thurs 9-10 a.m. Via Email / Zoom

**Course Text:** *Communication in the Real World*: An Introduction to Communication Studies

**https://open.lib.umn.edu/communication/**

**I. Catalog Information**

**COMM 10          Fundamentals of Oral Communication                    5 Unit(s)**

(Formerly SPCH 10.)
(See general education pages for the requirement this course meets.)
(Not open to students with credit in COMM 10H.)

Advisory: EWRT 1A or EWRT 1AH or (EWRT 1AS and EWRT 1AT) or ESL 5.
Lec Hrs: 60.00
Out of Class Hrs: 120.00
Total Student Learning Hrs: 180.00
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.

**Student Learning Outcome Statements (SLO)**

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

**II. Course Objectives:**

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

## II. Essential Student Materials"

Internet access
Laptop
Camera

### Major Speech Assignments:

| Speech Assignments | Due Date | Grade percent |
|---|---|---|
| Speech 1 Speech of Introduction (Live) | Week 2 | 10% |
| Speech 2 Speech of Research | Week 5 | 10% |
| Speech 3 Informative Speech (Live) | Week 8 | 15% |
| Speech 4 Group Presentation | Week 10 | 20% |
| Speech 5 Persuasive Speech (Live) | Week 12 | 20% |

### Grading Rubric:

**The following Grading Rubric will be applied to all Speeches:**

| A | A Speeches are a joy to watch and listen to. The speech thesis is clearly stated. We feel engaged by the speaker, topic and content. The topic is unique and appropriate to the assignment criteria, the audience, and type of speech. The speech is clearly organized and developed, and manages time well. The speech is delivered extemporaneously, is expressive, and utilizes space and body. Visual aids are vibrant, well-chosen and enhance audience comprehension. Language is appropriate to the speaker, subject, audience and purpose. Evidence and oral source citations are integrated into the speech in a meaningful way to support claims. The audience is connected to the speaker, topic and evidence. The speech demonstrates critical analysis, interpretation, argumentation, synthesis, translation, interrogation and other forms of critical engagement. The speech illustrates multiple perspectives and points of view. The audience is |
|---|---|

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|---|---|
| | highly satisfied with the speech and feels that their needs and concerns are addressed by the speaker and speech content. |
| **B** | B Speeches: Are strong speeches with some things to work on. The speech thesis could be more succinctly stated or more developed. We like the speaker's topic and content, but it could be more inventive or unique, or perhaps better adapted to assignment criteria, the audience, and type of speech. The speech is fairly well organized and developed, but maybe there are some time management issues, or topics are not so clear at times. The speech delivery is adequate, but inconsistent, and could be more expressive, active and extemporaneous. The visual aids could be better chosen, arranged or purposeful. Language could more precisely describe or explain things, or perhaps be more attentive to the subject, audience and purpose. Evidence and oral source citations are inconsistently integrated into the speech or lack intent to support claims. The speech could demonstrate more thorough or consistent critical analysis, interpretation, argumentation, synthesis, translation, interrogation and other forms of critical thinking. The speech expresses minimal perspectives and points of view. The audience is generally satisfied, but wants more in the end, or has unanswered questions or concerns that need to be addressed. The speech is good but needs more fine tuning, development and preparation. |
| **C** | C Speeches: need work in all areas of speechmaking. The speech thesis is muddled. The speaker is standing in one area, lacking expressiveness and audience engagement. The audience needs to be engaged more by the speaker's delivery and content. A topic that's more audience and assignment appropriate should have been chosen. The topics and subtopics are unclear and organization is an obstacle to audience retention. There isn't a lot of evidence or source citations, and we're not learning a whole lot. There is little attention to diverse points of view. There is little intellectual or emotional engagement by the speaker with the topic, the issues or the audience. Content is superficial and we need more examples, illustrations or storytelling. Time is mismanaged, it's too long or short, and we don't know where the speech is heading. We are glad the speaker tried, but more speech development was obviously required in most areas. |
| **D/F** | D Speeches: need significant work and probably should not have been delivered. It is obvious that the speaker did not seriously engage in course activities to develop their work. The thesis does not exist. The speaker's delivery does not engage the audience and reads most of the speech. The speech does not address assignment criteria and could be found by a basic Google search. There is no connection to the audience in delivery or content and there is no attention to different perspectives or points of view. There is little to no demonstration of critical analysis, there is little if any evidence or source citations and we learn little new from the speech. In the end, we wish the speaker had taken the time to develop the speech more, asked for professor or peer feedback, attended the writing or speaking center, and / or simply asked for help. |

**Course Calendar:**

**4/ 10 Part I Foundations of Communication**

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.
2. Analyze communication models that illustrate the relationships between speaker, listener and message in a variety of contexts.
3. Develop reflective, empathic and critical listening skills that encourage respectful and inclusive communication.
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.
6. 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.
8. Evaluate the positive and negative effects of using social media platforms to communicate.

   4/ 10 Week 1 Foundations of Communication

   Assignment 1: Discussion

   4/ 17 Week 2 Listening and Language Usage

   Assignment 2: Speech of Introduction Live

**Part II I 4/24 Interpersonal Communication**

B. Apply principles of interpersonal communication in multiple contexts.

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.
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.
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.

4/ 24 Week 3 Foundations of Interpersonal Communication

Assignment 3: Self Reflection

5/ 01 Week 4 Building Supportive Relationships

Assignment 4: Relationship Discussion

**5/ 8 Part III Information Literacy**

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

1. Determine what information is needed by focusing topic.
2. Develop effective research strategies by selecting appropriate search tools (e.g. databases, online catalog) and using effective search techniques (e.g. key words, subject headings, Boolean operators).
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.
5. Question traditional notions of granting authority and recognize the value of diverse ideas and worldviews.
6. Effectively communicate and document information by synthesizing information, and developing outlines and presentations that give credit to the original ideas of others through proper attribution and citation (e.g. MLA or APA).
7. Apply legal and ethical principles related to information and its use.

5/ 8 Week 5 Information Literacy

Assignment 5: Speech 2 Making Connections / Research Speech

**5/ 15 Part IV Informative Speaking**

D. Organize, compose, present, and critically evaluate speeches appropriate in content and style to the audience and situation.
1. Demonstrate skills in analyzing diverse audiences and creating presentations appropriate to those audiences.
2. Understand speaker purpose and objective.
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.
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.

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.
9. Analyze one's own and other presentations.

5/ 15 Week 6 Foundations of Informative Speaking

Assignment 6: Informative Speech Topic Proposal

5/ 22 Week 7 Researching and Developing Your Speech

Assignment 7: Discussion / Informative Speech Preparation

5/ 29 Week 8 Outlining and Citing the Speech

Assignment 8: Speech 3 / Informative Speech Live

**6/ 5 Part V Group Communication**

C. Analyze the similarities and diversities among group members and develop skills to work together effectively.
1. Examine and practice the various roles effective group members assume to achieve group goals such as questioning, leading, giving ideas, recording, sharing opinions, and initiating.
2. Develop skills to assist groups in meeting goals such as task completion, consensus decision-making and problem solving.
3. Apply critical thinking skills such as analyzing and assessing information, critically listening, judging and evaluating conclusions, and examining ideas reflectively, to various types of group work.
4. Examine and apply various methods for managing conflict such as listening critically, collaborating, compromising, and negotiating in order to maintain the collegial nature of the group.

6/ 5 Week 9 Foundations of Group Communication

Choosing a Topic and Forming the Group Presentation

Assignment 9: Discussion: Forming Groups and Determining our Purpose

6/ 12 Week 10 Developing and Practicing the Group Presentation

Assignment 10: Submit Final Outlines / Deliver Group Presentations

**6/ 19 Part VI Persuasive Speaking**

6/ 19 Week 11 Foundations of Persuasion

Assignment 11: Submit Persuasive Speech Topic Proposal

6/ 26 Week 12 Ethos, Logos and Pathos / Outlining your Arguments

Assignment 12: Deliver Persuasive Presentation / Submit Final Outlines

**Additional Course Policies:**

**\* Class Conduct Policy**: Cameras should be on for All Live Discussions and Speeches

**Make-Up Policy:** Students are required to complete all course assignments in order to receive a final grade. Students are required to inform the instructor if they will miss a speech. Failure to adequately inform the instructor could result in final reduction for the assignment, which could affect the overall final grade. Students are responsible for scheduling make-up times in order to complete course assignments. It is up to the professor to grant make-ups based on student communication and the reasoning behind the missed assignment.

**Late Assignments Could Result In:**

- Points deducted or grade lowering depend on number of days late
- 1-3 Days 0% Deduction / 4-7 days 50% Deduction / 8 and beyond 100% deduction

**Expected Course Preparation:** In order to do well, students should read assigned readings comprehensively and carefully prior to their assigned due date. Students are expected to have read assigned readings and be prepared to participate effectively. Lack of participation will influence your class participation and attendance points negatively.

**Disruptive Behavior**

The college will enforce all policies and procedures set forth in the *Standards of Student Conduct* (see catalog).  Any student disrupting the class may be asked to leave that class.  Administrative follow-up may result.

 **Extra Help and Support**

List support services and facilities that can help students succeed.  Your list can include both college-wide support and/or support specific to your course.  Here is an example:

Take advantage of these free support services!

- Writing and Reading Center in AT 309
- Listening and Speaking Center in AT 304
- Math, Sciences and Technology Resource Center in S43
- Academic Skills Center in AT 302
- General Subject Tutoring in AT 305

- Disability Support Services in SCS 141

**Academic Dishonesty:** Regarding tests in this class is defined as using resources not made available by me to everyone in the class during the testing time.  Academic dishonesty includes plagiarism.