Oral Communication 101

Instructor: Casarez, Rodolfo Course: SPEECH 101

Voicemail: 818-364-7600 ext. 4152 Section #: 3443

Email: rcma@mac.com Course Day: WEDNESDAYS
Office: Inst Bldg. #39 Course Time: 3:30 – 6:40PM
Office Hours: Wed 2:50 – 3:20PM Course Location: INS BLDG. 1012

Course Description: This introductory speech course emphasizes techniques of Public Speaking including writing and delivery of speeches to inform and persuade. Students refine critical thinking, research, organizational, and time management skills. They learn to adapt a message to any audience and occasion.

Course Objectives:

Upon completion of this course, students will be able to:

- 1. Effectively research, organize, and develop informative, persuasive, and special occasion speeches. Students will also be competent in clearly organizing impromptu speeches.
- 2. Clearly organizing impromptu speeches.
- 3. Practice the basics of rhetorical criticism skills.
- 4. Actively listen and become a better consumer of public information.
- 5. Enhance the development of their critical thinking skills.
- 6. Orally present effective speeches, each with a logical progression of ideas clearly researched and documented.

STUDENT LEARNING OUTCOMES:

At the end of the semester, students will know and/or be able to:

- 1. Construct a speech mapping outline which includes an introduction, body, and conclusion with a Works Cited page attached.
- 2. Demonstrate the ability to write and adapt the content of a speech to the target audience by conducting an audience analysis.
- 3. Demonstrate the ability to deliver a well-structured speech to a target audience that includes the use of presentational aids.
- 4. Assessment for these Student Learning Outcomes will include a collection of outlines, in-class activities, in-class evaluation of speeches presented, in-class discussion and/or assignments.

Required Text: Fujishin, R. The Natural Speaker (7th Edition). Boston: Pearson.

Supplemental Materials: 1 spiral notebook, 1 small blue book, Blue or black pen, 5x8 index cards for speeches, 3x5 index cards for research, small paper clips, I flash drive 2gigs or higher

Students with Special Needs:

If you have any health impairments that require medication, or any other disability that might affect your performance in class, and would like your teacher to make special accommodations, please call our campus Special Services Director, at 818-364-7734 as soon as possible. He will help you arrange special accommodations for your classes.

Course Requirements:

Assignment	Grade Received	Grades Possible	Tentative Due Date
Impromptu Speech		A, B, C, D, F	
Mid-Term		A, B, C, D, F	
Narrative Speech		A, B, C, D, F	
Narrative Outline		A, B, C, D, F	
Informative Speech		A, B, C, D, F	
Informative Outline		A, B, C, D, F	
Persuasive Speech		A, B, C, D, F	
Persuasive Outline		A, B, C, D, F	
ATTENDANCE		A, B, C, D, F	

^{*}Use this to keep track of your grade.

Total: 36 Possible

Grading Procedure:

Grade	Percentage	Points
A	90-100%	4
В	80-89%	3
С	70-79%	2
D	60-69%	1
F	0-59%	0

^{*}Your grade is determined on the average number of points you accumulate.

Attendance: Strict Attendance will be managed. Three (3) tardies will equal 1 Absence. Tardies are defined here as more than fifteen minutes after the scheduled start time of the section. Every unexcused absence after the first will count as a point deduction. Excused Absences are only those that have documented reason from a doctor, attorney, or immigration appointment. All other absences are Not Excused. Each Tardy will count as (.5) half a point against your attendance grade.

IMPORTANT Note: Absolutely NO MAKE-Ups will be permitted. If you know your going to miss a class let me know ahead of time to schedule your speech before the due date.

Methods of Instruction: Lecture is the primary method of delivering the needed instruction. Through my lectures you will be given examples, techniques, and supporting methods and materials for the development of speech outlines and strategies. Critical thinking skills are assessed through topic selection, method and style of delivery, and the use of questioning.

Methods of Evaluation: I evaluate every speech at the moment of its delivery paying close attention to gesture, facial expression, language, clarity of ideas, main points, supportive information, topic appropriateness, posture, dress, and a host of other evaluation assessments (see attachment).

Grading Procedures: Speech is an Art. Therefore, the grading of an individual speech is subjective. A speaker can lose credibility in a public audience for a number of reasons, like lacking in information, to being found untrustworthy, or for being dressed in an inappropriate way for the audience. My promise is that I will grade you the very best I can to promote those techniques and strategies that give rise to the best of your speaking abilities without reservation to highlight those points that can be improved upon.

Aud	ience Analysis				
	Developed speech with the audience in mind	1	2	3	4

Presented the speech with the audience in mind	1	2	3	4
Delivery				
Maintained consistent eye contact	1	2	3	4
Made eye contact with all audience members	1	2	3	4
Projected voice well	1	2	3	4
Had vocal variety (conveying enthusiasm, passion and/or interest)	1	2	3	4
Body movements were effective and enhanced the speech	1	2	3	4
Expressed appropriate feelings (verbal/non-verbal matched up)	1	2	3	4
Appropriate speaking pace	1	2	3	4
Appears professional (conduct and/or dress)	1	2	3	4
Appears prepared (Speaker clearly practiced his/her speech)	1	2	3	4
Appears knowledgeable, comfortable, and confident	1	2	3	4
Appears interested in the audience	1	2	3	4
Introduction				
Opening was concise	1	2	3	4
Opening was well-delivered	1	2	3	4
Speaker clearly put forth effort and thought in developing the intro	1	2	3	4
Included an effective attention getter	1	2	3	4
Included an effective statement to establish rapport	1	2	3	4
Included an effective reason to listen statement	1	2	3	4
Included an effective statement to establish credibility	1	2	3	4
Included an effective preview of the main points	1	2	3	4
Organization				
Speech was well-organized and easy to follow	1	2	3	4
Chose an effective organizational pattern	<u>·</u>	2	3	4
Speaker considered the audience when selecting an organizational pattern	1	2	3	4
Connectives (Transitions, Internal Previews and Summaries and Signposts) were frequently used	1	2	3	4
Speaker clearly developed main points with the audience in mind	1	2	3	4
Main points were clear and easily identified	1	2	3	4
Main points were clear and easily identified Main points were well developed and supported with supporting materials	1	2	3	4
Speech used sound reasoning and was logical (made sense)	1	2	3	4
Supporting Materials	<u>'</u>		<u> </u>	4
Content was new and interesting	1	2	3	4
Content was clearly valuable to the audience	1	2	3	4
,				4
Speaker clearly analyzed his/her audience by selecting effective supporting materials by including stats, facts, tes explanations, descriptions, etc.		Stories, a	naiogies, 3	4
Each point was well-supported	1	2	3	4
Each point was supported with a variety of supporting materials	<u>·</u>	2	3	4
Supporting materials were credible and convincing	1	2	3	4
The supporting materials chosen clearly made sense	1	2	3	4
Supporting materials disease releasing made series Supporting materials were presented well and easily understood	1	2	3	4
Speaker clearly conducted sufficient research from external sources	1	2	3	4
Speaker cited all of his/her sources	1	2	3	4
Conclusion			<u> </u>	
Closing effectively provided a sense of closure	1	2	3	4
Closing effectively wrapped up the speech	1	2	3	4
Closing was well-delivered	1	2	3	4
Speaker clearly put forth effort and thought in developing the conclusion	1	2	3	4
Closing was memorable	1	2	3	4
Included an effective transition to closing statements	1	2	3	4
Included an effective transition to crossing statements Included an effective summary of the main points	1	2	3	4
Included an effective clincher/motivator	1	2	3	4
Visual Aid(s)				
Speaker included visual aids	1	2	3	4
Speaker developed an effective visual aid	1	2	3	4
Speaker explained the purpose of the visual aid, props or handouts	1	2	3	4
Speaker clearly practiced with his/her visual aid(s)	1	2	3	4
Land at the second seco	1	2	3	4
VA clearly had a purpose	- 1	2	3	_

VA helped the audience understand and/or retain information	1	2	3	4
VA was well-integrated into the speech	1	2	3	4
VA enhanced the speech and did not serve as a distraction	1	2	3	4
VA was memorable	1	2	3	4