

Course Syllabus

Instructor Information

Instructor. Scott Koppel
Email. Canvas email (preferred)
Phone. (408) 802-5659 (quick response)
Office Location. Cafeteria
Office Hours. T, Th 1:30-2:30 pm

Course Information

Course. COMM 1 Pubic Speaking
Section. 35217
Semester. Winter 2024
Classroom. L43
Times. T, Th 2:30-4:20 pm
Website. Canvas
Advisory. EWRT 1A or EWRT 1AH or (EWRT 1AS and EWRT 1AT) or ESL 5.

Course Description

This course provides theory and techniques of public speaking in a democratic society along with an introduction to a variety of perspectives and approaches used to research, assess, organize, present, and evaluate public presentations. Students will develop and apply effective research strategies.

Course Student Learning Outcomes

Upon successful completion of this course, a student will meet the following outcomes.

1. Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation.
2. Display increasing confidence in speaking extemporaneously.
3. Demonstrate effective listening skills in various public speaking contexts.
4. Identify, locate, evaluate, and use information technologies and information sources.

Course Materials

Please make sure to get these materials by the required due date.

1. Title – Public Speaking: Strategies for Success, 7th. ed. or newer
2. Author – Zarefsky
3. Publisher – Pearson, 2013 or newer

Course Schedule

Week	Day	Date	Class
1	T	1/9/24	Course Introduction Speech 1 Preview
	Th	1/11/24	Speech 1 Prep Speech 1 Live
2	T	1/16/24	Speech 2 Preview

			Speech 2 Prep
	Th	1/18/24	Test 1 Speech 2 Practice
3	T	1/23/24	Speech 2 Live
	Th	1/25/24	Speech 2 Live Student Eval 1 Self Eval 1
4	T	1/30/24	Speech 3 Preview Speech 3 Prep
	Th	2/1/24	Test 2 Speech 3 Practice
5	T	2/6/24	Speech 3 Live
	Th	2/8/24	Speech 3 Live Student Eval 2 Self Eval 2
6	T	2/13/24	Speech 4 Preview Speech 4 Prep – Persuasion
	Th	2/15/24	Test 3 Speech 4 Prep – Analysis
7	T	2/20/24	Speech 4 Prep – Surveys
	Th	2/22/24	Speech 4 Prep – Q&A
8	T	2/27/24	Speech 4 Practice
	Th	2/29/24	Speech 4 Debate 1 Live
9	T	3/5/24	Speech 4 Debate 2 Live Student Eval 3 Self Eval 3
	Th	3/7/24	Speech 5 Preview Speech 5 Prep
10	T	3/12/24	Speech 5 Practice
	Th	3/14/24	Speech 5 Live
11	T	3/19/24	Speech 5 Live
	Th	3/21/24	Makeup Speeches
12	T	3/28/24	Final – 1:45-3:45 pm

Important Dates

3/1/24 – Last day to drop classes with “W”

Course Components

Announcements. Announcements are provided by the instructor to the students to keep them on track. On Mondays, students will receive an announcement on Canvas of what is due that week. On Wednesday, students will get a check in announcement from the instructor to see how everyone is doing. Students should check for these announcements throughout the week.

Reading. Students will be assigned reading from the book. To locate the reading

assignments, students need to download the speech packets. For example, if the class is working on Speech 2, then students will find the reading for Speech 2 in the Speech 2 packet. Students are not expected to read everything assigned but to glean through it to collect the necessary information that pertains to the assignments or speeches. The reading is treated as an extra source of input on the subject matter.

Tests. There is one test that is given 3 times. Students will be given a Research Guide, located in Files under Canvas, to prepare for these tests. In preparing, students will review the entire book, looking only for answers to the questions in the Research Guide. Tests are 60 minutes long, and there are 50 multiple-choice questions. Students only get one chance to take the test, so they need to make sure to not submit the test until they are ready. There are no makeups for tests unless the student reschedules with instructor. Tests are on the dates specified unless the instructor says otherwise.

Speech Groups. Students will be put into groups for each speech. First, students may be put into groups for the duration of the course. Second, if attendance becomes a problem, groups will change for every speech. In these groups, students will interact during discussions and prep days.

Speech Previews. On these days, the class discusses topics that pertain to the upcoming speech. The topic is designed to engage students with the speech focus. After the topic is discussed, we go through the speech. We read through the purposes, description, preparation steps, and important prep questions. The discuss topics are Speech 1 – Fear, Speech 2 – Family, Speech 3 – Learning, Speech 4 – Beliefs, and Speech 5 – Sacrifice.

Speech Prep. On these days, the class discusses important preparation steps that are emphasized in each speech. The first part of the class is a discussion about these topics. The remaining time in the class is dedicated to in-class preparation for the speech. Students can select topics, do research, build outlines, and ask important questions that pertain to their speech development.

Speech Practice. On these days, the class will engage in practicing speeches. Student outlines are due on practice days. Outlines are turned in and checked on these days. Feedback is then provided on what needs to be fixed for the outline to pass. Students may not receive a grade until a passing outline can be checked off. Also, students may not be able to give speeches live if no outline is presented on these days.

Speech 1 the Introduction. This speech covers Chapters 1 and 2. Student speeches should be between 2 to 3 minutes long. Students will deliver a speech in which you introduce yourself to the audience. The speech prompt is that students are applying for a job. The job can be anything from a dream job to just a part-time hourly job. The purposes of this speech are the following: (a) to practice giving a speech of introduction and (b) to start building speaker ethos through practice.

Speech 2 the Tribute. This speech covers Chapters 6-7, 9-11, and 16. Student speeches should be between 3 to 4 minutes long. Students will deliver a speech in which

they will pay tribute to a living or deceased individual. However, students cannot give tribute to multiple people, to any single “type” of person, to any pets, nor to yourself. The person may be someone whom only you know, an influential person whom not many know, or a famous person whom many people know. The purposes of this speech are the following: (a) to learn how to give an extemporaneous speech, (b) to learn how to organize and outline your speech, and (c) to establish positive speaker ethos through courage.

Speech 3 the Presentation. This speech covers Chapters 3, 12, 13, 15, and 16.1-2. Student speeches should be between 4 to 5 minutes long. Students will deliver a speech in which they present information to an audience of students. Their topic must pertain to the students in class. Their speech is a briefing on that topic, its background, and the important issues of it. They are trying to help the audience to reach a decision about the topic without telling them what decision to make. The purposes of this speech are the following: (a) to improve on the basics from the first speech, (b) to learn how to give an informative speech, and (c) to establish a higher speaker ethos through delivery.

Speech 4 the Debate. This speech covers Chapters 5, 8, 14, 16.3, and 16.5. Student speeches should be between 3 to 5 minutes long. Students pick a side of an issue of social importance. Students study Toulmin’s Model of Argumentation as the backbone for speech preparation. Students attempt to persuade an audience to vote for their side. The purposes of this speech are the following: (a) to develop competence in the basics, (b) to learn how to give a persuasive speech, (c) to learn how to adapt a speech an audience, and (d) to establish a higher speaker ethos through reasoning.

Speech 5 the Advocate. This speech covers all pertinent chapters in the book. Student speeches should be 3.5 to 4 minutes long. Students are advocates. They must represent a non-profit agency and speak for their needs and betterment; therefore, a call to action is required. This speech is much like a Shark Tank speech except students are advocates and not making a sales pitch. The purposes of this speech are these: (a) to establish competence in the basics; (b) to develop competence in building speaker ethos through practice, delivery, and research; and (c) to establish a higher speaker ethos through synthesis.

Student Evals. These are peer evaluations for Speeches 2, 3, and 4. When the class gives speeches, students should select another student who is presenting and write up an evaluation. Students write a 2-paragraph response about the speech. The first paragraph is a summary of the speech. The second paragraph is their evaluation of it: how good or bad the content was, how well it was delivered, and how good or bad it was overall. The guidelines are in accordance to expectations in Chapter 4.5.

Self Evals. These are self evals. Students write a 2-paragraph response about their own speeches. The first paragraph has a description of the purpose and strategy for the speech and the students’ own evaluation on how well they achieved these. The second paragraph includes an explanation of what students will do to improve on their next speech. Student need to make sure the post has at least ten sentences for each paragraph. Posts that do not meet the length requirement may receive no grade.

Speech Grading. For each speech, student must turn in a typed, full-sentence outline to receive credit for the speech. Speeches are typically graded the week after they are turned in. As long the minimum requirements are met, students will receive 100% for their effort on the speeches.

Course Grading

The total points that can be accumulated in this course are 1,000 points.

Grade	Percent Range	Point Range	Assignment	Value
A+	100% – 94%	1,000 – 940	Tests 1-3 (3 x 50)	150 points
A	100% – 94%	1,000 – 940	Student Evals (3 x 50)	150 points
A-	93% – 90%	939 – 900	Self Evals (3 x 50)	150 points
B+	89% – 87%	899 – 870	Speech 1	75 points
B	86% – 83%	869 – 830	Speech 2	90 points
B-	82% – 80%	829 – 800	Speech 3	105 points
C+	79% – 77%	799 – 770	Speech 4	120 points
C	76% – 73%	769 – 730	Speech 5	135 points
C-	72% – 70%	729 – 700	Final Post	25 points
D+	69% – 67%	699 – 670	Total	1000 points
D	66% – 63%	669 – 630		
D-	62% – 60%	629 – 600		
F	59% – 0%	599 – 0		

Course Policies

Academic Integrity Policy. We assume that all students will pursue their studies with integrity and honesty; however, all students should know that incidents of academic dishonesty are taken very seriously. When students are caught cheating or plagiarizing, a process is begun which may result in severe consequences. It is the student's responsibility to know what constitutes academic dishonesty. The two most common kinds of academic dishonesty are cheating and plagiarism. Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive, or fraudulent means. Plagiarism is representing the work of someone else as your own. Academic dishonesty consequences may include receiving a failing grade on the test, paper, or exam; having course grade lowered, or receiving a grade of F in the course.

Assignments. All assignments are posted on the website for the class. Go to website and click on the "Modules" link to the left to access them. All assignments are required on the due date according to the schedule below unless the instructor changes it. Students are allowed one makeup speech between Speeches 2-4. There are no makeups for Speech 5. If any other assignment is missed and students want to earn back the points lost, students must take the initiative and ask the instructor. Waiting more than one week after the assignment was due nullifies the student's chance to earn back those points. Again, students have less than one week to take the initiative to schedule the makeup.

Available Support Services. Please visit the following student services as these can help students achieve their academic goals, located at <https://www.deanza.edu/services/>: Adapted Physical Education, CalWORKS, Career Services, Child Care, College Life Office, Cross Cultural Partners, Deaf and Hard of Hearing Services, Disability Support Services, EOPS, Food Pantry, Guardian Scholars Program, Health Services, HEFAS, Housing Resources, Occupational Training Institute, Psychological Services, SmartPass, Student Rights and Responsibilities, Free and Low-Cost Textbook Options, Title IX, Veteran Services.

Class Conduct Policy. De Anza College considers the following principles essential to their educational mission and community life: (1) mutual respect between students, faculty and staff; (2) pursuit of studies with honesty and integrity; (3) respect for the college and personal property; and (4) compliance with all rules and regulations. These standards are intended to promote responsible student conduct and fair play. Students shall be subject to college discipline for any of the misconduct that occurs at any time on campus or at any off-campus facility, including internet-based courses held on the world-wide web or college-approved or sponsored functions.

Disability. In coordination with the DSS office, reasonable accommodations will be provided for eligible students with disabilities. Students must contact the DSS Office at <https://www.deanza.edu/dsps/dss/> to receive an accommodation letter. The DRC office phone is (408) 430-7681 and is located at DSS Office RSS 141.

Grade Changes. Changes to student grades will only be made if there was an administrative mistake or special arrangements were made beforehand. The instructor will not respond to requests for grade changes at the end of the semester.

Privacy. Student retains a right to privacy. Student grades, student ID number, phone numbers, address, or other private information will not be revealed to others except within the limits of college/university policy.

Title IX. De Anza is committed to creating and sustaining a safe educational and working environment. Title IX is a federal law that prohibits sex- or gender-based discrimination, harassment, or assault in educational programs and activities at institutions that receive federal financial funding, including employment, academic, educational, extracurricular, and athletic activities. The law, which has been in effect since 1972, includes provisions that protect all people – regardless of their gender or gender identity – from sex- or gender-based discrimination, harassment, or violence and that the institution take necessary steps to prevent sex- or gender-based discrimination, harassment, or assault on their campuses, and respond promptly and effectively when an issue is reported.