

## **Communication 10 07Y 45537 Fundamentals of Oral Communication**

**Spring 2024**

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

**E-mail:** [mcdonnellpatrick@fhda.edu](mailto:mcdonnellpatrick@fhda.edu)

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

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

<https://fhda-edu.zoom.us/j/84502616258>

Meeting ID: 845 0261 6258

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

<https://open.lib.umn.edu/communication/>Links to an external site.

### **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:**

- Assignments and Major Speeches have a Grading Rubric in Canvas
- All late assignments will be accepted. A 25% 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. Extensions will be granted if the students ask for them in a timely manner.
- Assignments may include discussions, rough drafts, uploads or reflections and peer review.
- 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 but are part of the Course Module.

**Assignment List:** *You will receive additional, detailed instructions for each assignment over the course of the semester. You must access the criteria for these documents on the Canvas website.*

### **Major Speeches 50% of Final Grade**

1. Speech of Introduction 4/11
2. Informative Speech 4/30, 5,2
3. Culture Speech 5/14,16
4. Group Presentation 5/30
5. Persuasive Presentation 6/18,20

### **All Other Assignments 50% of Final Grade**

#### **Outlines**

1. Speech of Introduction
2. Informative Speech
3. Culture Speech
4. Group Presentation
5. Persuasive Presentation

#### **Peer Review**

1. Interpersonal Speech Outline
2. Informative Speech Outline
3. Intercultural Speech Outline
4. Persuasive Speech Outline

#### **On-Line Activities:**

1. **Photo Upload:** Share a Photo and Create Context for the Photo.
2. **Language Community:** Discuss a Topic of Local Importance in your Community
3. **Interpersonal Relationship Discussion:** Share a Personal Relationship Issue and give Advice and Support
4. **Group Communication Topic Development:** Collaborate with your Group Communication in an On-Line Discussion
5. **Fake News and Credible Research** and Evidence Discussion

6. **Persuasive Speech Topic Discussion:** Share and get feedback on the Development of your Persuasive Speech
7. **Persuasive Speech Argument Discussion:** Share your Arguments and Persuasive Strategies, and get feedback on your work.

### **Quizzes / Reading Response:**

**Reading Response 1:** Ethics: Apply Ethical Pyramid to your Profession or Career choice

**Reading Response 2:** Listening: Compare and Contrast 2 Approaches to Listening

**Reading Response 3:** Culture: Identify and Explain and Example of Ethnocentrism

### **Self-Reflections:**

#### **Reflection 1 Before**

- What are your goals for this course?
- In what ways will Communication be Important in your Personal Future?
- In what ways will be Important in your Academic Future?
- In what ways will Communication be important in your Professional Future?

#### **Reflection 2 During the Course**

- Identify and write about 3 Course Concepts that have been influential or especially helpful to you so far in the Course.
- State the Course Concept from the Lectures, Canvas or Textbook
- Summarize and Define the Course Concept, Theory or Process
- In 3-5 sentences, explain or apply why each concept has been helpful or influential to you

#### **Reflection 3 End of the Course**

- What are 3 specific ways have you improved in Communication?
- Where do you still struggle with communication?
- Which aspects of the course were most helpful to you: In-Class Lectures and Activities, Canvas Discussions, Written Reflections, Working by Yourself?
- What specific aspects of Communication did you learn from working with and observing your classmates in the class?

### **Additional Course Policies:**

**Make-Up Policy:** Students trying to earn a high grade should try to complete as many assignments as possible. 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 10% Deduction / 3-5 days 30% Deduction / 6 and beyond 75% 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 the syllabus and be prepared to participate effectively.

**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**

- 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: 4/9,11**

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 in Everyday Life
- The Role of Education in Fostering Communication

### **Assignments:**

Assignment 1: Reflection 1

Assignment 2 / Discussion: Photo Upload: Share a Photo and Create Context for the Photo.

Assignment 3: Speech of Introduction Outline

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

#### **Week 2: 4/ 16,18 Library Research and Information Literacy**

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

### **Assignments:**

Assignment 4: Submit Informative Speech Topic Proposals

Assignment 5 / Discussion: Of Fake News and Credible Research and Evidence

Assignment: Reading Response 1: Ethics: Apply Ethical Pyramid to your Profession or Career choice

## **Part II: Public Speaking**

#### **Week 3/ 4/23,25 / Listening and Language**

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
- Empathic Listening Activity
- How is Language like a Fishbowl?
- Practice Explicit and Implicit Language

Assignment 6 / Discussion: Identify Language Communities you belong to

Assignment :7 Submit 5 Library Sources for the Informative Speech

Assignment 8: Reading Response 2: Listening: Compare and Contrast 2 Approaches to Listening

#### **Week 4: 4/30, 5/2 Informative Speeches**

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

**Assignment 9: Peer Review Informative Speech Outline and Visual Aid**

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

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

#### **Week 5: 5/ 7,9 Foundations of Interpersonal Communication**

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 Relationship
- 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 10/ Discussion: Interpersonal Relationship Discussion:** Share a Personal Relationship Issue and give Advice and Support

**Assignment 11: Reading Response 3:** Culture: Identify and Explain and Example of Ethnocentrism

#### **Week 6: 5/ 14,16 Interpersonal Communication and Culture**

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

### **Assignment: Self Reflection 2**

**Assignment 12: Language Community:** Discuss a Topic of Local Importance in your Community

**Assignment 13: Cultural Identity Outline Peer Review**

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

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

#### **Week 7: 5/ 21,23 Group Communication**

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

#### **Assignment 14 / Discussion: Group Communication Topic Development**

#### **Assignment 15: Peer Review Group Informative Speech Research and Outline**

#### **Week 8: 5/ 28,30: Group Communication**

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

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

### **Assignment 16: Peer Review Group Presentations Outline**

### **Assignment 17 :Group Presentation Final Outline**

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

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

### **Week 9: 6/ 4,6 Speaking to Persuade**

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

### **Assignment 18: Persuasive Speech Topic Proposal**

### **Week 10: 6/11, 14 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
- Practicing our Arguments
- Expressing Emotions in Persuasion

## **Assignment Discussion: 19: Persuasive Speech Preliminary Arguments**

### **Week 11: 5/ 18,20 Final Persuasive Speeches**

**Assignment 20: Final Persuasive Speech Outlines / Deliver Speeches**

**Assignment 21: Reflection 3 End of the Course**

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

### **Final Exam:**

**Tuesday 6/25 from 11:30 AM to 1:30 PM**

**Tuesday 6/25 from 1:45 PM to 3:45 PM**

## **Major Assignments**

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

#### **Meets Student Learning Outcome Statements (SLO)**

- Display increasing confidence in ability to use a range of speaking, listening, and collaboration skills.

**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.

### **Meets 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.
- 
- Identify a Type of Relationship (sibling, parental, co-worker)
  - Find 2 Sources from the De Anza College Library
  - Cite the 2 sources Accurately and Comprehensively by Author, Date and Title.
  - 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 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.

**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%**

### **Meets 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.

### **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
- Cite the 2 sources Accurately and Comprehensively by Author, Date and Title.
- 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 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.

**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) Cites sources accurately and comprehensively by Author, Date and Title. Share your sources and summarize their contents.

- 3) Submit an individual outline that is properly formatted, developed, labeled cites evidence and attaches a list of credible references. (I, A, 3)

### **Group Assessment: 50%**

- 1) The group demonstrates effective collaboration, rapport, teamwork, balance and equality in the presentation.
- 2) The group coordinates content with transitions, visual aids and summaries.

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

#### **Meets 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.

**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 with topic purpose, goals, citations and main arguments.
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 2 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