

COMM 10 - Fundamentals of Oral Communication

Instructor: Nicole Stibbard, (she/her)

Email: stibbardnicole@fhda.edu

Class Time & Location:

COMM 10 (06Y) T/TH, 9:30am - 11:20am, L76

COMM 10 (11Y) T/TH, 3:30pm - 5:20pm, L43

Office Hours: The Village L47, Tuesday's & Thursday's 11:30am - 12:30pm

TBA Hour (Canvas): Wednesday's 4pm - 5pm

Course Description

This course is 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.

As your instructor, I highly value your input and participation in the course. Alongside you, I plan to learn and develop new perspectives from you as students. Each individual in the classroom brings their own unique perspective, positionality, and lived experience that permeates and influences the growth and development of our classroom. It is critical that we all respect, acknowledge, and engage with each other's differences, and learn to embrace them along our shared journey. I place patience, accommodation, flexibility, and understanding above all else; considering we all are unique individuals with different needs, it becomes my job to align our course with those needs as best I can. *I look forward to aiding you all in your journey toward becoming more confident and well-rounded speakers!*

Student Learning Outcomes

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

Course Objectives

- Examine the principles of human communication in order to communicate effectively in interpersonal, group, and public speaking contexts.
- Apply principles of interpersonal communication in multiple contexts.

- Analyze the similarities and diversities among group members and develop skills to work together effectively.
- Organize, compose, present, and critically evaluate speeches appropriate in content and style to the audience and situation.
- Select, locate, evaluate and use information technologies and information sources.

Course Materials

There is one required textbook for the class:

- Lee, E., & Kaur, S. (n.d.). *COMM 10: [Survey of Human Communication](#)*. LibreTexts.

The text is **free** and **digitally accessible**. Click the link or check Canvas to access.

Course Policies

Office Hours

Student hours offer an important opportunity for additional support in your studies. Please visit my office hours anytime you have questions, concerns, or simply want to connect.

- **If you are unable to make my scheduled office hours, contact me and we will navigate a time that works for us both.**

Engagement

Effective engagement **inside** our class entails:

- Actively listening to others & showing respect for their contributions
- Sharing floor time with others
- Respecting privacy; what is shared in the classroom, stays in the classroom
- Contributing in small group discussions & activities

Effective engagement **outside** our class entails:

- Frequently checking Canvas
- Carefully reviewing instructions & announcements
- Completing required readings & other materials prior to class

Participation

Your participation grade will be evaluated by you and me, and will assess the degree you are engaged, present, and contributing throughout this course. Assessing your own participation and engagement will give you practice advocating for yourself and your learning. **Self-assessments will occur twice, once around midterms and once around finals.**

Attendance

Regular class attendance will significantly increase your own understanding of assignments and your growth as a communicator. **Learning together and from each other is key this quarter, and we can't do this unless we are present and ready to participate, so come to class!** *If you need to miss class you should check Canvas, connect with classmates to get caught up, and contact me if you have specific questions.*

Late Work

Submitting work *on time* is integral to your success in any course. I understand that emergencies happen which may prevent us from completing our work in a timely manner.

- **If for some reason you are unable to complete an assignment by the due date, contact me ASAP so we can discuss an alternative due date.**
- **Instructor feedback will be delayed with late work.**

Specifically, it is *critical* that you contact me if you are going to miss class when you are assigned to deliver a speech, as **speeches are much more difficult to make up during the quarter.**

- **If for some reason you cannot deliver your speech on your assigned day, contact me ASAP.** We will discuss your options and alternatives 1 on 1.

Grading Policy

I am happy to discuss any grade given in this course. I am also happy to talk with you about how you can enhance your performance. Any discussion of grades will be held privately between the individual student and me.

Assignments

The major assignments include five speeches; each speech is designed to build off one another. You will need to **submit a proposal and written outline for the two bigger presentations** and **use technology (e.g., slides) to support your final presentation.** **For these major presentations, you will also need to complete evaluations of your classmates' speeches.** In total, there are **three low-stakes** speeches and **two high-stakes** speeches. Other assignments include reflections, self-assessments, speech proposals and outlines, peer evaluations, and in-class activities.

Refer to the chart down below to see these assignments, when they occur, and their weight toward your final grade.

<u>Assignment</u>	<u>Date</u>	<u>Points & % of Grade</u>
Reflections x6 (x4, 10 pts. each) & (x2, 5 pts. each)	Weeks 1, 2, 3, 4, 8, & 11	50 pts. 10%
Speech 1: Introduction	Week 1	20 pts. 4%

Speech 2: Artifact	Week 3	30 pts. 6%
Speech 3: Special Occasion	Week 5	40 pts. 8%
Speech 4: Informative	Weeks 7 & 8	80 pts. 16%
Speech 5: Persuasive	Weeks 11 & 12	100 pts. 20%
Speech Proposals x2 (10 pts. each)	Weeks 6 & 10	20 pts. 4%
Speech Outlines x2 (20 pts. each)	Weeks 6 & 10	40 pts. 8%
Peer Evaluations	Weeks 7, 8, 11, & 12	40 pts. 8%
Participation Self-Assessments x2 (15 pts. each)	Weeks 6 & 12	30 pts. 6%
In-Class Participation	~	50 pts. 10%
		Total Points: 500

450 – 500 A
449 – 400 B
399 – 350 C
349 – 300 D
299 – less F

Assignment Descriptions

Additional information, rubrics, and requirements can all be found on Canvas.

Reflections

Reflections are a consistent means of displaying that you're engaging core course concepts, and through self-reflective writing, you will be able to apply and connect such concepts to the breadth of your own lives: academic, personal, and professional.

Introduction Speech

By speaking in front of the class you will start to become a more confident speaker, and we will begin building a community for our work together this semester. You can introduce yourself, talk about your school history, major, hobbies, interests, and/or tell a short story about yourself or your life. This low-stakes speech should be ~1-2 minutes.

Artifact Speech

The artifact speech is also designed to get you more comfortable and confident with public speaking, however, involves preparation. You will pick an artifact, an object of some sort (a picture, knick knack, sports equipment, totem, piece of clothing, etc.) to discuss with the class. Discuss how the artifact has impacted and/or shaped you and your life. The goal of the speech is to discuss importance through explanation, main points, examples, etc. This low-stakes speech should be ~2-3 minutes.

Special Occasion Speech

You will choose a type of special occasion speech to present for the class: a roast, commemorative, or after-dinner speech. The purpose of this speech is to be fun and engaging, as well as practice methods for organizing and outlining speeches, engage in topical research, and further enhance speech delivery and confidence. This low-stakes speech should be ~3-4 minutes.

Informative Speech

This speech requires you to locate, read, and utilize credible research sources to inform your audience. Creating and delivering this speech will demonstrate your ability to select and formulate arguments (claims that are supported by credible research sources), and to accurately and ethically cite your sources both verbally (speech) and in writing (outline). You will organize information to facilitate listeners' understanding while demonstrating effective verbal and nonverbal delivery. The speech should contain 2 credible research sources. This high-stakes speech should be ~5-6 minutes.

Persuasive Speech

This speech asks you to persuade audience members to take action regarding a relevant social change you select and that is important to you. This speech should contain 4 credible research sources. This high-stakes speech should be ~7-8 minutes.

Speech Proposals

For the two high-stakes speeches, you will submit a proposal which will allow you to do some preliminary research and receive feedback from me.

Speech Outlines

For the two high-stakes speeches, you will submit a written outline of your speech prior to performing for the class. How to construct a successful outline will be something we review before you need to create and submit them.

Peer Evaluations

Providing written and/or verbal feedback to peers about their two major presentations will help develop and demonstrate your active-listening and perspective-taking skills, and your ability to engage in informed civil discourse. Peer evaluations will take place in-class during speech dates.

Participation Self-Assessments

Writing two assessments of your participation in this course will require you to practice advocating for yourself, communicating ethically, and practicing civil discourse. This assignment can also help you advocate for yourself with other professors in your college courses.

Course Calendar (Tentative)

<u>Week</u>	<u>Readings</u>	<u>Assignments</u>	<u>Agenda</u>
1	<u>Thursday:</u> - Ch. 1	- Speech #1: Introduction - Community Building Reflection	<u>Tuesday:</u> - 1st Low-Stakes Speech - Syllabus Overview - Community Agreements <u>Thursday:</u> - Introduction to Communication Studies
2	<u>Tuesday:</u> - Ch. 2 <u>Thursday:</u> - Ch. 5	- Perception Reflection	<u>Tuesday:</u> - Communication & Perception <u>Thursday:</u> - Listening Effectively
3	<u>Thursday:</u> - Ch. 3 & 4	- Speech #2: Artifact - Nonverbal Reflection	<u>Tuesday:</u> - 2nd Low-Stakes Speech <u>Thursday:</u> - Verbal & Nonverbal Communication
4	<u>Tuesday:</u> - Ch. 6 <u>Thursday:</u> - Ch. 7	- Interpersonal Reflection	<u>Tuesday:</u> - Interpersonal Communication <u>Thursday:</u> - Communication in Relationships
5		- Speech #3: Special Occasion - Participation Self-Assessment	<u>Tuesday:</u> - 3rd Low-Stakes Speech <u>Thursday:</u> - 3rd Low-Stakes Speech
6	<u>Tuesday:</u> - Ch. 16 & 14	- Speech #4: Proposal	<u>Tuesday:</u> - Informative Speaking &

	<p><u>Thursday:</u></p> <ul style="list-style-type: none"> - Ch. 12 & 13 		<p>Confidence</p> <p><u>Thursday:</u></p> <ul style="list-style-type: none"> - Organization & Outlining - Introductions & Conclusions
7	<p><u>Tuesday:</u></p> <ul style="list-style-type: none"> - Ch. 10 & 11 	<ul style="list-style-type: none"> - Speech #4: Outline 	<p><u>Tuesday:</u></p> <ul style="list-style-type: none"> - Audience Analysis & Supporting our Ideas <p><u>Thursday:</u></p> <ul style="list-style-type: none"> - Speech #4 Workshop
8		<ul style="list-style-type: none"> - Speech #4: Informative - Review Reflection 	<p><u>Tuesday:</u></p> <ul style="list-style-type: none"> - 1st High-Stakes Speech - Peer Evaluations <p><u>Thursday:</u></p> <ul style="list-style-type: none"> - 1st High-Stakes Speech - Peer Evaluations
9	<p><u>Tuesday:</u></p> <ul style="list-style-type: none"> - Ch. 17 & 15 <p><u>Thursday:</u></p> <ul style="list-style-type: none"> - Ch. 8 	<ul style="list-style-type: none"> - Speech #5: Proposal 	<p><u>Tuesday:</u></p> <ul style="list-style-type: none"> - Persuasive Speaking & Visual Aids <p><u>Thursday:</u></p> <ul style="list-style-type: none"> - Small Group Communication
10	<p><u>Tuesday:</u></p> <ul style="list-style-type: none"> - Ch. 9 	<ul style="list-style-type: none"> - Speech #5: Outline 	<p><u>Tuesday:</u></p> <ul style="list-style-type: none"> - Leadership & Problem Solving <p><u>Thursday:</u></p> <p>NO CLASS – HAPPY THANKSGIVING!</p>
11		<ul style="list-style-type: none"> - Speech #5: Persuasive - Review Reflection 	<p><u>Tuesday:</u></p> <ul style="list-style-type: none"> - Speech #5 Workshop <p><u>Thursday:</u></p> <ul style="list-style-type: none"> - 2nd High-Stakes Speech - Peer Evaluations
12		<ul style="list-style-type: none"> - Speech #5: Persuasive - Participation Self-Assessment 	<p><u>Tuesday:</u></p> <ul style="list-style-type: none"> - 2nd High-Stakes Speech - Peer Evaluations <p><u>Thursday:</u></p> <ul style="list-style-type: none"> - 2nd High-Stakes Speech-

			Peer Evaluations
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College Policies & Additional Resources

Learn more about all De Anza College Policies [here](#).

Disability Support Programs & Services

DSPS includes on- and off-campus programs and services offering students with disabilities a comprehensive array of accommodations, educational assistance classes, and support services.

Programs:

- [Disability Support Services \(DSS\)](#)
- [Adapted Physical Education \(APE\)](#)
- [Hope Services](#)

Services:

- [Deaf and Hard of Hearing \(DHHS\)](#)
- [Testing, Tutoring, and Notetaking](#)
- [Computer Accessibility Lab \(CAL\)](#)

DISH Handbook:

- [Disability Information Student Handbook](#)

In-Person Services:

- **Open:** Monday - Thursday; 8 am - 5 pm
- **Closed:** Friday; Closed during summer quarter
- **Location:** Registration and Student Services Bldg., RSS 141

Virtual Help Desk:

- Visit the DSS [Virtual Desk webpage](#) for more information.
- You can also [speak with a counselor](#) or **request assistance** with any of the following services by phone, email, or Zoom video conference:
 - Readers/Scribes and Alt Media requests
 - Note taking accommodations in form of recorded lectures on canvas
 - Extended time on exams
 - Interpreting and captioning services

Contact Information:

Email: dss@deanza.edu

Phone: (408) 430-7681

Sexual Violence, Domestic Violence, & Discrimination Resources

De Anza College is committed to equal opportunity regardless of age, gender, marital status, disability, race, color, sexual orientation, religion, national origin or other similar factors for admission to the college, enrollment in classes, student services, financial aid and employment in accordance with the provisions of Title VI of the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972 (45CRF

86), Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112), and the Americans With Disabilities Act as amended (ADAAA) in 2008.

Title IX:

Title IX of the Education Amendments of 1972 prohibits sex (gender-based) discrimination and harassment in educational programs and activities at institutions that receive federal financial funding, including for employment, academic, educational, extracurricular and athletic activities.

- Visit the De Anza College [Title IX](#) website.

To file a complaint, contact the Title IX Coordinator:

Lauren Balducci, Dean of Disability Support Programs & Services

Email: balduccilaureen@deanza.edu

Phone: (408) 864 - 8954

Administration Building, ADM 122

21250 Stevens Creek Boulevard, Cupertino, CA 95014

More Information:

See the following board policies and administrative procedures of the Foothill-De Anza Community College District.

- [Board Policy 4100](#): Cultural Diversity / Equal Opportunity Policy.
- [Board Policy 4105](#): Anti-Discrimination Policy.
- [Board Policy 4640](#): Harassment and Discrimination.
- [Administrative Procedure 4640](#): Procedures to Resolve Complaints Regarding Harassment and Discrimination.

Resources for Basic Needs

Visit [De Anza's Resources for Basic Needs](#) to learn more about emergency cash grants, food assistance, housing resources, mental health services, transportation resources, resources for students who are parents, computers and internet access, and more.

Visit the Resource Hub In-Person:

Stop by the **new Resource Hub** in **RSS 143** – that's in the Registration & Student Services Building, down the hall from the Bookstore. ([Click the link](#) for current hours and more info.) You can get:

- Snacks, toiletries, period products, baby supplies and other useful items
- Information about campus services to assist you
- Referrals and help with applying for off-campus resources
- Computers you can use to find resources and submit applications

The **Food Pantry** is still located inside the Outreach Office in RSS 127.

Academic Integrity

De Anza College is committed to excellence in the pursuit of learning and academic achievement by its students.

To further this goal, the college is committed to providing academic standards that are fair and equitable to all students in an atmosphere that fosters integrity on the part of student, staff and faculty alike. The

student's responsibility is to perform to the best of his or her potential in all academic endeavors. This responsibility also includes abiding by the rules and regulations set forth by individual faculty members related to preparation and completion of assignments and examinations.

The submission of work that is not the product of a student's personal effort, or work which in some way circumvents the given rules and regulations, will not be tolerated. It is the responsibility of the faculty to clearly define the requirements and rules applicable to their courses for all students.

An applicable paragraph of the California State Educational Code (§ 76130) is quoted: "Code of Student Conduct: The college has an obligation to specify those standards of behavior essential to its educational mission and campus life. The following types of misconduct for which students are subject to disciplinary sanction apply at all times on campus as well as to any off-campus functions sponsored or supervised by the college: cheating, plagiarism or knowingly furnishing false information in the classroom or to a college officer."

De Anza College considers the following principles essential to its educational mission and its community life:

- Mutual respect between students, faculty and staff
- Pursuit of studies with honesty and integrity
- Respect for college and personal property
- Compliance with all rules and regulations

Important Information:

- See Foothill-De Anza [Administrative Procedure 5510](#): Student Code of Conduct
- See Foothill-De Anza [Administrative Procedure 5500](#): Student Rights and Responsibilities

Note from your Instructor about Academic Dishonesty:

Incidents of academic dishonesty generally have a disastrous effect on students' course grades. They often occur when people are feeling overwhelmed or stressed because of in-and-out-of-school responsibilities. If you're having difficulty keeping up with course requirements or feeling desperate, please talk to me instead of making a decision to engage in dishonest behavior. I'm always available to talk and would much prefer to work things out ahead of time.