

De Anza College

Communication 10: Communication Fundamentals of Oral Communication

Comm D010.07Y 24383 CRN: 35236

Fall 2022

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

Classroom: L 48

Asynchronous Thursdays & Thursdays 12:30-2:20 p.m.

Office Hours: Tuesdays In Person 12:00 p.m. L48

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

<https://open.lib.umn.edu/communication/>

Pub Date: 2016 / Open Source / Zero Cost Text

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Prerequisites: Eligibility for English 1A or ESL 5

Course meets the Communication Requirement: 4 units of credit

Access to a Computer is necessary

Course Description

Fundamentals of Oral Communication is a hybrid interactive and practical class that provides an introduction to theory, basic principles, and methods of effective oral communication. In this class, we emphasize improving communication and listening skills in three contexts: public speaking, small group discussion, and interpersonal communication.

Student Learning Outcomes:

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.

Major Course Assignments:

- Entertaining Speech 10%
- Self-Analysis Paper 15%
- Self-Presentation 15%
- Persuasive Presentations 20%
- Group Comprehensive Analysis 20%
- Participation & Class Attendance 20%

Course Requirements

- (1) Regularly attend class, on time, with an inquisitive mind (see attendance and participation).
- (2) Participate actively in class discussions and activities (see attendance and participation).
- (3) Complete, on time, the required reading, assignments, and presentations.
- (4) Read texts before each class and check email / Canvas the evening/ morning prior to class.

Course Policies:

Attendance: Attendance will be taken at the beginning of each class. You are required to attend each class. Vacations, work appointments and family engagements are not considered excuses for absences. You are responsible for all course assignments and lecture notes on days missed. Missing classes will have a negative influence on your performance and can obstruct your overall success in our class. Please do not contact the instructor for missed course materials but contact a fellow student instead.

Tardiness: If you come to class after the official starting time, you are considered late. If you leave at any point in the class and do not return, this is also considered a lateness. Two latenesses will be considered as one absence, and will be calculated under the attendance policy.

Assignments and Grading: Each assignment has specific criteria and should be read carefully. All assignments must be completed to finish the course and that point total is your final grade. Speech days are especially important and are listed on the course calendar. Missing a speech day will result in a significant reduction in points for the assignment, unless arrangements are made in advance with the professor. Written Purpose Statements and Outlines must be cleared by the

instructor before giving your speech and must be provided to the instructor a week prior to the assignment's due date (See Calendar). Written outlines must be posted on Canvas in the appropriate section on speech days in order to deliver your speech. Late assignments are only accepted but will /may be worth less than their original point total. If you are unable to attend class, contact a fellow classmate for the work. You are responsible for all course materials.

Grading Rubric:

Grading Rubric: Your final grade will be based on the total points earned throughout the semester (370). The following grading scale will apply:

A 100 – 92.5% A- 92 – 89.5% B+ 89 – 86.5% B 86 – 82.5% B- 82 – 79.5% C+ 79 – 76.5% C 76 – 72.5% C - 72 – 69.5 D 69 – 59.5% F 59% and Below

The following grading rubric will be applied to all writing assignments:

A: In addition to the requirement for B papers, A papers are well written, generally free of errors, demonstrate thoughtful engagement, and clearly present an argument supported by sound evidence. A Papers move well from one topic to another, are responsive to audience, employ precise language and more complex syntax and grammar, and display the author's voice; they are exemplary performances.

B: B papers are strong and carefully attentive to assignment requirements. They show accurate and informative use of the readings, have a solid thesis that organizes topics, uses correct grammar with appropriate choice of language, show evidence of audience awareness, and demonstrate careful attention to editing, revision, and proofreading.

C: C papers follow the requirements of the assignment. They demonstrate competent but not exceptional control of language, syntax, grammar, and mechanics, and attempt at editing, revising, and proofreading.

D and F: D and F papers are deficient in several ways. They may not follow the requirements of the assignment, or may be so carelessly written that errors interfere with reading the paper's argument.

The following grading rubric will be applied to all speeches:

A: In addition to the requirement for B speeches, A speeches goes beyond merely providing information on a generic topic; it adopts interesting, audience-aware angles of vision; they are well supported with sound reasoning and a variety of well-researched evidence, are delivered extemporaneously and in an audience-centered manner, with clear and astute organization revealed through main points, signposts, and transitions.

B: B speeches attend all the basic assignment requirements, and provide well-reasoned arguments in an audience-centered manner. They use transitional elements effectively, and

possess an adequate amount of internal coherence and consistency strong and carefully attentive to assignment requirements.

C: C speeches follow the basic requirements of the assignment, but may be significantly deficient in one or more ways in the areas described above. (e.g., a speech with well researched content but no discernible main points may get a "C" grade; a well-crafted speech that otherwise may be an "A" or "B" speech will probably get a "C" if it is delivered from a manuscript rather than extemporaneously).

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.

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

* **Class Conduct Policy:** Cameras should be on for the entire class period. Cell phones must be turned off during class. No texting is allowed during class time. When students are presenting, listen actively and encourage them. Cell phones are not be used at any point in the class other than when it is specifically allowed for a class activity. Leave the class and return promptly to send or receive an important message. The professor has the discretion of deducting grades from your works for abusing the use of cell phones in class.

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

Late Assignments Could Result In:

- Points deducted or grade lowering depend on number of days late
- Not accepted after deadline
- Point at which late assignment value equals 0

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.

Academic Course Calendar:

Course Calendar:

Part 1: Foundations of Communication

Week One 9/ 27, 29

Tues: In Person Chapter 1: Foundations of Communication / Netiquette

Assignment1: Introduce Yourself to the Class

Thurs: Asynchronous / Chapter 10: Communication Apprehension

Assignment 2: Reflect on the 5 Types of Communication

Week Two 10/ 4, 6

Tues: In- Person Chapter 5: Listening

Thurs: Asynchronous / Chapter 9: Entertaining Speaking

Assignment 3: Listening Reflection

Week Three 10/ 11,13

Tues: In-Person

Due Entertaining Speeches

Thurs: Asynchronous

Assignment 4: Entertaining Speech Central Ideas

Part II: Relationships, Culture & Society

Week Four 10/ 11, 13

Tues: In Person / Read Communication & The Self

Thurs: Asynchronous / Communication and The Self Continued

Due Assignment 5: Parts 1+2 of Self Analysis Paper

Week Five 10/ 18, 20

Tues: In Person / Chapter 7: Family Communication

Thurs: Asynchronous/ Romance, Dating & Marriage

Assignment 6: Discussion: Post a Family Communication Issue / Seek Advice

Thurs: **Assignment 7: Self-Analysis Due**

Week Six 10/ 25, 28

Tues: In Person / Chapter 8: Communication & Culture

Thurs: Asynchronous /

Assignment 8 Discussion Video Culture Analysis

Part III: Professional and Technical Communication

Week Seven 11/ 1/ 3

Tues: In Person / Read Communication and Technology

Thurs: Asynchronous /

Self-Informative Speeches Due

Week Eight 11/ 8, 10

Tues: In Person/ Chapter 7: Communication in the Workplace

Thurs: Asynchronous /

Assignment 9 Discussion: Workplace Communication

Week Nine 11/ 15,17

Tues: In Person / Chapter 6: Reducing Conflict

Assignment 10: Apply the 5 Approaches to Conflict to a Video Analysis

Thurs: Asynchronous / Chapter 11: Persuasive Speaking

Assignment 11: Group Persuasive Speech Topic Proposals

Part IV: Persuasion and Civic Society

Week Ten 11/ 22

Tues: In Person/ Persuasive Speaking Outlining / Visual Aids

Assignment 12: Persuasive Speech Preliminary Outlines Due

Thurs: Thanksgiving / No Class

Week Eleven 11/ 29 / 12/1

Tues: In Person / Deliver Persuasive Speeches

Thurs: In Person/

Assignment 13: Deliver Persuasive Speeches / Submit Final Outlines

Week Twelve 12/ 6

Thurs Final Exam 1: 45-3:45 p.m.

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Speech 10

Entertaining Speech Criteria

Mr. McDonnell

Meets Student Learning Outcomes:

- **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.

Goal: The goal of this speech is for you to deliver a 3-minute entertaining speech on a topic about a personal experience that had a significant influence on your personal development or which taught you a profound moral or ethical lesson about life.

Requirements: This speech is to be 3 minutes long; no *longer and no less*. Failing to stay within the time frame will result in a grade reduction. You are *required* to hand in a general-purpose statement, a specific purpose statement and a central idea prior to the speech that expresses what you are going to talk about. The speech cannot be delivered without the statement.

Assignment Guidelines:

- 1)The speech should be structured and delivered within the time frame
- 2)The speaker should effectively manage speech anxiety, deliver the speech in a conversational style illustrating eye contact, vocal clarity, face and hand gestures, and avoid distracting mannerisms.
- 3)The speech should be focused and have a major point or underlying theme that is appropriate for the audience and meets assignment criteria.
- 4)The speech should use clear, understandable and audience appropriate language.
- 5)The speaker hands in a typed-written general purpose statement, specific purpose statement and central idea that avoids typos and grammatical errors.

Self-Analysis

Communication 10

De Anza College

Mr. McDonnell

Meets Student Learning Outcomes:

- **Student Learning Outcome:** Evaluate the effectiveness of interpersonal, group, and public communication through self-reflection and shared feedback.
- **Student Learning Outcome:** Identify, locate, evaluate and use information technologies and information sources.

Communication and Identity Assignment Goal: The goal of the assignment is to explore your identity and how this influences interpersonal communication.

Assignment Specifics:

I Identify two social identities in the form of race, class, ethnicity, profession, gender, religion, family, subculture or additional group identity. (e.g. Chinese, Accountant, Gay, Catholic). Briefly define, explain and describe each social group. (1 page)

II Identify the concrete, tangible, three dimensional signifiers of each identity including symbols, clothing, imagery, sound and documents of each identity. Then, identify the abstract values, attitudes, beliefs, norms and underlying assumptions of each identity. (1 Page)

III Apply 3 course concepts from chapters 1-5 or from course lectures that explain or illustrate the development of your identity. Identify the concept, define it explicitly, and then cite the source or lecture of your concept or theory by page, author or date. (1 Page).

IV Finally, briefly argue whether the social values, attitudes, beliefs or behaviors for each identity are positive or negative, and whether they should be sustained, abandoned or used differently, in addition to whether these attributes are positive or negative in managing interpersonal relationships with others. (1 page).

Speech 10

De Anza College

Informative Speech Criteria 5 Minutes

Meets Student Learning Outcomes:

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.

Goal: The goal of this assignment is for you to deliver an informative speech on a topic that is relevant to the audience, that you have personal experience with that is well organized, uses documented supporting evidence, is delivered clearly, extemporaneously and accurately, and enhances the audience's understanding and appreciation of the topic.

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 typed and printed outline is due on the day of your speech and should replicate the outline provided in class as a model. See Files for Informative Speech outline sample.

Communication 10

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Persuasive Speech Criteria

Time: 5 Minutes

Meets Course Learning Outcomes:

- **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.

Goal: The goals of Persuasive Speech 1 are to practice fundamentals of persuasive speaking including choosing a topic, establish and developing credibility, adapting the topic to the audience, delivering the speech persuasively and attaining action from the audience.

After choosing an appropriate speech topic vetted by the professor, speakers should:

1. Capture the Audience's Attention and Interest in the Topic
2. Establish Credibility with the Subject and Purpose
3. Craft and present a well-organized, thesis-driven speech
4. Demonstrate Dynamic, Expressive, Passionate and Emotive Delivery using an Audience-Centered, extemporaneous Approach
5. Have a clear Persuasive Goal and or Purpose
6. Present 2 well-reasoned and appropriately supported oral arguments that are responsive to topic, purpose, audience, and occasion
7. Use at least 2 Different types of supporting evidence by Author, Date, Publisher
8. Use and Integrate 1 Visual Aid
9. Conclude the speech by summarizing and reinforcing your persuasive goal
10. Submit 1, 1-2-page outline of the speech including references (Cite 5 Sources Total)

Speech 10

Comprehensive Analysis

Meets Course Learning Outcomes:

- **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.

Assignment Goal: This assignment asks you to explore ways to improve an interpersonal relationship that is challenging for you and that you would like to improve. The assignment is meant to assess your ability to apply course material to your life in a practical and realistic manner in order to achieve desired results. The paper can be a minimum of 4 to a maximum of 8 pages. Be prepared to deliver a 1-2 minute oral summary of your paper. 12 pt. Font 1.5 spacing.

Assignment Stages:

A: Evolution and Characteristics of the Relationship: In the form of a narrative or story, explain how the relationship has evolved over time, including significant actions, behaviors or communication of any form. Include influences such as roles, tasks, boundaries, culture, gender, power or resources that you feel have shaped the relationship. Pay particular attention to channels of communication such as e-mail, face-to-face interaction or phone. Explain where the relationship stands today and the specific challenges facing the relationship. 1/2 pages.

B: Describe the Context of the Relationship: Illustrate the context of the relationship both abstractly and concretely. Describe the physical characteristics of the social context as well the underlying social norms, values, attitudes and beliefs of the context that influence the relationship you will explore. For example, if the relationship takes place at work, describe the physical characteristics of the setting or settings, and how these may advance or obstruct the relationship. The abstract aspects of the relationship are the underlying norms, values, attitudes and beliefs that pattern and influence reasoning, thought, motivation roles or boundaries. 1 page.

C: Application of Course Material: Apply at least 3 course concepts, theories or definitions to the analysis in order to illustrate interpersonal communication dynamics. One of those concepts are required to be from our section on Conflict. Explain the course concepts, what they mean, and provide examples that illustrate them from the relationship. For example, perhaps the relationship exhibits disconfirming messages. Describe the concept, and then provide examples as to how the relationship illustrates it. Cite sources or pages where necessary. 1-page.

D: Action Plan: Finally, create two different plans of action in order to improve the relationship. Provide specific actions that you might take, what the steps are meant to accomplish and how success will be determined. The Action Plan may include seminars, texts, events or any other materials you see fit. Be specific, but succinct and clear. Creative action plans will be rewarded. 1/2 pages.