

Syllabus

De Anza College Comm 1, Public Speaking, Winter 2025

Instructor:	Kathleen Raiff
Office location:	tbd
Email:	<u>Raiff.Kathleen@fhda.edu</u> .but preferred method of contact is through Canvas messaging. Schedule your time appropriately; I may take up to 2 working days to respond to queries and longer on weekends. If I don't reply after 2 days, you may remind me.
Office hours:	<u>Office hours tbd</u>
Class days/time:	Mondays and Wednesdays 10:30-12:20
Classroom	L43
GE Category:	Course meets the communication requirement, 5 units
Pre-Requisites	Eligibility for English 1A or ESL 5

Catalog Description

Description: Theory and techniques of public speaking in a democratic society. An introduction to a variety of perspectives and approaches used to research, organize, deliver, and evaluate public presentations.

Succeeding in This Five Unit Course

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 4 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Don't procrastinate. Start work early in the week. Sometimes the Internet may be down later in the week or you may have some other emergency at the eleventh hour. Plan ahead, especially for

your major assignments. In fact, look ahead at the assignments, and work ahead if you have the time.

Note about deadlines: Obviously college is different than high school. One key difference is that when something is due, it's not a light suggestion and can't be made up when more convenient for you. You'll need to figure out priorities and if this class isn't one of them, please don't ask me to accommodate you and your grade by offering extra credit at the end of the term. The end of the term is when I too am in burn out mode. I'm trying to get all the grading done and turn in final grades. I typically don't read the emails from students who just then are checking their grade and realizing it isn't up to par and asking for extra work to make up for that. You should be regularly checking your grade and seeing what you need to do to earn the grade you desire.

Now that I've scared everyone to death, here is my kinder addition to the policy. If you request an extension for an assignment (**this doesn't include any of the speeches**), you can have a one week extension 3x during the semester. To do so, just inform me that you are taking advantage of one of your extensions in that assignment's comments section.

I realize sometimes we just need to have a break from the crazy and could use a little flexibility. When you request an extension, you don't have to tell me why. Just realize if you turn in something late and we didn't have this agreement, there will be a 50% late penalty. The key is to communicate with me before things are due. In the comments section of the assignment, I will add a note that you have one week to complete the assignment with no late penalty. I'll enter a zero there as a placeholder. This acts as a motivating factor as your grade will drop. Once you've turned it in and I have time to grade it, I will replace the zero with points. If you choose not to do the assignment at all, you'll see how it affects your grade. Do not count on me reminding you of your new due date. It will no longer show up on Canvas in your "to do" list so you'll need to find a way to track this. Late assignments will automatically go to the bottom of my to do list-I try to grade "first in, first out." I also do not accept assignments turned in 2 weeks past the due date.

Note about speech days

I will let you know when sign-up sheets for speeches are up. I'd like you to check your work and academic schedule to see which day would be most convenient for you. This is our contract so once you've committed to a date, I expect you to prioritize it, plan for it and be there on time to present. This is of utmost importance since this is a performance class and we have limited time to get through everyone's speeches. Believe me, no one feels ready the day of their speech, everyone would like more time, everyone feels slightly sick, however, to move your speech to a later date would shift our entire schedule so I'm very strict about this. Please do not contact me before a speech and ask me to move you out to a later date. Once you've signed up it's your responsibility to handle any changes. You have 3 options: Trade with someone else and communicate that to me, prioritize your speech over whatever else you were doing and show up, or receive a zero. Understand that failing to sign up and hoping I'll squeeze you in at some point is not an option either. At the beginning of speech days I will write the speakers names on the board and if you're not there and I haven't heard from you, I will use that time class for verbal feedback. Coming in 30 minutes late on your speech day and hoping I can squeeze you will not work. To pass this class, you must present all 3 major speeches.

These are some suggestions to make this course FUN and STRESS FREE for all of us. Please keep all hardcopy speech feedback until the final grade is received, as a safeguard measure. Assignments with more than five spelling mistakes or grammatical errors will need to be submitted again.

RESOURCES

Student Success Center

Need help? De Anza's Student Success Center offers free online and on-campus tutoring and workshops! Visit <http://www.deanza.edu/studentsuccess> for our hours and information. Or just stop by to chat or sign up.

- Academic Skills Center for workshops and Adjunct study skills courses in ATC 302
- General Subject tutoring in ATC 305
- Listening & Speaking and World Language support in ATC 313
- Math, Science and Technology tutoring in S43
- Writing and Reading tutoring in ATC 309
- Student Success Center Resources are available online to all De Anza students on Canvas:

<https://deanza.instructure.com/enroll/MAF7Y8>

De Anza College DSPS Syllabus Statement

De Anza College views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. Disability Support Services (DSS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact DSS to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- If you are registered with DSS and have accommodations set by a DSS counselor, please be sure that your instructor has received your accommodation letter from **Clockwork** early in the quarter to review how the accommodations will be applied in the course.

Students who need accommodated test proctoring must meet appointment booking deadlines at the Testing Center.

- **Exams** must be booked at least **five (5) business days in advance** of the instructor approved exam date/time.
- **Finals exams** must be scheduled **seven (7) business days/weekdays** in advance of the instructor approved exam date/time.

- Failure to meet appointment booking deadlines will result in the forfeit of testing accommodations and you will be required to take your exam in class.
- [Contact the DSS](#) if you cannot find or utilize your [MyPortal](#) Clockwork Portal.
- DSS strives to provide accommodations in a reasonable and timely manner, some accommodations may take additional time to arrange. We encourage you to work with DSS and your faculty as early in the quarter as possible so that we may ensure that your learning experience is accessible and successful.

DSS Location: RSS Building, Suite 141

Phone: 408-864-8753

On the web: <http://www.deanza.edu/DSS/>

Email: DSS@deanza.edu

Course Website

You will find copies of the course syllabus, readings, assignment sheets, and other resources in our **Canvas course site**. You are responsible for regularly (min 3x/week) accessing the class website throughout the semester. I will post announcements and other important alerts about the class on the class website. Set up your Canvas notifications so you receive alerts when I post something on our site.

Course Goals

Effective public speaking skills are essential for members of a democratic society. In this course, you will develop strategies for designing well-organized, researched, extemporaneous speeches on topics of social significance adapted to a diverse audience. The speaking engagements, in-class activities, small group discussions, and speeches allow you to practice and critique your oral communication skills as well as observe and evaluate those of others. Readings, lectures, written assignments and class discussions serve as resources for you as you develop your public speaking abilities and become more at ease when addressing an audience.

Student Learning Outcomes (SLO)

SLO1: Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation

SLO2: Display increasing confidence in speaking extemporaneously.

SLO3: Demonstrate effective listening skills in various public speaking contexts.

SLO4: Identify, locate, evaluate and use information technologies and information sources.

Course Learning Outcomes (CLO)

After successfully completing this course, you will understand and be able to:

CLO1: Examine historical and cultural traditions of oral communication in both domestic and global contexts and assess their impact on our views, beliefs, and practices relating to speaking in public.

CLO2: Evaluate how making the decision to respect diversity, speak ethically, and think critically influences communication outcomes.

CLO3: Research, analyze, organize, compose, present and evaluate informative and persuasive speeches.

CLO4: Develop confidence in delivering speeches extemporaneously.

CLO5: Develop listening skills to foster respectful, reflective, and critical listening appropriate in public presentation.

Required Texts and Readings

New book-check chapters

https://saylordotorg.github.io/text_stand-up-speak-out-the-practice-and-ethics-of-public-speaking/

The Public Speaking Project

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[https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Public_Speaking_\(The_Public_Speaking_Project\)](https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Public_Speaking_(The_Public_Speaking_Project))

[This is a free, online textbook.](#)

Suggested (not required) McDermott, M. (2014). *Speak with Courage*. Boston, MA: Bedford/St.Martin's ISBN978-1-4576-3834-3. Can be purchased used on Amazon for under \$10. Great for those who are severely anxious about public speaking.

Students are expected to keep current in the reading of the text, even if chapter material is not directly covered in class. Quizzes, in class activities and any online discussions will be drawn primarily from the textbook and slides I present in class.

Additional Materials required for this class

One package of 3x5 inch index card.

Access to the internet and a printer. Access to an active email address that is checked at least twice a week by 11PM on the night prior to class; and a current De Anza Library card.

One recording device for recording video and audio of your speeches, such as a cell phone, camera, laptop, or tablet. Alternately, you may make arrangements with another student in the class to record your speech.

Classroom Protocol

Common courtesy and professional behavior dictate that you notify someone when you are recording her/him. You must obtain my permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not received any rights to reproduce or distribute the material. Course material developed by an instructor is the intellectual property of that instructor and cannot be shared publicly without her/his approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without my consent.

In this classroom, we will not tolerate hate speech (i.e., abusive language or gestures that could incite emotional distress or violent response), violence, harassment or discriminatory conduct. Students will adhere to the Student Code of Conduct as described in Title 5 of the California Code of Regulations.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop and grade forgiveness. Refer to the current quarter's catalog policies. Add/drop deadlines can be found on the current academic year calendar document. Students should be aware of the current deadlines and penalties for dropping classes.

Assignments and Grading Policy

To receive full credit, all assignments should be typed, proofread, appropriately referenced and turned in on the day they are due. By submitting this electronic copy to Canvas, you are also submitting your work to Turnitin.com, an online plagiarism detection service. Public speaking is an intensive, skills-building class for most students—a class that involves and evolves from our collective discussions and risk-taking. This means that it is in your best interest to attend and actively participate in each and every session. However, should an emergency arise, please do everything in your power to contact me prior to missing class so that we might try to make alternative arrangements.

You should strive for five qualities in your speeches and writing: (1) your writing should be *compelling* (i.e., it should articulate a claim, make a point, be purposeful), (2) your writing

should be *complete* (i.e., it should address all aspects of the assignment, it should be sufficiently developed), (3) your writing should be *coherent* (i.e., your argument should logically progress from one paragraph to the next), (4) your writing should be *concise* (i.e., it should be richly developed, but not meandering or repetitive), and (5) your writing should be *correct* (i.e., it should be free of grammatical, typographical and source citation errors, as well as fallacious reasoning).

Total minimum word requirement for this course: 2750 words.

Formatting Instructions

Unless instructed otherwise, all written work should be typed, double-spaced, printed on paper, with one-inch margins all around, in standard 12-point Times New Roman font, and *stapled*. Please do not include a title/cover page. Citations should be formatted in accordance with APA guidelines.

University Policies

Academic integrity

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by De Anza College. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Speeches: 400 points. *Demonstration Speech* A speech in which you show your listeners how to do something that will impact their life. Should have a broad social relevance something; that is socially or culturally significant. *Persuasive/Policy*: A persuasive speech designed to convince and motivate your audience to take some immediate action about an important topic of social relevance. *Persuasive Interviews*: A persuasive attempt in front of a panel of interviewers to land your dream job. (CLO1, CLO2, CLO3, CLO4)

Complete-sentence Outlines: 75 points. You must turn in a 500-1000 word (not including the reference page) complete-sentence outline with a reference page for each major speaking assignment prior to delivering your speech. (CLO1, CLO3, CLO4)

Check points

Pop Quizzes as needed: ? points.

Speaking exercises: 20-45 points. In order to practice skills you will need for the speeches, you will participate in a series of engagements (brief speaking exercises). (CLO2, CLO3, CLO4)

Peer Responses: 30 points. You'll complete peer responses for your classmates' speeches. (CLO2)

Self-Evaluations: 30 points. You will reflect on your performance in your three major speech assignments as a means of appraising your growth and setting future goals as a speaker. Each self-evaluation should be at least 500 words. (CLO1, CLO2, CLO3, CLO4)

Weekly Online Assignments: points. Weekly online assignments designed to enhance your public speaking.

Participation: 25 points. Additional participation points will be available as we progress through the term. In order to contribute to a successful learning community, you will participate in frequent discussion and practice of key concepts from the course, including small group work, homework, etc. (CLO2, CLO3, CLO4)

Assignments and Grade Monitoring Form

Speeches	Informing through Demonstration	____ out of 125 points
	Persuasive 1(problem-solution)	____ out of 225 points
	Persuasive Interview	____ out of 100 points
Outlines	Informative/Demonstrative Outline	____ out of 25 points
	Persuasive Outline	____ out of 50 points
Reflections	Informative/Demonstrative Self-Reflection (500 words)	____ out of 10 points
	Persuasive Self-Reflection #1 (500 words)	____ out of 10 points
	Persuasive Interview Self-Reflection (500 words)	____ out of 10 points
Peer-Feedback	Informative/Demonstrative Peer-Feedback	____ out of 10 points
	Persuasive Peer-Feedback	____ out of 10 points
	Interview Peer-Feedback	____ out of 10 points
Speaking Exercises	Spex 1 Tour of De Anza	____ credit/no credit
	Spex 2 Supporting a Point	____ out of 20 points
	Spex 3 Sell It (if time)	____ out of 10 points
	Spex 4 Elevator Spex (if time)	____ out of 15 points
Participation	Productive contributions to class discussions and supportive classroom environment, actively listening, homework, in class activities, pop quizzes	____ out of 65 points
Online Hour	Quizzes, discussions, and more to further enhance your public speaking experience.	____ out of 40 points

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Grading Scale

Percentage and Grade Policies

Percentage Ranges for Final Grade							
100%	A+	89% - 88%	B+	79% - 78%	C+	67% - 63%	D
99% - 93%	A	87% - 83%	B	77% - 70%	C	62% - 60%	D-
92% - 90%	A-	82% - 80%	B-	69% - 68%	D+	59% - 0%	F

How is participation and attendance calculated in this class?

In class participation is an important part of this course and attendance is an integral component of participation. If you are not in class one day, you will not be able to get credit for participation that day. Participation is more than just attendance. It means coming prepared with the readings and assignments, active listening, discussion, group conversation and contribution to in class activities. Since we only have a limited number of in class meetings each day that you miss affects your contribution as a class member.

You are allowed one in class absence. More than that will result in a lower grade or you not receiving credit for the course depending on the number of absences. Please know that lack of participation and/or each absence results in loss of participation points from your final grade up to the maximum participation points for in class participation. **I will drop students from the class if they fail to attend the first two class meetings or miss any in class or online deadlines during the first two weeks of school without notification, in order to accommodate people on the waitlist.** Instances of coming in 20 minutes late or leaving more than 20 minutes before end of class without prior notification will each count as an absence.

Please do not disrupt a speech in progress, if you are late, wait outside until the speaker has finished the speech and then enter the class. Hang your head in shame ;) You will lose participation points if you do not adhere to these rules. Please do not do anything but be a supportive listener while speakers are presenting. If you're studying for another class, on your phone or practicing your speech at your table while speeches are going on, I will deduct points from your speech grade for being disrespectful to your peers.

Online Unit

Online assignments will be turned in/presented on the due date indicated in Canvas. Makeups are decided on a case by case basis and only partial credit is given for the late work. It is also your

responsibility to keep track of your absences and scores. Online participation includes but is not limited to timely and meaningful participation in all online discussions; timely submission of all assignments; responsible and active participation in group activities; courteous and responsive communication with all members of the class.

Below are some helpful tips in navigating how I use Canvas.

It's best to check Canvas's "upcoming assignments" daily from the home page. Under the modules tab, I've laid resources for each of your 3 major speeches.

On the left navigation, "Home" will always take you back to this page. "Modules" will direct you resources and examples to make sure you succeed in the course. "Grades" will give you an up to date assessment on your progress and standing in the course which is viewable only to you and myself. Check this periodically and communicate with me if you're missing points for any assignment you believe you've turned in. "Assignments" will take you to a full description of all the assignments in the course.