

- 11/5 Training Day 5
 Research (continued)
 Persuasive speeches and topic analysis
DUE: Read chapters 15 and 16
DUE: SEE-I #6: The most important thing I found out about my topic was...
DUE: SEE-I #7: The most important concept in a persuasive speech in chapter 16 is..
- 11/7 Training Day 6
 Delivery
DUE: Read Chapter 12
DUE: SEE-I #8: The most important thing about nonverbal communication in chapter 12 is...
 Extemporaneous rubric distributed
Extemp practice
- 11/14 Speech Day 1 (**first extemp speech and first impromptu speech**) (begin phase 2)
- 11/19 Speech Day 2 (**impromptu and extemp**)
- 11/21 Speech Day 3 (**impromptu and extemp**)
DUE: SEE-I #9: The most difficult thing about extemporaneous speaking is...
- 11/26 Speech Day 4 (**extemp**)
Exam – open book, open notes, bring a blue or green exam book with you
- 11/28 Speech Day 5 (**2 extemps**)
- 12/3 Speech Day 6 (**impromptu and extemp**)
DUE: SEE-I #10: The relationship between extemp speaking and critical thinking is...
 First speech testing date available
- 12/5 Speech Day 7 (**2 extemps**)
- 12/10 Speech Day 8 (**impromptu and extemp**)
- 12/17 Speech Day 9 (**impromptu and extemp**)
DUE: Portfolio of SEE-Is (10 total)
- 12/19 Last Speech Day! (**all students choose between extemp and impromptu**)
DUE: Journal of self-evaluations

Schedule (agenda items will be added to use extra time) (16 weeks):

Note: You can only miss one *speech* day before your absence affects your ability to deliver ten (10) extemp speeches and five (5) impromptu speeches. Doing so will only lower your grade by 5%. Missing a training day is not recommended.

10/22 Training Day 1
Introduction and ice breaker
Critical thinking
How this class works / discuss the syllabus

10/24 Training Day 2
Working in groups
The communication process
Audience analysis
DUE: Read chapters 1 and 3
DUE: SEE-I #1:

"The most important concept described in chapter 1 or 3 is..."

Write the answer to this as 4 independent paragraphs:

S = Statement (1 sentence)

E = Elaboration (5-7 sentences)

E = Example (actual real life example; 5-7 sentences)

I = Illustration/Metaphor = (1 sentence)

Handout and discuss: First topic assignment

10/29 Training Day 3

Listening & Speech anxiety

DUE: Read chapters 4 and 11

DUE: SEE-I #2: The best way to improve my listening described in chapter 4 is...

DUE: SEE-I #3: Chapter 11 helps me best manage speech anxiety by...

DUE: Research file on topic area; rules:

whole articles (no partial articles, no abstract-only printouts);

no long articles (article text should be no more than two to three pages of 12pt text);

no old articles (no older than 36 months);

no off-topic articles (on the same topic as the seed article);

only print published articles using *only* NexisUni, ProQuest, or CQ Researcher, or EBSCO.

MAKE SURE:

A. THE CITATION INFORMATION IS ON THE ARTICLE (E.G. The Washington Post, OCT 15, 2017)

B. YOUR NAME IS ON THE PRINTOUT

C. STAPLE EACH ARTICLE IF IT NEEDS MORE THAN ONE SHEET

10/31 Training Day 4

Organization and outlining

Research & argument construction

DUE: Read chapters 7, 8, and 9 pages 16-18. Google "Toulmin model" and "Toulmin method" and read about them from another source besides the text.

DUE: SEE-I #4: Effective organization makes public speaking easier because...

DUE: SEE-I #5: The Toulmin Model can help critical thinking because...

(12 hours per week total). Any less than this level of preparation and you run the risk of not achieving the class' learning objectives. **District policy (AR5616.I.C) allows me to drop students from the class if they miss six hours of class.** Each unexcused absence during the first six class meetings will lower your overall grade by 10%. Each unexcused absence on a speech day will lower your overall grade by 5%. An unexcused absence is absence from class for any reason not listed here that is not corroborated by official documentation, such as a nurse's note, a court document, or a letter on our district's letterhead stating that you are to be away on legitimate business. Excused absences are your illness or an illness of a dependent child, family emergency, school business, and mandatory court appearance. **Excused absences do not change the requirements to pass this class. In other words, do not miss class!** Since exercises often start the class, you must arrive on time. If you are tardy and miss the beginning of an activity, you will be marked absent for the entire activity. Perfect attendance (no absences or tardies) and mental presence sufficient to complete the activities will receive full participation credit.

Grading: The class will not be graded on a curve. It is possible for everyone to get 95% or 55%. You should not be competing against each other in the classroom—in fact, this class is *easier, more effective, and more enjoyable* if everyone helps each other do well. I do not give progress reports before the final grade outside of in-person sit-down meetings. Focus on improving your oral communication performance, developing your critical thinking, increasing your strengths, and diminishing your weaknesses.

- Test-out speech: about 30%
- Journal/reflection notes: about 20%
- SEE-I Portfolio: about 20%
- Exam: about 10%
- Attendance and participation: about 20%

The final grade is not based on points and is not mathematically calculated; *the above percentages are my experiential assessment of how much each particular assignment affects your performance in this class.* For example, if a new public speaking student does not keep a journal, it will be almost impossible for that student to produce any better than 'C' work in this class. In assigning your final grade, I examine all of your work and assess it as a whole using the criteria discussed here and in class. Read and re-read these criteria many times so that you are aware of what you want to achieve.

Accommodations: Please do not let a mental or physical disability be a barrier to your obtaining a good education. If you have a documented disability and require academic accommodations, please contact the DSPS office at 949.451.5630 or visit them in Room SC-171. Please discuss your accommodations with me during office hours or after class so I may assist you.

A note about technology: This is a performance-oriented, communication-intensive class. Since technology distracts from this objective and will affect your grade and the grades of your peers, the following rules are in place for this class and will be strictly enforced:

1. **You may not use cell phones or laptops during class. I will furnish you with timers.**
2. **You must disable all technology-related ringers and vibration alert features (or turn the devices off) when class begins and when break ends.**
3. **Keep plenty of lined paper.**

Key practices that will help you flourish in this class:

1. Practice. Practice! PRACTICE!
2. Bring your completed work to class on time.
3. Do not miss class.
4. Take a lot of notes, especially during others' speeches.
5. Revise your notes and expand on them early.

Requirements / You must complete *all* of the following:

1) Ten short written assignments. If any assignment for the day is not completed when class begins, you will be required to leave class until you have completed it. Also as important is what you do with your homework **after class: Revise your writing** based on discussion with your classmates and your own assessments of your thinking. These edited and typed "SEE-I" papers go into a portfolio that I will evaluate towards the end of the semester.

2) Limited preparation speeches -- You will give many speeches during class in small groups. **Audience members should be taking notes and preparing feedback.** You will give two speeches per speech day in small groups (in phase 2). You must deliver ten (10) extemporaneous speeches to pass the class. There will also be some impromptu exercises, five (5) of which need to be delivered to pass the class.

All students are speaker-critics. Once your group deems you ready for testing and you have given six extemporaneous speeches in class, you may sign up for "testing out."

3) To pass testing, you must exhibit good organizational structure, good topic analysis and incorporation of research into your speech, good physical and vocal delivery, and good execution of the stock issues. To "test out," earn an 85% or higher on your extemp speech. If you do not reach that goal, continue to practice with your groups and then sign up for retesting at a later date. You may test-out once per extemp session as many times as you like until the speaking sessions are over, but keep in mind that first-time testers get priority over repeat testers.

4) Once you pass testing, you become a coach—an example for others to emulate. Maintain your skills and help your classmates pass testing. The goal of this class is for everyone to pass testing and hone communication skills. Any student who does not pass testing by the final date will need to give a speech on the last speech day of the semester for an evaluative grade in the class that will be based on skill level.

5) Journal -- **Immediately after you give each speech in class, briefly write an evaluation of your performance. As soon as possible after class is dismissed, type these reflections and further expand on them.** The class journal is a collection of these reflections, as well as a summary. The journal should be clearly identified with your name, and your entries should be arranged chronologically with the following information noted where appropriate:

- A) your name,
- B) the speech dates in question,
- C) the speeches' thesis statements,
- D) the times of the speeches,
- E) the individual assessments of your group members, and
- F) your personal reflections.

A few paragraphs will probably suffice in which you concisely explain what you thought you did well, identify areas in which you should improve your performance, and provide a specific plan for improving those areas. In addition to the situational assessments of each speech, write a brief essay (250-500 words) at the end of the course summarizing your development. **All of these notes constitute your "Journal." Completed journals must be typed.** I will occasionally collect and examine the journals, and so it is in your best interest to show that you are keeping a current journal. Your complete and proofread journal is due on hard copy on the last day of instruction.

6) Examination -- My midterm exam allows for open books and open notes. The exam will consist of essay style written challenges. There is no written final exam.

7) Participation -- You will be speaking and assessing during every class meeting. This means you need to come to each class prepared to participate. The general expectation for undergraduate study throughout the nation is that you will be spending at least two hours of preparation per hour of class

Communication Studies 1
Communication Fundamentals
Fall 2018 (TICKET 90645: M & W 4-6:50pm)

Instructor: Julia Leslie, PhD
Text: 949-370-4760

Email: jleslie@ivc.edu
Office: BSTIC 210 – by appointment

Required daily practice: Read a daily newspaper to keep up with current events.

Required materials:

A stack of 3x5 cards (at least 100),
access to the Internet and the IVC library research databases,
a printer with printing paper (black and white printing is good),
lined paper and writing instruments for note taking, and
a 3-ring binder with a clear sheet cover.

Before you come to each class, you must:

Do the assigned *readings*, including the textbook and any handouts.

Do your *homework*, including the written assignments and the speeches.

Bring your completed work to class on time!

The Key Concept of the Course

This course develops your oral communication thinking. To become a better thinker and speaker, you must practice skills that enable you to take charge of the concepts of communication.

The ability to present ideas publicly, articulately, and in a way that is reasoned and organized and sensitive to the situation is necessary to be a functional and successful person. You are here to focus on training to meet and create social situations calling for public communication. The student learning objectives for this class are to:

- Prepare and present an informative or persuasive presentation.
- Construct a key word outline.
- Use the Internet to search for, evaluate, and compile research materials.
- Apply critical thinking in assessment of public speaking course concepts.
- Self-assess individual speech performances.

The Plan for the Course: This class furnishes you with thinking and speaking concepts as well as opportunities for you to practice public speaking. It emphasizes *you* figuring things out in oral communication using your own mind, not merely memorizing what is in the textbook. The class is divided into two phases. The first phase introduces you to the conceptual framework of how public speaking works and how people have figured out how to practice this art with relative ease. It consists of lectures and group activities. The second phase of the class provides you with opportunities to give speeches, assess speeches, and be responsive to feedback. These opportunities consist of small groups that will practice their communication and thinking in class. To emphasize: You will be regularly responsible for assessing your own work and the work of others using criteria and standards discussed in class, and it is important that you do that assessment using oral communication. If at any time in the semester you feel unsure about your performance or “grade,” you should request an assessment from me. Throughout the semester, I will be sitting in on many of these small groups and providing feedback.

For every class day you will have some combination of assigned reading, writing, and speech preparation. We will not follow the order of the chapters or activities of the book. On some weeks you will be doing research on your own. You will have written assignments or speeches due every class meeting.

SEE - 1 HAS 4 PARTS

1

S - STATEMENT - 1 SENTENCE THAT
SUMS UP WHAT YOU ARE
~~SAYING~~ SAYING
* ONE SENTENCE *

2

E - ELABORATION - EXPLAINING WHAT
THE STATEMENT MEANS. ~~QED~~
" IN OTHER WORDS... "
* 5 - 7 SENTENCES *

3

E - EXAMPLE - DESCRIBE ONE EXAMPLE
THAT DEMONSTRATES WHAT IS
BEING SAID IN THE STATEMENT.
* 5 - 7 SENTENCES *

4

I - ILLUSTRATION - YOU COMPARE WHAT IS
IDENTIFIED IN THE STATEMENT W/
SOMETHING THAT IS USUALLY NOT RELATED
1 - 2 SENTENCES