

## **Communication 10 8Y 24384 Fundamentals of Oral Communication**

**Fall 2023**

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**Course Hours:** 11:30-1:20 L43

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

Zoom Link: See Canvas

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

[https://open.lib.umn.edu/communication/Links to an external site.](https://open.lib.umn.edu/communication/Links%20to%20an%20external%20site)

### **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.

Lecture 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.

## **Speech Grades:**

- Most Assignment and All Major Speech have a Grading Rubric in Canvas
- All late assignments will be accepted. A 50% reduction could occur after 48 hours past the due date, unless the student asks for an extension. The longer the submission delay, the more the final grade will be reduced.
- Assignments may include quizzes, discussions, rough drafts, videos or reflections
- Some Assignments are Complete / Incomplete while others have more detailed criteria

- Smaller Assignments may lead into larger Assignments and are weighed less the final assignments. The smaller assignments are meant to provide feedback and to make sure you are on the right track
- Some Assignments are unique assignments on a given topic not leading to a larger project.
- Final grades can usually be improved if the student asks for an extension, within reason

### **Major Speech Assignments: 50%**

Speech of Introduction 10/5

Interpersonal Communication Speech 10/26

Informative Speech 11/9

Culture Speech 11/16 10%

Group Presentation 11/21

Persuasive Presentation 12/ 5,7

### **Attendance and Assignment Scaffolding: 50%**

Class Participation and Attendance

Smaller Canvas Scaffolding Assignment

### **Additional Course Policies:**

**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
- 2 Days 0% Deduction / 3-5 days 50% Deduction / 6 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.

## **Part I: Foundations of Communication and Information Literacy**

Week 1: 9/26, 28

TBA 9 Hours

Topics:

- Introductions and Overview  
Types of Communication
- Reasons to Study and Practice Communication
- Health and Social Benefits of Communication
- Social Isolation, Depression, Anxiety and Communication
- How our Identity is Shaped by Communication

- Early Childhood Experiences with Communication
- Communication Opportunities
- The Role of Education in Fostering Communication

Class Activities:

- Interpret Communication Research
- Understand and Apply Types of Communication
- Share how our Identities are Shaped by Communication

### **Major Speech Assignment 1: Speech of Introduction**

Week 2: 10/ 4 Library Research and Information Literacy

TBA 9 hours

Topics:

- Understanding the Role of Research
- Research as a Life Long Skill / Pursuit
- How Research Benefits our Lives
- Conducting Research
- Research Principles
- Obstacles to Effective Research
- Keeping Track of Our Research
- Having a Research Strategy
- Navigating Library Databases
- Compiling a Variety of Evidence
- Citing our Evidence
- Assessing Research Credibility

Class Activities:

- Review main Research Terminology
- Share our Mini Research Projects

Assignment 2: Information Literacy Summary

Assignment 3: Short Research Project

### **Major Speech 1: Speech of Introduction**

### **Part II: Public Speaking**

Week 3/ 10/10+12 / Listening and Language

TBA 9 hours

Topics:

- Importance of Listening
- Why we Listen and Where
- Contrasting Listening to Hearing
- Types of Listening
- Obstacles to Listening
- Empathic Listening / Activity
- Enhancing Listening Skills
- Defining Language
- Language and Culture
- Language Communities
- Language as Symbols
- Theories of Language
- Explicit and Implicit Language
- Purposes of Language
- Abstract and Concrete Language
- Inclusive and Exclusive Language
- Language Dialects
- Harmful and Damaging Uses of Language

Class Activities:

- Empathic Listening Activity
- How is Language like a Fishbowl?
- Identify Language Communities you belong to
- Practice Explicit and Implicit Language
- Discuss and Identify the Reasons for Language Dialects

Assignment 4: Submit 2 Informative Speech Topic Proposals

Assignment 5: Submit 5 Library Sources for the Informative Speech

Week 4: 10/18+20 Informative Speeches

TBA: 9 hours

Topics:

- Goals of Informative Speaking
- Choosing a Topic
- Methods of Organization
- Practice Speeches
- Crafting a thesis
- Compiling Evidence

- Quantitative and Qualitative Evidence
- Citing Evidence on our Works
- Storytelling / Storytelling Activity
- Outlining
- Visual Aids
- Delivery

#### Class Activities

- Mini Practice Speeches using Methods of Organization
- Refining our thesis

Assignment 6: Submit Final Outline and Visual Aid

### **Major Speech 2: Informative Speech**

#### **PART III: Interpersonal Communication & Culture**

Week 5: Foundations of Interpersonal Communication 10/25, 27

TBA: 9 Hours

#### Topics:

- Defining Relationships
- Relationships and Health
- Types of Relationships
- Parent Child Relationships
- Goals and Values of Relationships
- Self-Disclosure
- Healthy and Unhealthy Relationships
- Family Relationships
- Examining a Relationship that gives us Difficulty
- Toxic Relationships
- Romance, Dating and Marriage
- Relationship Maintenance
- Challenges in Relationships
- On-Line Relationships

#### Class Activities:

- List types of Relationships
- Identify the Expectations and Norms of Relationships
- Identify the Causes and Effects of Poor Relationships
- Contrast On-Line to Face-to-Face Relationships

Assignment 7: Submit a one paragraph reflection on a relationship that gives you difficulty

Week 6: Interpersonal Communication and Culture 10/ 31, 11/2

TBA: 9 Hours

Topics:

- Defining Culture
- Understanding our Cultural Selves
- Listening and Learning about Culture with others
- Dimensions of Culture
- Abstract and Concrete Elements of Culture
- Culture as Fixed and Evolving
- How Migration changes Cultures
- Cultural Rules and Norms in Relationships
- Globalization and Migration
- McDonald's as Globalization
- Challenges in Cross-Cultural Relationships
- Benefits of Cross-Cultural Relationships
- Xenophobia, Sexism, Racism and Classism

Class Activities;

- Museum of the 20<sup>th</sup> Century Activity
- Identify Challenges to Cross (anything) Relationships

Assignment 8: Cultural Identity Presentation

### **Major Speech 3: Cultural Identity Speech**

#### **Part IV: Communication in Groups**

Week 7: 11/ 7,9: Group Communication

TBA: 9 Hours

Topics:

- Defining Group Communication
- Importance of Group Communication
- The Family as a Group
- Types of Groups
- Group Roles
- Benefits and Challenges to Group Communication
- Group Maintenance Abilities



- Obstacles to Group Decision-Making
- Group-Think
- Famous Examples of Group Think

#### Class Activities

- Identify the Types of Communication in your Family
- Identify External Cultural and Social Factors on Group Communication

#### Assignment 9: Group Communication Reflection

#### Assignment 10: Group Informative Speech Research

#### Week 8: 11/14,15: Group Communication

TBA: 9 Hours

#### Topics:

- Choosing a Group Topic
- Coordinating Roles and Tasks
- Researching the Presentation
- Coordinating Speaking Roles and Visual Aids
- Developing a Group Outline
- Delivering a Group Presentation

#### Class Activities

- Identify the Importance of Groups in a Collaborative Work Environment
- Identifying our Strengths in Group Communication

#### Assignment 11: Group Presentation Final Outline

### **Major Speech 4: Group Presentation**

#### **Part V: Speaking to Persuade**

#### Week 9: 11/21 Speaking to Persuade

TBA: 9 Hours

#### Topics:

- Defining and Explaining Persuasive Speaking
- Persuasion and Democracy
- Our Social and Ethical Responsibility in Persuasion
- Critical Thinking and Analysis

- Seeing Persuasion in Everyday Life
- Ethos, Logos Pathos
- Types of Persuasive Speaking
- Persuasive Speaking Contexts
- Identifying a Persuasive Speech Topic

#### Class Activities

- 10 Steps in the Development of a Persuasive Speech
- Identifying Persuasive Topics
- Critically Examining the Issues in a Debate

#### Assignment 12: Persuasive Speech Topic Proposal

Week 10: 11/28, 30 Speaking to Persuade

TBA: 9 Hours

#### Topics:

- Crafting Arguments
- The Toulmin's Model
- Logic and Reasoning
- Types of Arguments
- Using Evidence in Arguments
- Critiquing Arguments
- Counter Arguments
- Effective and Less Effective Arguments
- Using Emotional Appeals
- Values in Persuasion

#### Class Activities

- Practicing our Arguments
- Expressing Emotions in Persuasion

#### Assignment 13: Persuasive Speech Preliminary Argument

Week 11: 12/ 5-7 Final Persuasive Speeches

TBA: 9 Hours

#### **Major Speech 5: Persuasive Speech**

Tues 12/ 12 Final Exam Period

## Assignment 14: Final Persuasive Speech Outlines / Deliver Speeches

### **Major Assignments**

#### **Speech of Introduction 10/5 5%**

**Goal: This is an In-class Speech where you will Introduce yourself the class in exactly 2 minutes to practice time management, basics of delivery and managing communication apprehension.**

- 1 Tell us about yourself and what we need to know about you as a classmate.
- 2 Manage time and organize your speech.
- 3 Be mindful of the Audience and Context of the Speech.
- 4 Try to be expressive with voice and gestures.
- 5 Use appropriate language and context
- 6) Be on time.
- 7) **Submit a Summary in Bullet Points of Your Speech to this Assignment.**

#### **Interpersonal Communication Speech 10/26 10%**

##### **How to Foster a Great Relationship**

**Goal:** To deliver a 3-minute organized and extemporaneously delivered speech on your Cultural Group that utilizes evidence, storytelling and examples to enhance audience knowledge.

- Identify a Type of Relationship (sibling, parental, co-worker)
- Find 2 Sources from the De Anza College Library
- Organize your Speech with an Introduction, body and Conclusion
- Share your sources and summarize their contents
- Tell a Story or Give a Brief Example for Each

- Explain how we can do, apply or transfer that knowledge to our Relationships
- Submit a one-page Outline, Labeled, and Cited including Complete Source Citations

## **Informative Speech 11/9 15%**

### **Informative Speech on a Topic you Know About**

Meets Student Learning Outcomes:

**Assignment Goal:** The goal of this assignment is for you to deliver a 3-minute informative speech on a topic that is appropriate to the audience, is research based, integrates evidence into the speech, uses speaker experience, 1 shows visual aid, submits an outline and a list of works cited.

**Assignment Purpose:** The purpose of the speech is to illustrate clear and expressive speech delivery skills while integrating research and evidence to enhance the audience's understanding and appreciation of the historical topic of your choice, as well as utilizing patterns of organization, development speech content in a vivid and descriptive manner and integrating visual aids.

### **Assignment Criteria:**

- An attention-grabbing introduction that clearly states the subtopics of the speech.
- A method of organization appropriate to the topic, purpose and audience.
- The speaker establishes his or her experience with the subject.
- The speaker makes the topic relevant to the audience's frame of reference.
- The information is clearly organized, developed and achieves audience retention.
- The speaker utilizes examples, descriptions and a variety of supporting evidence.
- \*The speaker thoroughly cites two credible sources in the speech
- The conclusion reinforces the central idea and leaves a lasting impression.
- The speaker uses effective delivery including verbal and nonverbal communication.
- The visual is clear, informative and vibrant.
- The speech is delivered within the assigned time frame
- The outline is developed, organized, cites sources and attaches a reference list.

*A completed outline is due on the day of your speech and should replicate the outline provided in class as a model.*

## **Culture Speech 11/16 10%**

### **Identifying, Researching and Expressing Cultural Values**

Goal: To present a 3-minute informative speech with Introduction, Body and Conclusion, 2 types of Supporting Evidence and Storytelling, explaining a Cultural Value, Belief, Event or Process.

After Identifying your topic, find 2 different sources from the De Anza College Library Databases and use Personal Experience to enhance the audience's knowledge.

- Identify a Cultural Group, preferably your own to Study
- Find 2 Sources from the De Anza College Library on Cultural Values, Locations, Belief Systems, Processes and /or Symbols from your Cultural Group
- Organize your Speech with an Introduction, body and Conclusion
- Share your sources and summarize their contents
- Tell a Story or Give a Brief Example for Each
- Explain how we can do, apply or transfer that knowledge to our lives
- Submit a one-page Outline, Labeled, and Cited including Complete Source Citations

### **Group Presentation 11/21 10%**

#### **Becoming a Global Citizen**

#### MEETS STUDENT LEARNING OUTCOMES (SLO'S):

- 2 Conduct in-depth research on a topic of social or scientific significance, then write a well- organized outline and presentation notes.
- 3 Deliver a convincing oral presentation aimed at a specific audience with a well-developed line of reasoning, using effective visual aids.
- 4 Use effective eye contact, voice and gestures to maintain audience attention and aid audience understanding of the message.

**Assignment Goal:** Deliver a 12-minute group informative presentation on a particular issue facing society including such issues as education, technology, globalization, culture, and leadership that demonstrates effective public speaking, group collaboration, use of evidence and integration of technology.

#### **Assignment Specifics:**

- 1) Once your group is formed, choose a particular issue facing society.
- 2) Research the topic extensively.
- 3) Organize content and develop group speaking roles.

- 4) Integrate technology and Visual Aids
- 5) Deliver a 20-minute presentation with equal time among members.

**Individual Assessment: 50%**

- 1) The speaker delivers their portion of the presentation extemporaneously, utilizing effective verbal and non-verbal communication, language and evidence to clearly and expressively inform the audience of their subject area.
- 2) A completed outline that is properly formatted, developed, labeled cites evidence and attaches a list of credible references.

**Group Assessment: 50%**

- 1) The group demonstrates effective collaboration, rapport, teamwork, balance and equality in the presentation.
- 2) One group outline including group presentation Specific Purpose and Central Idea, group member's names, and roles in the development of the project.

**Persuasive Presentation 12/ 5,7 20%**

Assignment Goal: To deliver a 3-minute argumentative speech arguing for or against a specific policy, law, innovation, behavior, movement or action that illustrates fundamentals of persuasion including crafting a persuasive message, constructing arguments, demonstrating sound logic and reasoning, use of credibility, integration of evidence and delivery that is persuasive in tone and manner.

**Speech Criteria:**

1. An attention-grabbing introduction that clearly identifies speech goals
2. Assertion of speaker credibility that illustrates knowledge of the topic
3. Demonstration of how the topic relates to the audience
4. Utilization of persuasive strategy such as motivation, logic, emotion, ethics, analysis, comparison, definition, etc.
5. One visual aid
6. Demonstration of emotion that is audience and topic appropriate
7. Use of storytelling to emphasize an aspect or dimension of the speech
8. Extemporaneous delivery that is persuasive in tone and style
9. Use of at least two specific credible sources that are verbally cited in the speech
10. Conclusion that leaves a lasting impression and emphasizes speaker goals
11. A one-to-two-page outline that is clearly labeled organized and cites 5 sources

