



COMM-C1000: INTRODUCTION TO PUBLIC SPEAKING

Also listed as: COMM-C1000H

Effective Term

Fall 2025

BOT Approval Date

11/14/2024

Discipline

COMM - Communication Studies

Course Number

C1000

Course Title

Introduction to Public Speaking

Short Title

Public Speaking

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Additional Regular Substantive Interaction

Discussion Boards - Course and technical issues are addressed in a separate discussion board. Email Communication - It is recommended that faculty respond within 48 hours, except for holidays and weekends. Gradebook comments - Instructors can give personal feedback on student work within the gradebook. These might be comments within a grading rubric or a comment within the gradebook, specific to the task at hand.

Honors / Non-honors

COMM-C1000H

C-ID (Admin Only)

C-ID COMM 110

CB 00

CCC000458911

Course Title

Introduction to Public Speaking - Honors

Approved Cal-GETC Area

AREA-1C

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID COMM 110



Catalog Description

In this course, students learn and apply foundational rhetorical theories and techniques of public speaking in a multicultural democratic society. Students discover, develop, and critically analyze ideas in public discourse through research, reasoning, organization, composition, delivery to a live audience and evaluation of various types of speeches, including informative and persuasive speeches.

Attach Supporting Documents

2023-2024-MSJC-CSUGE-OPTION-B(2).pdf

Codes

TOP Code (CB 03)

1506.00 - Speech Communication

CIP Code

09.0101 - Speech Communication and Rhetoric.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS D2 - Communication & Analytical Thinking

Cal-GETC Areas

Approved Cal-GETC Area

AREA-1C

Learning Objectives

Learning Objectives

Learning Objective

1. Apply rhetorical theories to create and analyze public speeches in a variety of contexts including historical and/or contemporary.
2. Formulate and implement effective research strategies to gather information and ideas from primary and secondary sources, evaluating them for credibility, accuracy, and relevancy.
3. Employ sound reasoning and construct compelling arguments in support of a guiding thesis and organizational pattern appropriate for the audience, occasion, and purpose.
4. Demonstrate rhetorical sensitivity to diversity, equity, inclusion, accessibility, and belonging and adhere to ethical communication practices which include truthfulness, accuracy, honesty, and reason.
5. Compose and deliver a variety of speeches, including Informative and Persuasive speeches, to a live audience (one to many) using effective delivery practices.
6. Employ effective listening practices.

Honors Objectives

1. Explore various career opportunities in the field of Communication.
2. Evaluate the impact of language such as images, text, media, and phrases and their effects on a particular group or society.
3. Develop independent research, learning, and presentation skills through advanced research on topics related to rhetorical strategies and theories

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. The student will be able to conceptualize and effectively use compelling arguments in support of a guiding thesis and organizational pattern appropriate for the audience, occasion, and across a variety of contexts.
2. The student will be able to practice and refine the concepts presented in the course through a variety of well-prepared faculty-supervised, faculty-evaluated speeches delivered to a live audience (one to many) using effective delivery techniques.
3. The student will be able to employ effective verbal and nonverbal practices while delivering a speech and managing communication apprehension.
4. The student will be able to apply rhetorical principles to analyze historical and contemporary public discourse.
5. The student will be able to create full-sentence and speaking outlines of formal (platform) speeches.

Program Learning Outcomes

Learning Outcome

1. Construct and responsibly present different types of speeches both individually and group, demonstrating effective communication practices (e.g., active listening, self-presentation).
2. Explore, compare and evaluate the basic communication theories of small group, public, organizational and mass communication, the ways in which technology affects communication, as well as the rhetorical foundations of the field of Communication studies.
3. Locate, read, and critically evaluate research (traditional and electronic), comparing and contrasting research methodologies used in the discipline.
4. Recognize and discuss the ways in which communication, both verbal and nonverbal, affects lives in various social contexts (e.g., intrapersonal, interpersonal, intercultural, group, organizational, mass, and mediated communication among others).

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

**Civic
Personal
and Professional Responsibility**

Content

Course Lecture Content

1. Foundational rhetorical theories, including the canons of rhetoric and Aristotelian proofs, as well as relevant principles of human communication.
2. Critical analysis of historical and contemporary public discourse.
3. Ethical communication practices as senders and receivers.
4. Effective listening and principles of constructive feedback.
5. Rhetorical sensitivity to diverse audiences.
6. Adaptation to audiences, rhetorical situations, and purposes.
7. Types of speeches (for example, speeches to inform, persuade, entertain).
8. Outline and compose effective speeches based on purpose and appropriate subject matter, topic, thesis, and organizational patterns.

9. Research strategies for locating and critically evaluating ideas and information from primary and secondary sources.
10. Use of credible evidence and sound reasoning to support a variety of claims, including appropriate written and oral citations.
11. Effective practice and delivery skills using various modes of delivery.
12. Effective verbal and nonverbal practices while delivering a speech.
13. Techniques for managing communication apprehension.
14. Delivery of a variety of student-composed speeches, including Informative and Persuasive speeches.

Honors Content

The topics to be covered in the honors component of the course are identical to those of Introduction of Public Speaking (C1000). In addition, honors students will examine readings and materials provided by the instructor. Students will investigate selected topics in much more depth than in the regular section. Students in the honors section of C1000 may investigate topics such as:

- The concept of verbal and nonverbal communication and its effects on a particular group or society.
- Concepts of mediated communication and its effects on a particular group or society.
- Research and analyze significant rhetorical strategies and theories, for example, Monroe's Motivated Sequence, Aristotle's Classical Canons, Bitzer's Rhetorical Situation, Fantasy Theme Analysis, Zarefskys' sense of historical rhetoric.

Methods of Instruction

Method

Activity

Integration

Experiential activities that develop and apply skills and strategies for public speaking. For example, problem-solving through gamification may be used to analyze connotative language. Gamification requires explaining one's relationship and ethical responsibilities to others involved in various communication transactions.

DE Adaptations for MOI

Small group experiential activities such as gamification will be created through the Course Management System (CMS). The experiential activities have accessible course content. The game will be used to engage students to problem-solve by developing and applying skills and strategies for public speaking.

Method

Discussion

Integration

In-class discussion and/or discussion groups are used to articulate the connection between communication and culture and respect diverse perspectives and the ways they influence communication. For example, watch and discuss Chimamanda Ngozi Adichie's "The Danger of a Single Story." Discussion topics include analyzing one's own cultural values and comparing them with those of others and traditional Western speaking conventions.

DE Adaptations for MOI

Discussion boards will be used to enhance community within the classroom through online discussions. Online discussions and/or discussion groups are used to articulate the connection between communication and culture and to respect diverse perspectives and the ways they influence communication. Discussion topics include analyzing one's own cultural values and comparing them with those of others and traditional Western speaking conventions. Videos such as Chimamanda Ngozi Adichie's "The Danger of a Single Story," will be captioned and meet accessibility requirements. Instructions to discussion boards will meet accessibility requirements. All communication is through the Course Management System (CMS).

Method

Lecture

Integration

Lectures will consist of explaining the basic principles of human communication. For example, comparing speeches with the application of pathos. Lectures may be oral, video (with captions), or in text format. Lectures will work to include the need for thinking carefully and critically as communicators, for both speakers and listeners. Content from lectures will analyze the communication situation, audience, occasion, purpose, and selection of subject matter. For example, learning about your audience by conducting an audience analysis. All materials will meet accessibility requirements.

DE Adaptations for MOI

Online lectures in the CMS will consist of instructor prepared materials including adapted accessible PowerPoint presentations and captioned videos. Links to web pages, such as speeches will be available and meet accessibility requirements.

Method

Reading

Integration

Readings include chapters from the textbook, articles, and other materials that help formulate valid arguments through research, analysis, and organization of material and evaluate the effectiveness of communication in varied types of informative and persuasive presentations. For example, conducting a rhetorical analysis in a speech and understanding the organization and power of words.

DE Adaptations for MOI

Instructions to access textbook reading or electronic course materials will be posted within the CMS. Links to web pages, such as articles and other materials will be available and meet accessibility requirements in the CMS.

Method

Observation and Demonstration

Integration

Individual and small group presentations are focused on delivering public messages extemporaneously from a key-phrase outline: using appropriate visual materials, clearly looking at and responding to nonverbal reactions of members across the audience, and selecting clear, vivid, and appropriate language to express intended meaning. For example, the observation and demonstration of informative and persuasive speeches. This requires one to differentiate among various common types of public messages with respect to speaker purpose and audience expectations and adapt topics, goals, and strategies to target audiences and situations.

DE Adaptations for MOI

Individual and small group presentations will be recorded and uploaded to CMS. Accessible instructions on how to record and upload presentations will be available on the CMS.

Method

Papers and Reports

Integration

The informative and persuasive speeches require a written full-sentence outline that formulates valid arguments through research, analysis, and organization of material and evaluates the effectiveness of communication. Through this research, students will gain skills related to reading primary sources, synthesizing information, and creating effective arguments.

DE Adaptations for MOI

Students will be expected to complete outlines by applying their research to both informative and persuasive speech topics. Accessible speech outline instructions will be provided through the CMS, and students can submit their completed speech outline into the Assignment Pages within the CMS.

Additional Methods of Instruction for Honors

Method: Small-Group Discussion

Integration: Honors students will meet with the instructor regularly (a minimum of three times during the semester) to discuss their honors projects and issues pertinent to their honors experience. Guided small group discussions will enable honors students to analyze and interpret assigned course work to gain a deeper understanding in applying a practical application of feasibility studies or provide a good argument on honors students' ideas of leadership and teamwork aligned with communication theories. These discussions can also cover student progress and peer reviews of assignments related to the assigned projects.

In the online environment, instructor-student meetings will take place synchronously through a video-conferencing platform with accessible conferencing tools and the CMS discussion and chat features. Students will participate in class or small group accessible discussions to encourage exchanging ideas and comprehension of course material. These discussions will allow students to evaluate the impact of language such as images, text, media, and phrases, and their effects on a particular group or society. The emphasis in the discussion will be placed on the opening of the correspondence to include a buffer and the closing of the correspondence pleasantly. In addition, faculty-led discussions will explore various career opportunities in the field of Communication. The discussions will be accomplished through the regular use of the discussions in the CMS or through the chat, conversations, or group features within the CMS.

Method: Oral Presentations

Integration: In face-to-face or hybrid courses the in-person oral presentations will provide honors students with the opportunity to present independent research to their honors colleagues, student campus club, and/or to the regular class to facilitate the development of their presentation and communication skills.

Online honors section: Students will participate in oral presentations on their research choice, for example, the impact of language such as images, text, media, and phrases and their effects on a particular group or society or related to rhetorical strategies and theories in communication. Honors students will present to honors colleagues, student campus clubs, and/or the regular class by presenting in person or using video recording and presenting the video recording to the CMS. This will be accomplished using the group discussions in the CMS or through chat or other accessible conferencing tools.

Method: Field Trips

Integration: Field trips will enable honors students to see the application of communication in various careers. Honor students will connect theory to practice and engage in a professional setting while developing a more complete knowledge of communication. In the online environment virtual field trips will take place by inviting guest speakers and using accessible conferencing tools within the CMS.

Methods of Evaluation

Method

Quizzes

Integration

Objective exams and quizzes will be used so as to assess knowledge in the areas of public speaking theories, concepts, communication models, and other material related to the course. For example, explain the basic principles of human communication. List the 5 canons of rhetoric. All quizzes will relate to the information in the course objectives.

DE Adaptations for MOE

Unit quizzes offered through CMS will assess course learning objectives. Quizzes will be timed, open book/note, focusing on course learning objectives. Quizzes may be graded manually by the instructor or through the CMS auto-grading system. The instructor will provide correct responses, comments, and grades within two weeks of the due date of these quizzes within the gradebook using the CMS.

Method

Class Participation

Integration

Students will be evaluated based on the number and quality of in-class participation. For example, students should be able to articulate the connection between communication and culture and respect diverse perspectives and the ways they influence communication.

DE Adaptations for MOE

Class participation will be evaluated on the frequency, relevance, and appropriateness of student responses in in-class discussions regarding lecture and discussion material. Students will obtain instructor feedback through participation assignments in the CMS, along with putting feedback in the comments section of those assignments. Class participation can also be assessed through the quantity and quality of participation in appropriate video conferencing software (including participation in a "chat" function).

Method

Papers

Integration

Response papers will be used to assess the ability to evaluate, analyze, and integrate course material into interpretations. For example, explain their relationship and ethical responsibilities to others involved in the various communication transactions. Response papers will be evaluated based on a rubric developed by the instructor to include accuracy of content, citation style, clarity of writing, and proper use of grammar and spelling. Grading and feedback will be provided within two weeks of the due date via the grade book.

DE Adaptations for MOE

Response papers will be submitted via the CMS. The instructor will provide correct responses, comments, and grades within two weeks of the due date of these papers within the grade book using a rubric with written feedback options within the CMS.

Method

Oral Presentation

Integration

Oral presentations will be evaluated through a variety of well-prepared faculty-supervised, faculty-evaluated speeches delivered to a live audience (one to many) using effective delivery techniques. Speeches will include an informative and persuasive speech. Other oral presentations may include but are not limited to, elevator pitch, impromptu, narrative, and special occasion speech. Evaluations will focus on issues such as choice of topic, occasion, purpose, and selection of subject matter. Rubrics will be used to evaluate students on the development of credibility, selection of verbal and visual content, use of reasoning, organization of points, and effectiveness of extemporaneous delivery.

DE Adaptations for MOE

Students will be divided into groups using the CMS group feature and scheduled to speak during synchronous and/or asynchronous online format. A minimum of 3 presentations will be delivered in the presence of the instructor and an audience using appropriate video-conferencing software. Presentations can be submitted via the CMS or delivered with appropriate video-conferencing software and instructor feedback will be given in the gradebook within CMS using rubric and written feedback options.

Method

Research Projects

Integration

Research will be conducted for informative and persuasive speech outlines. Rubrics will be used to evaluate the full-sentence outline on the basis of accuracy of content, ability to argue the identified position, originality of ideas and application of critical thinking, sources, proper use of an approved citation style, clarity of writing, and proper use of grammar and spelling. The outlines will evaluate the student's ability to formulate valid arguments through research, analysis, and organization of material and evaluate the effectiveness of their communication in varied types of informative and persuasive presentations.

DE Adaptations for MOE

Outlines will be submitted via the CMS and instructor feedback will be given within the CMS using rubric and written feedback options.

Method

Oral Presentation

Integration

A minimum of three faculty-supervised, faculty-evaluated, oral presentations in front of a live audience (one to many), including an Informative speech of at least five minutes and a Persuasive speech of at least six minutes in length; speech outlines and works cited/references; critiques of speeches.

DE Adaptations for MOE

Students will be divided into groups using the CMS group feature and scheduled to speak during synchronous and/or asynchronous online format. A minimum of 3 presentations will be delivered in the presence of the instructor and an audience using appropriate

video-conferencing software. Presentations can be submitted via the CMS or delivered with appropriate video-conferencing software and instructor feedback will be given in the gradebook within CMS using rubric and written feedback options.

Evaluation of Honors assignments

To receive honors credit, students must successfully complete regular course and additional honors assignments.

Research papers will be evaluated on clarity of argument, effective use of supporting evidence, effective integration of material from disparate sources, the number and type of references consulted, depth of analysis, overall accuracy, and proper use of spelling, syntax, and grammar.

Oral presentations will be evaluated on clarity of argument, effective use of supporting evidence, effective integration of material from disparate sources, the number and type of references consulted, depth of analysis, overall accuracy, and effective use of images accompanying the presentation.

Discussion will be evaluated on the quality of the analysis of the text, incorporation of class themes, and effective use of proper spelling, syntax, and grammar.

The supplemental enrichment assignments will be evaluated on the mastery of critical thinking skills and advanced research techniques.

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

After viewing Dr. Martin Luther King's "I Have a Dream" speech write an analytical paper examining how the author uses repetition and rhetorical devices to establish ethos, pathos, and logos.

How assignment will be adapted in online format

Papers will be submitted via the CMS. The instructor will provide correct responses, comments, and grades within two weeks of the due date of these papers within the gradebook using a rubric with written feedback options within the CMS.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Chimamanda Ngozi Adichie's "The Danger of a Single Story," introduces cultural perspectives. It questions one's assumptions about culture and questions discourse ethics. Discuss the connection between communication and culture and respect diverse perspectives and the ways they influence communication.



How assignment will be adapted in online format

Discussion boards will be used to enhance community within the online classroom through online discussions. Instructions to discussion boards will meet accessibility requirements. All communication is through the Course Management System (CMS).

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Deliver an informative speech to the instructor and a live audience using effective delivery techniques. Identify the research in your speech by orally citing your sources to enhance credibility. Demonstrate your public speaking capabilities as you communicate using effective verbal and nonverbal communication.

How assignment will be adapted in online format

Students will be divided into groups using the CMS group feature and scheduled to speak in synchronous and/or asynchronous online format. A minimum of 3 presentations will be delivered in the presence of the instructor and an audience. Presentations can be submitted via the CMS or delivered with appropriate video-conferencing software and instructor feedback will be given in the gradebook within CMS using a rubric and written feedback options.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Examine various artifacts of public discourse and highlight which fallacies appear in the argument. Explain why it is a fallacy and how to rectify the argument using a non-fallacious argument.

How assignment will be adapted in online format

Papers will be submitted via the CMS. The instructor will provide correct responses, comments, and grades within two weeks of the due date of these papers within the gradebook using a rubric with written feedback options within the CMS.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Deliver a persuasive speech to the instructor and a live audience using effective delivery techniques, such as speaking with a tone of conviction. Identify the research in your speech by orally citing your sources to enhance credibility. Demonstrate your public speaking capabilities as you communicate using effective verbal and nonverbal communication.

How assignment will be adapted in online format

Students will be divided into groups using the CMS group feature and scheduled to speak in synchronous and/or asynchronous online format. A minimum of 3 presentations will be delivered in the presence of the instructor and an audience. Presentations can be submitted via the CMS or delivered with appropriate video-conferencing software and instructor feedback will be given in the gradebook within CMS using a rubric and written feedback options.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Choose an artifact (object, photo, drawing, etc.) of symbolic importance. The item should have both personal and cultural significance. Present why that artifact is important to you and how it represents your culture. This means that the speaker does not have to stick to ethnicity or nationality to represent their culture. Group memberships also count as culture for this speech (deaf culture, sports culture, gaming culture, LGBTQ culture, etc.). This speech allows the listeners to learn more about the many cultures in society and is intended to break down stereotypes to help audience members see people from cultures, other than their own, as unique individuals. Instructor feedback will be given in the grade book within CMS using a rubric and written feedback options.

How assignment will be adapted in online format

Presentations can be submitted via the CMS or delivered with appropriate video-conferencing software and instructor feedback will be given in the grade book within CMS using a rubric and written feedback options.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Write an informative speech outline. This is a research-based speech outline that requires a minimum of 4 different types of supporting material from a variety of credible sources and cite each source within their speech outline. Writing style and application of organizational patterns such as chronological, spatial, topical, etc. will be evaluated. Instructor feedback will be given in the grade book within two weeks of the due date using a rubric and written feedback options in the CMS.

How assignment will be adapted in online format

Speech outlines will be submitted via the CMS. The instructor will provide correct responses, comments, and grades within two weeks of the due date of the outline within the grade book using a rubric with written feedback options within the CMS.

Assignment Type

Writing



In-class and/or outside of class

In-class
Outside of class

Formative or Summative

Summative

Assignment

Write a persuasive speech outline. This is a research-based speech outline that requires a minimum of 6 different types of supporting material from a variety of credible sources and cite each source within their speech outline. Writing style and application of organizational patterns such as problem-solution, chronological, spatial, topical, etc. will be evaluated. Instructor feedback will be given in the grade book within two weeks of the due date using a rubric and written feedback options in the CMS.

How assignment will be adapted in online format

Speech outlines will be submitted via the CMS. The instructor will provide correct responses, comments, and grades within two weeks of the due date of the outline within the grade book using a rubric with written feedback options within the CMS.

Assignment Type

Reading

In-class and/or outside of class

In-class
Outside of class

Formative or Summative

Formative

Assignment

After reading the following speech excerpt from the Mayo Clinic. Evaluate the use of supporting materials in the following speech excerpt. Be sure to respond with all the supporting materials in each paragraph and be specific in assessing their strengths and weaknesses. Instructor feedback will be given in the grade book within two weeks of the due date using a rubric and written feedback options in the CMS.

How assignment will be adapted in online format

Reading responses will be submitted via the CMS. The instructor will provide correct responses, comments, and grades within two weeks of the due date of the reading response within the gradebook using a rubric with written feedback options within the CMS.

Honors Assignments**Assignment**

Students will complete all regular course requirements for COMM 100 and be graded according to the standards used for the rest of the class. In addition, students will be expected to complete one of options A or B, as well as either options C, D, or E.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Honors students will work above the basic level and develop either original research or original ideas/theses.

Assignment

A. The student will complete a research paper, 8-12 pages long, typed, and double-spaced on a topic selected by the student in collaboration with the instructor. A minimum of 8 sources of academic quality will be used in the development of the paper. Potential

options for the paper may include an examination of rhetorical strategies and theories in communication or the impact of language on images, text, media, and phrases and their effects on a particular group or society. For example, using rhetorical strategies such as alliterations, euphemisms, hypophora, and anadiplosis in communication. Examples of research papers are but are not limited to, the theory of persuasion, dialogic theory of public speaking, uses and gratification theory, etc.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Honors students will work above the basic level and develop either original research or original ideas/theses in examining rhetorical strategies, and theories.

Assignment

B. The honor student will have the opportunity to examine how an understanding of communications methods and/or theory can be useful in whatever volunteer/internship opportunities may exist for them in their disciplines or areas of interest. The student will identify an internship opportunity. For example, Riverside County Human Resources, or Borgan Project, is a public relations marketing internship. The minimum number of hours completed should be 10-15 hours over the semester. The student will document the hours completed. Additionally, the student will prepare a 4-7 page reflection on the benefits of interning by incorporating a minimum of 3 outside, academic sources. The student will share any reflections or findings with the class.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

As part of this project, the student will be involved in the community and be able to see how people interact with the chosen organization. The student will share any reflections or findings with the class.

Assignment

C. The student will engage in a 15–20-minute discussion with the instructor and honors students to enable them to see how communications might be of use in their own potential disciplines, majors, and/or degrees (A.A., B.A., M.A., Ph.D.). The honors student will answer questions from their classmates and instructor.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

The student will engage in discussion with their classmates and instructor, and answer questions posed by the instructor and classmates.

Assignment

D. The student will read a book of their choice in collaboration with the instructor. The book will focus on strategies for effective communication. Examples may include *Crucial Conversations* (Grenny et al., 2021), or *The Power of Language* (Marian, 2023). Alternatively, collections of academic journal articles such as "Enhancing the Learning and Teaching of Public Speaking Skills," (Lesmana et al., 2021), "Memos as Instructional Tools for Experiential Information Processing in Public Speaking," (Sharma, 2023), or "Public speaking training in front of a supportive audience in virtual reality improves performance in real-life," (Leon et al. 2023) may be assigned in lieu of a book. The student will also complete a 2-3-page response paper analyzing some of the themes in the readings and discussion and may also participate in a small group discussion with the instructor and other honors students.



Required or Optional

Required

Honors Core Values

Inclusivity

Justify how the assignment reflects the Inclusivity Core Value

Through reading these selected texts, students will be able to gain knowledge and perspectives about verbal and nonverbal communication gaining a greater appreciation for the lived experiences of others.

Assignment

E. The student will complete a 10–15 minute presentation using the material and conclusion generated through the research constructed from options A, B, or C. The presentation will be done to either the class as a whole or in another venue (such as the college-wide research symposium, or to the organization where the student researched).

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Through the presentation of their research, students will be able to interact academically with others while helping to gain skills that will help them as they continue on their educational path.

Course Materials**Textbooks**

Texts used by individual institutions and instructors may vary based on local college practice.

Barton and Tucker. Exploring Public Speaking. (Latest edition). LibreTexts. (OER)

Mapes, M. Speak Out, Call In: Public Speaking as Advocacy. LibreTexts. (OER)

Cunill, M. Fundamentals of Public Speaking. (Latest Edition). LumenLearning (OER)

Floyd, K. Public Speaking Matters. (Latest edition.) McGraw-Hill.

Lucas, S. The Art of Public Speaking. (Latest edition.) McGraw-Hill.

German, K. Principles of Public Speaking. (Latest edition.) Routledge.

Open Educational Resources

Tuker, B. G., & Barton, K. M., (2023). Exploring public speaking: The free Dalton State College public speaking textbook. <https://www.exploringpublicspeaking.com/>

Class Size Information**Class Size**

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Public speaking is a course where communication, culture, language, and diversity intersect. For example, effective oral communication must recognize the diverse audience and use methods of inclusion in delivery. Part of the basic principles of human communication is to analyze one's biases, attitudes, and behavior. This course considers the connection between communication and culture and respects diverse perspectives and the ways they influence communication. Other factors that may contribute to differences in individual perceptions and experiences based on ethics, race, gender, and sexuality. Some of the central topics of the course include analyzing the student's own cultural values and comparing them with those of others and traditional Western speaking conventions.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Introduction to Public Speaking is a course that uses a multitude of instructional methods, assessments, and assignments in order to support diverse learning styles and allow students to demonstrate their learning through a variety of methods. These methods support diverse learning styles and increase accessibility and engagement for students. Discussion and activities are evidence-based practices to increase success outcomes for diverse students. Instruction will incorporate culturally relevant course materials using both formative and summative assignments with an emphasis on scaffolding to enable students to gain familiarity and confidence with public discourse. Public speaking theories, concepts, fallacies, and speeches will be analyzed and applied through academic texts. This course prepares students to become effective communicators and skills for communication competence within diverse interactions.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course facilitates student-to-student interaction through in-class interactive discussions and collaborative student activities and assignments outside of class. Students will analyze, discuss, and critique research related to public speaking and concepts such as ethics, emotional appeal, and speech delivery methods. Both instructional methods and assignments will encourage group activities to allow for collaborative discussion, critique, analyses, and application of concepts, theories, and central themes related to the discipline. Discussions and group activities are expected to foster community and encourage student connection with the material and one another.

Explain how the course will incorporate instructor-to-student interaction.

The course will utilize an active learning environment to promote critical thinking and help students develop a more accurate understanding of public discourse. In addition to providing lectures that deliver content to students, instructors will also serve as a facilitator for the students to expand their understanding and analysis of the content and guide discussions and class activities that offer students experiential learning. Additionally, the instructor will guide the students through both individual and group projects, in order to scaffold the learning of the content. Student and faculty-led groups will be facilitated to stimulate discussion and encourage understanding of key concepts, readings, research, speech delivery, and effective communication.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interaction will be achieved through discussions, activities, and group work through experiential learning. Students will also interact with the content through speech rehearsal. Class and homework activities will contribute to the students' learning as they apply the course learning concepts, critical thinking, and problem-solving skills in a safe, real-world context. Student research and speeches will also reflect their understanding of public discourse.

Explain how the course will incorporate student-to-self interaction (metacognitive).

A student recording and viewing their speech and reflecting on their strengths and weaknesses. Taking notes during readings, lectures, and activities will allow student-to-self interaction. This will help students assess their understanding and identify areas for added clarification. Writing assignments and reflection papers will also help students with their metacognition. Student-to-self interaction will be achieved through the use of in-class and online discussions for both face-to-face and online courses, where students will be expected to write their thoughts first before sharing them in both small-group and large-group discussions. Additionally, reflection activities will be utilized to help students consider their understanding of the material, themselves, their learning process, and the diversity of experiences.