

**Communication Studies Comm. 101 Mission College/CCL-Artes Section 29313 RM INST 1102 Spring 2018**  
**Tu/Thu 12:00-1:15pm 10/23 -12/17 . Instructor: Rosalyn Kahn E-Mail: [kahnra@lamission.edu](mailto:kahnra@lamission.edu)**

Website: <http://www.Speechsuccess.net>

Office Hour: Contact instructor for appointment. Meetings will take place in the classroom 6:15-6:45pm

Course Materials Text: *A Concise Public Speaking Handbook* 5<sup>th</sup> edition. Steven A Beebe and Susan J. Beebe

Other Materials: Package of 3X5 Note cards

Scantron Book

Course Description In this course, students will compose, present, and evaluate original speeches. Emphasis is placed on audience analysis, topic selection, research, evidence, organization, delivery, and critical analysis of persuasive communication.

Advice Please do not hesitate to seek help or just stop by to say hello and visit. I would love to get to know you better. Your success is my priority. If there is anything I can do to help you...I will. However, please keep your e-mails brief. If you have questions that require a lengthy answer, please see me during office hours or schedule an appointment with me.

Student Learning Outcomes SLOs:

1. Conduct research from credible sources and implement effective evidence to support main ideas.
2. Construct a speech mapping outline which includes an introduction, body, and conclusion with a Work Cited Page attached.
3. Demonstrate the ability to deliver a well-structured speech to a target audience while using presentational aids.

Speech presentations in front of a live audience Introductory Informative Persuasive

Final Oral Exam - Informative Cultural Sharing Speech.

2. Speech outlines prepared prior to speaking.
3. Bibliographies required written in MLA format.
4. Written critiques of each speech
5. Self-Reflection - Personal reactions written and handed in by the student after each speech is presented..
6. Quizzes
7. Exams Students will need to achieve 70% in order to have proven proficiency

Prepare and deliver speeches that contain informative and/or persuasive components with a clear thesis, logical organization of main points, credible sources, supplemental audience-based visual aid/s, and a citation page.

Grading: Students will give five graded presentations:

Two informative speeches, one persuasive, one special occasion, and one impromptu speech.

All speech outlines, except the impromptu, will receive a grade on their thoroughness, adherence to guidelines and other criteria discussed in class.

The impromptu speech has no outline and will be graded solely on delivery.

Finally, students will be given a grade for positive class participation, which includes speech critiques, participating in class discussions, taking quizzes, completing out-of-class assignments and in-class activities

Be sure to attend class to earn the maximum number of participation points and so that you understand the concepts and assignments in this class.

Assignments Points:

Assignments	Points
Tribute Speech	50
Resource Speech	30
Informative Speech	200
Persuasive Speech	200
Impromptu	15
Homework (5x at 10 points each)	50
Self-Analysis	20
1 Video Critique	20
Participation	20
Final Exam	100
<b>Total</b>	<b>705</b>

**Grading scale:**

705-635 points	A
634-564 points	B
563-494 points	C
493-423 points	D
353 points	F

**Content:**

1. Students will identify the general causes of public speaking anxiety and identify what makes them nervous.
2. Students will evaluate the relationship between ethics, free speech, and credibility.
3. Students will analyze the role of audience analysis in public speaking and implement formal and informal methods of gathering evidence about the audience.
4. Students will explain the difference between hearing and listening.
5. Students will prepare for speeches and outlines by conducting research.
6. Students will assemble the various parts of an outline to create an organized speech.
7. Students will understand and demonstrate how to use language and words effectively.

8. Students will recognize and implement effective delivery skills including verbal and nonverbal skills and will be graded on these skills during every speech. This includes eye contact, natural gestures, good posture, appropriate facial expressions, volume, pitch, appropriate rate, and natural pauses. Also the proper use of visual aids.
9. Students will identify the goals of informative speaking.
10. Students will identify the goals of persuasive speaking which includes critique of the appeals used in an argument such as logic, emotion, and credibility.
11. Students will understand the various types of special occasion speeches and their characteristics.

**Examinations:** There will be one exam which includes multiple choice and short essay style questions. The material will come from both the lecture and the text

A study guide is provided on my webpage ([www.speechsuccess.net](http://www.speechsuccess.net)).

Students must show up on time or risk not taking the exam.

**Homework:** All homework must be typed, stapled and turned in at the start of class.

**Attendance and Audience Participation Policy:**

On the first day of classes – please make sure to be on time. If you do not attend the 1st 2 classes you WILL BE DROPPED from the course. Please make sure you attend EVERY class during classes as we move quickly

**Attendance:** Your attendance at every class meeting is mandatory and will be strictly enforced and are accrued. Keep in mind, three tardies equal an absence. Also, leaving early three times equals an absence. If you do miss a class, you are responsible for obtaining the material missed. According to the college attendance policy, you will BE DROPPED after 2 absences.

**Participation:**

Active participation is vital in this course, therefore, students must be present in class. Failure to attend class will negatively affect the students' grades. You must come to class prepared; you should have the assigned chapter read, and bring to class the proper materials and any work due that day.

In addition, while you are in class, you cannot be sleeping, checking your facebook/twitter (or any other networking accounts), texting, or browsing the internet. If you are caught engaging in any of these activities, you are showing that you are not really paying attention to the class and participating, and may be marked absent. You should also refrain from side conversation until class is over.

“Students with a verified disability who may need a reasonable accommodation(s) for this class are encouraged to notify the instructor and contact the **Office of Special Services** , DSPS Inst. 1018, 818-364- 7733) as soon as possible. All information will remain confidential.

**Classroom Rules of Conduct**—i.e. Academic Dishonesty, Board Rule 9803.28—a required component of the syllabi Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade.

**Disciplinary Action**

Disciplinary action appropriate to the misconduct as defined above may be taken by an instructor the Dean of Student Services or his or her designee and the Board of Trustees.

Misconduct should be brought to the immediate attention of the Campus Police, or local police department/security force for courses taught off campus.

Removal by Instructor — In addition to an instructor's right to drop a student permanently from a class when the student is no longer participating ( i.e. lack of attendance in the course), an instructor may remove (suspend) a student from his or her class for the day of the incident and the next class meeting.

During this period of removal, a conference should be held with the instructor and the student to attempt to resolve the situation that led to the student's removal and the student shall not be returned to the class from which he or she was removed without the concurrence of the instructor of the class.

1. If a student is suspended for one class meeting, no additional formal disciplinary procedures are necessary.
2. If a student is suspended from class for the day of the incident and the next class meeting, the instructor shall send a written report of the action to his or her dean who shall forward this information to the Dean of Student Services, the Provost. If the student removed by an instructor is a minor, the President's designee (Dean of Student Services) shall ask a parent or guardian of the student to attend a parent conference regarding the removal as soon as possible. If the instructor or the parent or guardian so requests, a college administrator shall attend the conference.
3. The instructor may recommend to his or her dean that a student be suspended for longer than two class meetings. If the dean, instructor and student cannot resolve the problem, the suspension will be referred to the President or the President's designee.
4. During the period following the initial suspension from class for the day of the incident and the following class meeting, the student shall be allowed to return to the class until due process and the disciplinary procedures are completed unless the student is further suspended as a result of actions.

CONSEQUENCES FOR CHEATING OR PLAGIARISM Given alleged violation of the Standards of Conduct, any or all of the following actions may be imposed:

1. When there is evidence of cheating or plagiarism in classroom work, students may receive an F for that piece of work or may be suspended from all classes for that term and the following term if deemed appropriate.
2. The instructor may assign a failing grade to the examination or assignment in which the alleged cheating or plagiarism occurred. This action is based on information that the instructor had.
3. The instructor may dismiss the student from the class or activity for the present and/or following class session(s)
4. The instructor may recommend suspension or expulsion of the student from the class

The necessity of attendance on speech presentation days cannot be overemphasized! With the exception of a documented serious illness, accident, hospitalization, imprisonment, or death there are no other legitimate excuses of being unprepared. Students are expected to come prepared to speak, which includes having all the material.

**Withdrawal Policy:** Students are responsible for understanding the LA Mission College withdrawal policy and applicable deadlines. Making up work: It is very difficult to find time in class for makeup speeches. ANY STUDENT WHO MISSES A SPEECH WILL RECEIVE A ZERO FOR THAT SPEECH. Makeup opportunities will only be given in extreme cases where students have legitimate, unavoidable, documented excuses AND if we have time for the makeup during the semester. No one is guaranteed the right to make up a speech. Not hearing about an assignment or extra credit opportunity is not a reason for failing to do it or for asking for an extension.

**Late Policy:** Please make every effort to be on time. While an occasional late arrival does not pose a problem students who walk in late frequently disrupt the class and detract from the learning environment.

**STUDENTS WHO ARE LATE ON THEIR SPEAKING DAYS, QUIZ DATE, OR EXAM WILL AUTOMATICALLY LOSE ONE LETTER GRADE ON THE SPEECH AND MAY LOSE THE CHANCE TO COMPLETE THE ASSIGNMENT.** Plan ahead and print out your assignments prior to arrival to class. Do NOT wait until the last minute! No outlines are accepted on speaking days.

## **SPEECHES**

Interviewing Speech: 1 minute; no sources required;

Tribute: 4-5 minutes, 2 sources;

Resource speech: 3-4 minute, 1 source;

Informative: 6 minutes, 4 sources;

Persuasive: 7-8 minutes, 5 sources;

Impromptu: 3-5 minutes/no sources.

**DO NOT WRITE YOUR SPEECHES AS ESSAYS.** Any student who brings a manuscript or complete-sentence outline in front of the class/and or reads a speech word-for-word rather than speak using a brief key-word speaking outline will receive zero points for the delivery section on the speech grade sheet.

If you follow the guidelines for writing using the example provided on the webpage, a speaking outline shouldn't be a problem.

### **Topic Selection and Speaking Order:**

Students should choose speech topics that are fresh and are of genuine interest to the student.

Students will get the opportunity to sign up for speaking days.

If there are no volunteers a speaking schedule will be created for the remainder of class.

**Retain all records of paper works returned to you until the completion of the class. Please record the point totals on first page of the syllabus.**

### **Speech Day Process:**

Typed outlines for all speeches with the proper evaluation stapled to the front are collected the day before the first group of speeches begin. Failure to turn in your outline within the first five minutes of class, results in a zero grade on outline. Note cards for the day's speakers should be done in advance at home and contain only key words.

### **Extra Credit Opportunity**

#### **25 points**

Attend a speech at local Toastmaster International visit <http://www.toastmasters.org/find-a-club>. Complete the <http://www.speechsuccess.net/ose2.pdf> form and the assignment must be turned in by 5-28.

#### **A note about respect:**

As the instructor, I respect each of you as learners. I promise to answer your questions, be available to help you and to treat you with respect.

However, I also expect to be treated with respect.

Disrupting the class by talking at inappropriate times, sleeping, and repeatedly coming in late are signs of disrespect.

**Let's pledge to respect each other during this semester and treat one another the way we would want to be treated. I**

f you have any problems in this class, I will be more than happy to talk with you. I want each and every one of you to do well in here!

### **Your role as an audience member:**

Since this is a public speaking class, you will spend a considerable amount of time being an audience member. A failure to assume this responsibility gets a lot of students in trouble.

Please be courteous and attentive when listening to other speeches.

Do not do homework, try to learn your speech, or do anything else except listen during student speeches.

You should have your formal outline and your brief speaking outline written a few days before your speech is due, so there is no excuse for working on speaking notes during class.

Any student who does this will automatically lose 10 points off the speech grade.

Do not walk in while a student is speaking. In addition, please turn off cell phones prior to class. Discourteous audience behaviors will be reflected in a lowering of your participation points.

Use the class website to see sample outline and videos.

All college students must pay attention to current events to be better able to adopt your classroom learning to the world around you. Understand the world around you by keeping up with current local, national and world events.

## Tentative Spring Schedule

Things may need to shift for various reasons. Impromptu speaking can occur on any day time permitting.

<b>Wk</b>	<b>Date</b>	<b>Topic</b>	<b>Assignments and Reading</b>
1	2-6	Introduction to course Thesis statements Interviewing Speech ( pt)	Getting to Know You Essay  Print Directory to Prof. Kahn's webpage  <b>Listening 5</b>
	2-8	Interviewing Speech  <b>Getting to Know You Essay Due</b>  Introduction to Tribute Speech	<b>Selecting Topic 3</b>  Watch Stevie Wonder "Black Man" to pick tribute topic  <b>Assign HW #1</b>
2	2-13	<b>Washington B-day</b>	
	2-15	<b>HW #1 Due</b>  <b>Tribute topic due</b>  Introduction & Conclusions	<b>Apprehension 2</b>  <b>Introduction &amp; Conclusions 13 &amp; 15</b>  <b>Print out Evaluation form for five grades speeches (Value 10)</b>  <b>Introduce Pass/Fail #1</b>
3	2-20		<b>Organizing Body 12</b>  <b>Introduce HW #2</b>  <b>Introduce Pass/Fail #2</b>
	2-22		<b>Support 9</b>
4	2-27	<b>HW #2 Due</b>	<b>Finding Credible Sources 10</b>  <b>Citing in Your</b>
	3-1	<b>Tribute outline Due</b>  .  Introduce HW #3	<b>Ethics 4, 16</b>
5	3-6	<b>Tribute Speech</b>	
	3-8	<b>Tribute Speech</b>	
6	3-13	<b>Tribute Speech</b>	<b>Introduce HW #3</b>

	3-15	Gestures, vocals, transitions <b>HW #3 Due</b>	<b>Language 17, 18</b> <b>Introduce Pass/Fail #3</b>
7	3-20		<b>Delivery 16</b> Video critique Bruno Mars <a href="https://www.youtube.com/watch?v=OPf0YbXqDm0">https://www.youtube.com/watch?v=OPf0YbXqDm0</a> Informative Speech Topic Commitment Due
	3-22		<b>Visual Aids 21</b> <b>Introduce Outside Speech Critique</b>
8	3-27		
	3-29		
9	4-2		
	4-4		<b>Audience Analysis 6</b> <b>Informative Speech 22</b>
10	4-10	<b>Persuasive Topic Due</b> <b>Resource Speech</b>	24
	4-12	<b>Resource Speech</b>	
11	4-17		<b>Informative outline workshop</b> <b>Outside Critique Due</b>
	4-19		<b>Informative Speech outline due</b> <b>Bring 2 copies of outlines for practice</b>
12	4-24		<b>Persuasive Speech</b> <b>Grade Check: Bring syllabus with all records of recorded</b>
	4-26	<b>Informative Speeches</b>	



13	5-1	<b>Informative Speeches</b>	
	5-3	<b>Informative Speeches</b>	
14	5-8		<b>Motivated Sequence<sup>24</sup></b>
	5-10	<b>TEST</b>	<b>TEST 886 #E Mini Blue book</b>
15	5-15	<b>Homework #4 Due</b> Persuasive Outline Review Persuasive Speech Analysis	<b>Introduce HW #5</b> <b>Speech Organization</b> <b>Persuasive Speech</b> <b>Workshop</b>
	5-17	<b>Persuasive Outline Due</b> <b>Persuasive Speeches</b>	<b>Bring 2 copies of outline</b>
16	5-21	<b>Practice session on speeches</b>	
	5-24	<b>Persuasive Speeches Self-Analysis II</b>	
	5-29	<b>Persuasive Speeches Self-Analysis II</b>	
	5-31	<b>Final Exam</b>	<b>Impromptu Speeches</b>

## Speech Syllabus Agreement

Please complete this form, sign your name at the bottom and return to the instructor.

You may write any additional comments you want to share with the instructor on the back of this form. Name

\_\_\_\_\_

Home ( ) \_\_\_\_\_

What is best time and number to reach you? Work ( )

\_\_\_\_\_

Major \_\_\_\_\_

Email \_\_\_\_\_

1. Have you ever taken a Speech course? \_\_\_ Yes \_\_\_ No If, yes, what was the name of the course and where was the course taken:

2. What are your concerns in taking this Speech class?

\_\_\_\_\_

3. Why are you taking this course?

\_\_\_\_\_

4. How does this course relate to your major?

\_\_\_\_\_

5. What can I do as the professor to help you make sure you complete the class?

\_\_\_\_\_

I have read the syllabus for Professor Kahn's' Public Speaking course and I agree to follow the guideline set forth and allow the professor to use my materials or videos as examples for future classes.

Name (Please Print) \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_