COMM-1010: FUNDAMENTALS OF SPEECH COMMUNICATION

Cuyahoga Community College

Viewing: COMM-1010 : Fundamentals of Speech Communication

Board of Trustees:
2018-01-25

Academic Term:
Fall 2019

Subject Code
COMM - Communication Studies

Course Number:
1010

Title:
Fundamentals of Speech Communication

Catalog Description:
Effective speech communication. Application of principles of speech content and delivery to a variety of practical speaking and listening situations.

Credit Hour(s):
3

Lecture Hour(s):
3

Requisites

Prerequisite and Corequisite
ENG-0990 Language Fundamentals II or appropriate score on English Placement Test.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.

For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at http://www.tri-c.edu/accessprograms (http://www.tri-c.edu/accessprograms/). Blackboard accessibility information is available at http://access.blackboard.com.

Eastern (216) 987-2052 - Voice
Metropolitan (216) 987-4344 – Voice. (216) 987-4048 – TTY.
Western (216) 987-5079 – Voice. (216) 987-5117 – TTY.
Westshore (216) 987-3900 – Voice. (216) 987-4048 – TTY.
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts.

Therefore, attendance is recorded in the following ways:

- For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
- For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have "Never Attended" a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available at http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf You must also comply with the College’s Zero Tolerance for Violence on College Property available at http://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes

Course Outcome(s):
Deliver extemporaneous speeches, including special occasion, informative, and persuasive.

Essential Learning Outcome Mapping:

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.
Objective(s):
1. Conduct an audience analysis.
2. Locate and document credible sources.
3. Organize a speech by developing a detailed formal written outline based on a written narrative of the speech.
4. Develop a presentation aid.

Course Outcome(s):
Critically analyze the process and effects of speech communication transactions.

Objective(s):
1. Summarize transactional model of communication.
2. Distinguish between proofs of argumentation and persuasion, including ethos, pathos and logos.

Course Outcome(s):
Discuss the standards of ethical speaking.

Objective(s):
1. Identify appropriate topics and language for a diverse audience.
2. Recognize standards of ethical speaking.

Course Outcome(s):
Evaluate speaker effectiveness.

Objective(s):
1. Recognize organizational components of an effective speech.
2. Indicate verbal and non-verbal aspects of delivery.
3. Employ listening styles suited to the message.

Methods of Evaluation:
1. Examinations
2. Quizzes
3. Formal detailed written outline of speech
4. Outlining assignments that coincide with speaking assignments
5. Speeches
6. Critique of classmates

Course Content Outline:
1. Communication apprehension and the transactional model of communication
   a. Sender and receiver
      i. Encoding
      ii. Decoding
   b. Message
   c. Interpretation
   d. Context
   e. Setting
   f. Noise
   g. Feedback/listening
   h. Channel
2. Preparing an extemporaneous speech: informative speaking and persuasive speaking
   a. Determine the purpose
   b. Select a topic
   c. Craft a thesis
   d. Identify effective resources
   e. Prepare outline
   f. Delivery styles
      i. Impromptu
      ii. Memorization
iii. Manuscript  
iv. Extemporaneous  
g. Visual aids  
h. Physical and mental preparation  
i. Breathing exercises  
ii. Rehearsal  
iii. Stress/anxiety  

3. Speech organization  
a. Parts of the speech  
i. Introduction  
1. Attention-getter  
2. Thesis  
ii. Body-types of evidence  
1. Personal Experience  
2. Description  
3. Examples  
4. Statistics and facts  
5. Observation  
6. Quotes  
7. Testimonials  
iii. Conclusion  
1. Summary  
2. Call to action  
3. Final thought  
b. Organization  
i. Chronological  
ii. Spatial  
iii. Order of importance  
c. Informative speaking  
d. Persuasive speaking  
i. Inductive and deductive reasoning  
ii. Cause and effect  
iii. Contrast and compare  
iv. Definition  
v. Speech to entertain  

4. Audience analysis  
a. Demographics  
b. Psychographics  

5. Listening process  
a. Attending  
b. Understanding  
c. Remembering  
d. Evaluating  

6. Effective use of language  
a. Appropriate for audience  
b. Use of jargon  
c. Descriptive  
d. Metaphorical  
e. Objective  
f. Subjective  
g. Paralanguage  
i. Volume  
ii. Pitch  
iii. Rate  
iv. Emphasis  

7. Using argumentation and logical proofs  
a. Defining rhetoric  
i. Origins of rhetoric  
ii. Rhetoric in Ancient Greece
iii. Rhetoric across the ages  
iv. Contemporary rhetoric  
b. Proofs: ways of being persuasive  
i. Logos  
ii. Ethos  
iii. Pathos  
v. Mythos  
v. Maslow’s hierarchy of needs  
vi. Cognitive dissonance theory  
vii. Logic fallacies  
1. Ad personam (“to the person,” or ad hominem, “to the man”)  
2. Ad populum (“to the people”)  
3. Appeal to authority (as verecundiam, “to respectfulness”)  
4. Appeal to ignorance  
5. Guilt by association  
6. Post hoc ergo propter hoc (“after this, therefore because of this”)  
7. Red herring  
8. Slippery slope  

Resources  

Top of page  
Key: 1207