

COMM-10.51Z & COMM-10.52Z: Fundamentals of Oral Communication

Online, Asynchronous

Instructor & Contact Information

Instructor:
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Office Hours (F31B & Zoom):
Tues & Thurs 9:30a-11:20p (Zoom Only);
Wed 10:30a-11:20a (F31B & Zoom)

A note about contacting me: Please do it! You may email me at literally any time, and I will get back to you as soon as I can (within 24 hours Mon-Fri, within 48 hours Fri-Sun). I am available via e-mail or Zoom during office hours to help you work through course material and assignments in any way I can. Please don't hesitate to ask any questions. Don't wait until the last minute! Check in with me early and often and I will assist you with the process. I never said it would be easy, but we can do it together.

Class Meetings

This is an asynchronous online course. "Asynchronous" means that there are no regular, fixed, mandatory meeting times. This class does not have required weekly meetings. However, two important caveats:

- this course is not "self-paced": we will move through course content together as a group in a weekly rhythm.
- **this course requires presentations in front of a live audience of your instructor and peers at fixed, predetermined times. These specific times will be communicated to you through college email and Canvas.**

Course Description

De Anza Catalog: 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.

Your Instructor: Communication is a phenomenon that you are engaged in every moment of every day, but this course will sharpen your awareness of what a truly complex force communication is in shaping our positions of power and oppression relative to each other and socially constructed institutions. We will discuss how communication works to develop your identity, your relationships, and your perception of the world. We will also build on your skills as a public speaker, as well as give you the tools necessary to be a critical receiver of public messages, making you overall a more effective communicator.

Student Learning Outcomes & Course Objectives for Fundamentals of Oral Communication

After completion of COMM-10, students will be able to:

1. Display increasing confidence in ability to use a range of speaking, listening, and collaboration skills.
2. Evaluate the effectiveness of interpersonal, group, and public communication through self-reflection and shared feedback.
3. Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation.
4. Identify, locate, evaluate, and use information technologies and information sources.

In order to achieve those Student Learning Outcomes, students in COMM-10 will:

1. Examine the principles of human communication in order to communicate effectively in interpersonal, group, and public speaking contexts.
2. Apply principles of interpersonal communication in multiple contexts.
3. Analyze the similarities and diversities among group members and develop skills to work together effectively.
4. Organize, compose, present, and critically evaluate speeches appropriate in content and style to the audience and situation.
5. Select, locate, evaluate, and use information technologies and information sources.

Required Text/Materials

- Survey of Human Communication. (2021, January 3). <https://socialsci.libretexts.org/@go/page/23963>
 - This is an open education resource and available for free online; links and downloads are available via Canvas.
- This course requires reliable and regular access to technology, including but not limited to a device capable of accessing our learning management system, Canvas, as well as reliable internet access and audio & video recording capabilities.

Course Requirements

Assignment	Points Possible	Your Total
Six Word Memoir Presentation (SLO: 1, 3)	10	_____
Cultural Commitments Speech (SLO: 1, 2, 3)	65	_____
Informative Speech (SLO: 1, 2, 3, 4)	95	_____
Perspectives Speech (SLO: 1, 2, 3, 4)	45	_____
Key Term Impromptu Speech (SLO: 1, 3)	15	_____
Peer Evaluations (2 @ 15ea.) (SLO: 1, 2, 3)	30	_____
Quizzes (6 @ 15ea.) (SLO: 1, 2, 4)	90	_____
Discussion Boards (5 @ 15ea.) (SLO: 1, 2, 3)	75	_____
Reflection Papers (3 total @ 20ea.) (SLO: 1, 2)	60	_____
Course Engagement (SLO: 1, 2, 3, 4)	15	_____
Total Points Possible:	500	_____

Final Grading Scale

<i>Letter Grade</i>	<i>Percentage of Total Points</i>	<i>Total Point Range</i>
A	93-100	465-500
A-	90-92	450-464
B+	87-89	435-449
B	83-86	415-434
B-	80-82	400-414
C+	77-79	385-399
C	72-76	360-384
D+	67-71	335-359
D	63-66	315-334
D-	60-62	300-314
F	0-59	0-299

Grading vs. Feedback

Tl;dr: you're gonna get points, but your points won't help you be successful in class. Before you see your points, you'll get comments and feedback, and if you have questions about the comments and feedback you should talk to me.

In this class, we will prioritize narrative feedback over quantitative scoring. The longer explanation of the philosophy will be described on Canvas, but you should know that the evaluation of your execution of the above assignments will be quantified with grade points as described above, and your final grade will be calculated by the total number of grade points scored, as described above. However, during the course, as each assignment is submitted and evaluated, you will be given narrative feedback through Canvas rubrics and comments – without revealing the associated quantitative points – to inform you on areas of strength and opportunities to help guide your progress through the outcomes and towards the objectives of the course. Your quantitative points will be recorded and revealed to you some time after the narrative evaluations have been completed, but we will prioritize the narrative feedback over the quantitative scoring.

Brief Descriptions of Assignments & Speeches

(More detailed assignment sheets to be given as the due dates approach)

Speeches

All quarter we will progressively work to reduce your public speaking anxiety and build your public speaking skills through class work and textbook lessons, as well as practice in the classroom. Over this quarter, you will deliver 5 speeches:

- **Six Word Memoir Speech:** In this short ice-breaker introductory speech, you will describe your life in exactly six words.
- **Cultural Commitments Speech:** In this introductory speech, you will introduce yourself to the class by presenting 3 cultural groups you identify with and the cultural values you hold that are related to each of those identities. This speech is still personal narrative in style but will utilize course concepts (cultural identity) and speech outlining structure.
 - The performance of this speech will be coordinated with a group of student peers. We will discuss and write about group communication and the group process in association with our work on the Cultural Commitments Speech.
- **Informative Speech:** You will introduce the class to a socially significant topic using specific skills for research, content development, organization, and delivery, as well as presenting with presentation aids
 - **Information Literacy Assignments:** In connection with the Informative Speech, you will be required to find numerous print resources via the De Anza library, list them with properly formatted citations, and write a brief description of how that source will be useful to your purposes. To practice this, we will do an Annotated Bibliography assignment & an Evaluation of Sources assignment.
- **Perspectives Speech:** Take a stance on anything and support or defend that stance in three minutes or less, further utilizing researched sources and organization, as well as basic principles of persuasion.
- **Key Term Impromptu Speech:** Choose at random key term from our textbook reading, and with little time, put together a short but effective and organized speech informing the audience what that term means and how it is used.

Peer Evaluations

In addition to delivering your speech, you will evaluate a peer's performance using the materials provided.

Quizzes

You will be required to complete six short quizzes to test your knowledge of course content, including information from both required readings and in-class lessons. Note: you are responsible for information gained from assigned textbook readings, regardless of if that content was discussed in class or not.

Discussion Boards

You will be required to engage in discussion with your classroom peers on Canvas. The topics of these discussions will be case studies and examples demonstrating various concepts from course readings and other course content.

Reflection Papers

You will be required to write three short essays (2-3 pages), connecting various concepts of communication to your life and experience.

Course Engagement

In a communication course, the classroom time and space are incredibly important, perhaps sacred. Developing a community within the classroom is crucial to the success of this course, and Course Engagement is an evaluation of your contribution the community we are creating. There will be several miscellaneous opportunities to demonstrate course engagement throughout the course, including but not limited to low-prompt module discussion boards, post-presentation conversation and discussion, in-class activity participation receipts, Canvas content page "hidden gems" or community Wikis, etc. Most of these engagements will be "credit/no-credit" evaluation and must be present in-time to complete. Also, see the "class etiquette" section of Course Policies for more information.

Extra Credit

Very rarely will extra credit be offered, but plenty of extra credit will be given... ^_(\u2713)_/\u207c

Course Policies

Course Engagements

This class is designed for regular and rhythmic engagement with the course – there will be semi-weekly deadlines and due dates for assignments and submissions. To be successful in this course, you must engage with the course regularly and rhythmically. Failure to engage with the course through Canvas materials and exercises for ten consecutive days will be grounds for dismissal from the course.

Speeches

Our live speeches require an audience of your peers. In addition, we are on a very strict calendar; therefore, we must adhere to the speech schedule. Please use the course calendar to avoid any conflicts in advance. Before each round of speeches, we will sign up for specific speech dates, and you must present your speech on your assigned date, no exceptions. There will be no make-up speeches. Take responsibility, take ownership, and plan as best you can.

- **Choosing Speech Days:** Approximately a week before every round of speeches, we will use Canvas Calendar Appointments to choose specific speech days and time slots. First-come-first-served and you must sign up for a time slot in order to perform.

Assignments

All assignments will be submitted via Canvas; i will not accept assignments via email unless cleared with me *in advance*. I will evaluate submissions with variable urgency depending on the assignment (for example, a "rough draft" assignment will be evaluated with maximum haste for you to successfully complete a final draft, but a "reflection paper" may take longer since no subsequent assignment is relying upon that feedback), with an approximate maximum of 10-14 days after initial due date. Assignments will be accepted late with no penalty up until I have completed assessing that assignment and distributed feedback and evaluations, or the very end of the quarter, **whichever comes first**. Once assignments have been closed for submission, they will not be reopened for any reason.

Class Etiquette

This class is based on active engagement with the subject matter; therefore, full class attention and focus on course material are essential. I feel that class community is sacred. Having enrolled in this class, you are making a commitment to yourself, your instructor, and your peers. We will learn much from each other, so long as we are all contributing to the learning environment. The Communication Studies Department expects all members of the class (teachers and students) to treat each other with respect in their communication practices. This includes: 1) coming to class on time ready to participate; 2) listening to others actively; 3) staying focused on the material of the class; 4) not disrupting class; and 5) engaging in genuine dialogue, even amidst differences of opinion.

- **Etiquette in Regard to Zoom Meetings:** When you or your peers are presenting, there will be a higher expectation for Zoom etiquette. Speaking to a screen full of attentive faces is far more engaging and dynamic than a screen full of black boxes. When you or your peers are presenting, you must be on video with your camera steady and your face visible for the duration of the class meeting. Any distracting activity or participation that is deemed less than adequate will result in you being expelled from the meeting. I mean it. Show up for each other.

Plagiarism & Academic Integrity

The Center for Academic Integrity defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals to action. The entire campus affirms the importance of academic integrity, fosters a love of learning, and holds each person responsible for defining and supporting academic integrity standards. In all phases of teaching and learning the responsibility for fostering and maintaining campus-wide academic integrity must be shared by all.

If you were to ever consider breaking this code of academic integrity ... don't. If you are unclear about plagiarism, please see me. Plagiarism occurs when a student misrepresents the work of another as their own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as their own. Any assignment found to be plagiarized will be given an "F" grade (zero points). All instances of plagiarism in the Communication Studies Department will be reported to the Division Dean, and may be reported to the Vice President of Student Services for further action.

For Your Information & Consideration

**most of De Anza's student services are working to assist you remotely. Nobody has ever succeeded in life or in college on their own, especially during times like these. You will have to ask for help, the trick is to know when and who to ask:

Disabilities and Accommodations

College is supposed to be hard – if it was easy everyone would do it – however a disability should not be the barrier that makes college impossible. Students with disabilities who need reasonable accommodations are encouraged to contact the Disability Support Programs and Services. The mission of the Disability Support Programs and Services (DSPS) Division is to ensure access to the college's curriculum, facilities, and programs, and to promote student success in realizing individual educational and vocational goals. For more information, please visit Disability Support Programs & Services Division at RSS 141, or at the [DSPS Website](http://www.deanza.edu/dsps) (<http://www.deanza.edu/dsps>)

Student Success Center

One potential challenge in college is the increased expectations of academic skills; everything comes up a notch. Student Success Center peer tutors can relate and can help! Go to the [SSC homepage](https://www.deanza.edu/studentssuccess/) (<https://www.deanza.edu/studentssuccess/>) and click on the yellow links for schedules and Zoom links. The SSC is ready to offer: **Individual Weekly or Drop-in Tutoring:** Come with assignments or questions, or just drop by to see how tutoring works. **Workshops, group tutoring and group study:** Most people learn better with others...give it a try! **Support for online learning:** Speak with a friendly peer tutor or SSC staff member about motivation and organization strategies for online classes. We get it and are going through the same things, so let's support each other! **After-hours or weekend tutoring:** See the [Online Tutoring](https://www.deanza.edu/studentssuccess/onlinetutoring/) (<https://www.deanza.edu/studentssuccess/onlinetutoring/>) page for information.

Stress and Mental Health

Balancing the rigors of academia with the ever evolving and complex social world students find themselves in can be challenging and potentially dangerous. If you feel you are having particular difficulty meeting all of the demands of your new lifestyle, perceived or real, do not fret! You are not alone. From time to time, problems of everyday living can be resolved through talking with friends, family, or someone whom we trust to help us. However, there are times when seeking help outside of one's familiar environment might be more helpful. The Mental Health and Wellness Center is here to meet such needs. For more information, visit the Mental Health and Wellness Center at RSS 258, or the [Mental Health & Wellness Website](https://www.deanza.edu/mhwc/) (<https://www.deanza.edu/mhwc/>)

Student disclosures of sexual violence

De Anza College is committed to fostering a campus free of sexual and gender-based violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as a De Anza College student, the course instructor is required to notify the Vice President of Student Services. To disclose any such violence confidentially, contact: Campus Police 408.924.8000; Health Services 408.864.8732; Psychological Services 408.864.8732; or Dean of Student Development 408.864.8828.

LGBTQ+ Students

To maximize your success, it is crucial for all students to build upon strong foundations both in and out of the classroom. However, despite much recent legal, political, and social change, being of a minority gender or sexual identity can potentially create instability in these crucial foundations. If you are an LGBTQ+ student struggling with identity or finding community, please see the Pride Center in Library 158 or visit the [Pride Center Website](https://www.deanza.edu/pride/) (<https://www.deanza.edu/pride/>)

Undocumented Students

Applying, transferring, registering, and paying for college can be a complex maze of forms and deadlines for any student, and this complexity is compounded for students with undocumented residency. Undocumented students have extra layers of regulatory complexity to navigate, in addition to the fear and uncertainty surrounding legal citizenship status. De Anza College, it's staff and faculty, are steadfast in their commitment to supporting our undocumented students. If you are an undocumented student and seek knowledgeable, honest, and trustworthy assistance with financial aid programs such as AB540 and the California DREAM Act or have any other concerns about your citizenship or academic pathways, please reach out to HEFAS at the [HEFAS website](https://www.deanza.edu/hefas/) (<https://www.deanza.edu/hefas/>) for more information.

The Food Pantry

Living in the Bay Area is financially challenging, to put it lightly, and to try to attend school here can be logistically impossible, and the financial stability to make it happen is a luxury we don't all have. Also, college is hard enough as it is, and it is even harder if you are truly hungry. If you qualify for EFAP, De Anza College has an on-campus food pantry available to you to help ease the financial burden and the health burden to maximize your success in your collegiate journey. See the [Food Pantry website](https://www.deanza.edu/outreach/food_pantry.html) (https://www.deanza.edu/outreach/food_pantry.html) for more information.

Course Calendar

*Subject to (and in all honestly, *likely to*) change at any time by the instructor. Changes will be communicated in class, online, and in writing. Please make sure you are checking your De Anza e-mails as well as Canvas for any communications.

**All readings should be *done before* class on the calendar date noted.

Winter 2023: Comm-10.50 (Asynchronous)

Week	Date	Class Activity/Subject	Assignments
1	1/8 – 1/13	<p>Module #0: Course Orientation</p> <ul style="list-style-type: none"> Course Overview & Syllabus Canvas & Course Navigation & Best Practices Student Survey & Community Ice Breaker <p>Module #1: The Foundations of Communication</p> <ul style="list-style-type: none"> Communication Defined & Described Communication Competence & Ethics 	<ol style="list-style-type: none"> Student Survey Discussion Board #1: Communication Ethics
2	1/16 – 1/20 Martin Luther King Jr. Holiday – Monday January 15th – Campus Closed, Classes Canceled	<p>Module #2: Public Speaking Basics</p> <ul style="list-style-type: none"> Understanding & Managing Speech Anxiety Extemporaneous Style, & Audience Centered Approach Listening 	<ol style="list-style-type: none"> Discussion Board #2: Speech Anxiety Quiz #1
3	1/22 – 1/27	<p>Module #3: Communication Matters – Perception & The Social Construction of Identity</p> <ul style="list-style-type: none"> Social Construction Perception Social Construction of Identity Performance & Stereotyping 	<ol style="list-style-type: none"> 6 WORD MEMOIR (PRESENTATION #2, RECORDED INDIVIDUALLY)
4	1/29 – 2/3	<p>IMPROMPTU SPEECH (PRESENTATION #1, LIVE ON ZOOM – SIGN UP FOR AN APPOINTMENT)</p> <p>Module #4: Intercultural Communication Foundations</p> <ul style="list-style-type: none"> Culture (Re)Defined Culture & Language & Social Construction (Layers of Meaning) Intersectionality Power, Privilege, & Positionalities 	<ol style="list-style-type: none"> Reflection Paper #1: Social Construction, Genders, & Intersectionality Quiz #2
5	2/5 – 2/10	<p>Module #5: Organizing & Outlining Speeches</p> <ul style="list-style-type: none"> Writing vs. Speaking Outlining for Speeches The Speech-Making Process The Speech Outline TEMPLATE OUTLINING VIDEO SERIES 	<ol style="list-style-type: none"> Discussion Board #3: Structure & Transitions Cultural Commitments Speech Skeletal Rough Draft Outline

<i>Week</i>	<i>Date</i>	<i>Class Activity/Subject</i>	<i>Assignments</i>
6	2/12 – 2/15 President’s Day Holiday, Friday February 16 – Monday February 29; Campus Closed, Classes Canceled	Module #6: Small Group Communication Foundations <ul style="list-style-type: none"> • Pros & Cons of Working in Groups & Teams • Roles & Leadership • Developing Group Climate 	<ol style="list-style-type: none"> 1. Quiz #3 2. Cultural Commitments Speech Group Check-In
7	2/20 – 2/24 President’s Day Holiday, Friday February 17 – Monday February 20; Campus Closed, Classes Canceled	CULTURAL COMMITMENTS SPEECH (PRESENTATION #3, PERFORMED LIVE VIA ZOOM DURING GROUP-SELECTED TIME) Module #7: Research, Information Literacy, Logic, & Credibility <ul style="list-style-type: none"> • Critical Thinking about Information • Bias • Finding Quality Sources • Toulmin & Argumentation • Citing Sources 	<ol style="list-style-type: none"> 1. Cultural Commitments Speech Outline 2. Informative Speech Topic Proposals 3. Cultural Commitments Peer Evaluations
8	2/26 – 3/2 Friday, March 1st: Last day to drop classes with a “W” grade	Module #8: Public Speaking II – Teaching is Persuasion <ul style="list-style-type: none"> • Organizing Speeches for Informative & Persuasive Speeches • Creating & Using Presentation Aids • Maximizing Statistical Evidence • Ethos, Logos, & Pathos • Preforming for Pathos 	<ol style="list-style-type: none"> 1. Reflection Paper #2: The Group Process 2. Cultural Commitments Speech INTRAGroup Peer Evaluations 3. Quiz #4: Information Literacy 4. Informative Speech Annotated Bibliographies
9	3/4 – 3/9	Module #9: Verbal & Nonverbal Messages – Carefully Crafting Meaning <ul style="list-style-type: none"> • Layers of Meaning • Evolution of Meaning • Language Makes Realities • Nonverbal Codes & Power 	<ol style="list-style-type: none"> 1. Reflection Paper #3: Video Reflection Paper 2. Discussion Board #4: Making Information Colloquial 3. Informative Speech Outlines
10	3/11 – 3/16	INFORMATIVE SPEECHES (PRESENTATION #4, LIVE VIA ZOOM – SIGN UP FOR AN APPOINTMENT)	<ol style="list-style-type: none"> 1. Discussion Board 5: Ethos, Logos, Pathos 2. Quiz #5
11	3/18 – 3/23	Module #10: Interpersonal Communication Foundations <ul style="list-style-type: none"> • Emotional Intelligence • Dialectics • Conflict Navigation Strategies 	<ol style="list-style-type: none"> 1. Discussion Board #X: Online Dating 2. Evaluating Sources of Supporting Materials Worksheet 3. Informative Speech Audience Peer Evaluation 4. Perspectives Speech Topic Proposal
Final Exam Week	3/25 – 3/28 Quarter is OVER Thursday, March 28th, 11:59p	FINALS WEEK - PERSPECTIVES SPEECHES (PRESENTATION #5, LIVE VIA ZOOM – SIGN UP FOR AN APPOINTMENT)	<ol style="list-style-type: none"> 1. Quiz #6 2. Perspectives Speech Outlines