

# COMM 10: Intro to Oral Communication

De Anza College: Spring 2025

<b>Instructor:</b>	Stephanie Anderson (She/Her) – Communication Studies Department
<b>Class Time:</b>	Mondays: 4:00 PM-6:15 PM
<b>Class Location:</b>	L49
<b>Office Hours:</b>	F: 4:00 PM – 8:00 PM by appointment on Zoom
<b>Email:</b>	AndersonStephanie@deanza.edu
<b>Prerequisites:</b>	Eligibility for English 1A or ESL 5
<b>Transferable:</b>	This course meets the Communication Requirement: 5 units of credit.

## Online Course

This class will meet on campus on Tuesdays from 4:00 PM-6:15 PM, and the rest of the course will be taught asynchronously on Canvas. Although this class only meets on Tuesdays, please think of it as a Tuesday/Thursday class. All assignments will be due by 11:59pm on Tuesdays and Thursdays. Since this is a hybrid course, our TBA hours will be Thursdays from 10:00am-1:00pm. You do not need to meet online at that time, but I will be available to you if needed. To be successful in this class, you need to complete the online portions of the course, as well as the in-person portions of the course. All our speeches will be presented in class, so it is important for you to be physically present on speech days. Please note, I am greatly invested in seeing you succeed in this course. I understand there will be a learning curve for all of us, but please try to check in on Canvas and stay up to date on assignments.

## Course Materials

*Stand Up, Speak Out: The Practice and Ethics of Public Speaking* (2016). University of Minnesota Libraries Publishing, available from <https://doi.org/10.24926/8668.2501>. ISBN: 978-1-946135-25-4

Other readings as specified by the instructor.

## Course Description

*Fundamentals of Oral Communication* is an interactive and practical class that provides an introduction to the theory, basic principles, and methods of effective oral communication. In this class, we emphasize improving communication and listening skills in three contexts: **public speaking, small group communication, and interpersonal relationships.**

## Student Learning Outcomes (SLO's)

**By the end of the course students will be able to:**

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

## Policies

### Attendance, Participation, and Student Communication

This class 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 actively participate in every online discussion. For each discussion, you will need to post your initial response, and then respond to two of your peers. **All initial posts are due by 11:59pm on Tuesdays, and peer responses are due on Thursdays by 11:59pm.** Your absence robs your peers of the audience members they need to further hone their speaking skills. I will not respond

to each student directly on the discussion board, but I will write you feedback when I grade the assignment.

## **Instructor Communication**

Within this class, I will send out weekly check-ins through Canvas each Monday. Please make sure your Canvas settings allow announcement notifications. If you have not logged into Canvas or completed the Welcome Module by the second week of class, you will be dropped. If you do not submit assignments for two weeks or more (without instructor consent), then you will be dropped from the course.

## **Instructor Contact Policy**

### **E-mail.**

The best way to contact me is through email or Canvas messages. I understand all of us are being pulled in various directions this quarter, but I cannot help you succeed if you do not meet me halfway. Please note that I commonly respond to emails around noon and 8pm each weekday. I usually respond to emails within 24 hours, so if you have not heard back from me within a day or two, please reach out again.

### **Office Hours**

My office hours are on Fridays from 4pm-8pm over Zoom. Please email me to schedule an appointment. Don't be afraid to stop in on Zoom: Sometimes it's easier for me to answer questions one-on-one (and perhaps for you to ask them) in that environment.

## **Grading**

I typically have a one-week turnaround for grading assignments. You should see my feedback on Canvas within a week after you submitted your assignment.

## **Assignments**

### **Late work**

**If an assignment impacts another student, I will not accept it late. This included late speeches, peer reviews, discussion posts, and peer responses.** This rule is in place because your classmates are reliant on you to complete the assignment. For example, if you do not submit your speech on time, then your peers cannot submit their peer reviews on time. Please be prepared to deliver your speeches by the due date.

All other assignments should be completed by the due dates noted on Canvas. If you push too many assignments back and miss too many due dates, the amount of work will pile up, and you will not have enough time to complete everything.

You are welcome to work ahead if needed, but to avoid confusion, I suggest not working too far ahead since I will be sharing important information about assignments in our weekly check-ins, and that information will help you complete the assignments.

### **Regarding Help with Assignments**

I am happy to provide further insight or additional explanations if you are unclear on the expectations of an assignment. Before you reach out to me, please take the following steps:

- 1.) Check the syllabus.
- 2.) Check Canvas.
- 3.) Check with your squad.

- 4.) Reach out to your peers on our Class Question Discussion Board. If your classmates are unable to provide you with an answer, I would be happy to help you through email or Zoom. I want you to succeed in this course, and I am happy to help you, but it is your responsibility to reach out to me if you are struggling with an assignment.

## Accommodations

My number one goal as an instructor is to help you accomplish your goals. If you need accommodations, please let me know how I can support you. As someone with a few different non-visible disabilities, I understand that it can be difficult to have these conversations with your instructor at the beginning of each class, so I appreciate your willingness to discuss your accommodations with me. I also encourage you to reach out to our [Disability and Support Resource Services](https://www.deanza.edu/dsps/) (<https://www.deanza.edu/dsps/>) and [speak with a counselor](https://www.deanza.edu/dsps/our-counselors.html) (<https://www.deanza.edu/dsps/our-counselors.html>). You can contact a counselor by emailing [dss@deanza.edu](mailto:dss@deanza.edu) or calling 408.864.8753. You can also look through our [Disability Information Student Handbook](https://www.deanza.edu/dsps/dss/dish.html) (<https://www.deanza.edu/dsps/dss/dish.html>) for more information. If you prefer in person services, you can stop by the Advanced Technology Center AT 209 Monday-Thursday from 8am-5pm, and Friday from 8am-3pm. I look forward to working with you in this class.

## A Note to English Language Learners

Limited English language skills will not be a barrier to success in this course. The course blends both written and spoken components, so if you have stronger writing skills than speaking skills (or vice versa), there will still be assignments in which you can excel.

## Student Disclosures of Sexual Violence

De Anza College is committed to fostering a campus free of sexual and gender-based violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as a De Anza College student, the course instructor is required to notify the Title IX Coordinator. To disclose any such violence confidentially, contact Laureen Balducci [balduccilaureen@deanza.edu](mailto:balduccilaureen@deanza.edu); Campus Police 408.924.8000; Health Services 408.864.8732; or Psychological Services 408.864.8732. You can also [file a report](https://www.deanza.edu/titleix/) (<https://www.deanza.edu/titleix/>).

## LGBTQ+ Students

To all of my LGBTQ students, I want to make it clear that you belong here, and I am grateful for everything you contribute to our class. If you are an LGBTQ+ student struggling with identity or finding community, the [Pride Center](https://www.deanza.edu/pride-center/index.html) is a great resource (<https://www.deanza.edu/pride-center/index.html>).

## Undocumented Students

If you are an undocumented student and seek knowledgeable, honest, and trustworthy assistance with financial aid programs such as AB540 and the California DREAM Act, or have any other concerns about your citizenship or academic pathways, please reach out to [HEFAS](http://www.deanza.edu/vida/hefas.html) (<http://www.deanza.edu/vida/hefas.html>) for more information.

## Academic Integrity

Your own commitment to learning, as evidenced by your enrollment at De Anza College, and the Student Honesty Policy, requires you to be honest in all your academic course work. You should, therefore, submit your own, original work for this course. I will uphold De Anza College's policy on academic honesty. Consequently, an instance of academic misconduct (e.g., plagiarism, cheating, taking credit for others' work, submitting work for another course as work for this one, etc.) will likely result in disciplinary action, which may include recommendation for dismissal and a failing course grade. Here is more information about [academic integrity](https://www.deanza.edu/policies/academic_integrity.html) ([https://www.deanza.edu/policies/academic\\_integrity.html](https://www.deanza.edu/policies/academic_integrity.html)) at De Anza.

## Respect

This course is complex and can be challenging for many students. Many of your peers have varying levels of speech anxiety or may be English language learners. Others may have other diagnosed (or undiagnosed) conditions which make a highly participative class like COMM 10 even more of a challenge. Work together to help your classmates improve. Give them due attention when they are presenting. That means, but is not limited to, having your cameras on (when possible) and putting your phones away while they have the floor.

### Assignment List

#### ASSIGNMENTS AND GRADE MONITORING FORM

You will receive additional, detailed instructions for each assignment over the course of the semester. **You must access the criteria for these documents on the Canvas website.**

Speeches	Speech 1: Moment Speech	out of 125 points
	Speech 2: Difficult Dialogues	out of 150 points
	Speech 3: Persuasive Speech	out of 225 points
Outlines	Speech Outline 1: Moment Speech	out of 20 points
	Speech Outline 2: Difficult Dialogues	out of 50 points
	Speech Outline 3: Persuasive Speech	out of 70 points
Speech Rough Draft Peer Reviews	Speech 1: Moment Speech	out of 15 points
	Speech 2: Difficult Dialogues Speech	out of 15 points
	Speech 3: Persuasive Speech	out of 15 points
Proposals	Difficult Dialogues Proposal	out of 15 points
	Persuasive Speech Proposal	out of 15 points
Peer Responses	Speech 1 Feedback	out of 15 points
	Speech 2 Feedback	out of 15 points
	Speech 3 Feedback	out of 15 points
Online Reading Response Quizzes	Reading Response 1	out of 10 points
	Reading Response 2	out of 10 points
	Reading Response 3	out of 10 points
	Reading Response 4	out of 10 points
	Reading Response 5	out of 10 points
Self-Reflections	Reflection 1	out of 15 points
	Reflection 2	out of 15 points
Online Activities	Online Activity 1: Code of Ethics	out of 10 points
	Online Activity 2: Information Literacy	out of 15 points
	Online Activity 3: Annotated Bibliography	out of 15 points
	Online Activity 4: Creating Synergy	out of 15 points
	Online Activity 5: Love Languages	out of 15 points
In Class Activities	In Class Activity 1: Cultural Commitments Speech	out of 15 points
	In Class Activity 2: Critical Listening	out of 15 points
	In Class Activity 3: Dinner Party Speech APA Round Robin	out of 15 points
	In Class Activity 4: APA Round Robin	out of 15 points

	In Class Activity 5: Heart Transplant Speech	out of 15 points
	In Class Activity 6: Johari's Window	out of 15 points
Total		out of 1000 points

Your final grade is based on the following point scale:

A = 1000-940 points	A- = 939-900 points	B+ = 899-870 points
B = 869-840 points	B- = 839-800 points	C+ = 799-770 points
C = 769-700 points	D+ = 699-670 points	D = 669-640 points
D- = 639-600 points	F = 559 and fewer points	

### TENTATIVE CLASS SCHEDULE: Spring 2025

This schedule is tentative and is subject to change with fair notice. I will announce any changes in class.

Date	Topics	Readings	ASSIGNMENTS DUE
<b>Week 1</b> Tuesday 4/8	Introductions; Course Overview Speaking with Purpose Informative Speaking	Ch. 1	<b>Complete Welcome Module</b>  <b>In Class Activity #1: Cultural Commitments Speech</b>
Thursday 4/10	Ethics in a Diverse Society Audience Analysis	Ch. 2	<b>Online Activity #1: Code of Ethics</b>
<b>Week 2</b> Tuesday 4/15	Effective Listening How to Write a Speech Outline Group Development	Ch. 3	<b>In Class Activity #2: Critical Listening</b>  <b>MOMENTS SPEECH ROUGH DRAFTS DUE</b>
Thursday 4/17	Rough Draft Workshop	Ch. 4	<b>MOMENTS SPEECH PEER FEEDBACK DUE ON CANVAS</b>  <b>Reading Response #1 – ch 1, 2, 3, 4</b>
<b>Week 3</b> Tuesday 4/22	<b>Speech #1: Value Speech Due</b>  Speaking Confidently		<b>Moments Speech Outline Due</b>
Thursday 4/24	Reflection and Growth	Ch. 5	<b>Peer Responses Due</b>  <b>Speech #1 Reflection Due</b>
<b>Week 4</b> Tuesday 4/29	Culturally Competent Speaking Building Arguments	Ch. 6	<b>In Class Activity #3: Dinner Party</b>

<b>Date</b>	<b>Topics</b>	<b>Readings</b>	<b>ASSIGNMENTS DUE</b>
Thursday 5/1	Researching your Speech	Ch. 12	<b>Reading Response #2 – ch 5, 6, 12</b> <b>Online Activity #2: Information Literacy</b>
<b>Week 5</b> Tuesday 5/6	APA and Source Citations	Ch. 9	<b>In Class Activity #4: APA Round Robin</b> <b>DIFFICULT DIALOGUES PROPOSAL DUE</b>
Thursday 5/8	Finding your Sources Supporting Ideas	Ch. 10	<b>Online Activity #3: Annotated Bibliography</b>
<b>Week 6</b> Tuesday 5/13	<b>SPEECH #2: ROUGH DRAFT DUE</b>	Ch. 11	<b>SPEECH #2: ROUGH DRAFT DUE</b>
Thursday 5/15	Rough Draft Workshop	Ch. 16	<b>SPEECH #2: ROUGH DRAFT FEEDBACK DUE</b> <b>Reading Response #3 ch 9, 10, 11, 16</b>
<b>Week 7</b> Tuesday 5/20	<b>Speech #2: Difficult Dialogues Due</b>		<b>Speech #2 Outline Due</b>
Thursday 5/22	Reflection and Growth		<b>Speech #2 Reflection Due</b> <b>Peer Responses Due</b>
<b>Week 8</b> Tuesday 5/27	Ethos, Pathos, Logos Reasoning and Logic Fallacies		<b>In Class Activity #5: Heart Transplant Speech</b>
Thursday 5/29	Nonverbal Communication Delivery		<b>Online Activity #4: Creating Synergy</b>
<b>Week 9</b> Tuesday 6/3	Self-Disclosure		<b>PERSUASIVE SPEECH PROPOSAL DUE</b> <b>In Class Activity #6: Johari's Window</b>
Thursday 6/5	Interpersonal Communication Love Languages	Ch. 7	<b>Online Activity #5: Love Languages</b>
<b>Week 10</b> Tuesday 6/10	<b>SPEECH #2: ROUGH DRAFT DUE</b>	Ch. 8	<b>SPEECH #3: ROUGH DRAFT DUE</b>
Thursday 6/12	Rough Draft Workshop	Ch. 13	<b>SPEECH #3: ROUGH DRAFT PEER FEEDBACK DUE</b> <b>Reading Response #4 – ch 7, 8, 13</b>
<b>Week 11</b> Tuesday 6/17	<b>Speech #3: Policy Speech Due</b>	Ch. 14	<b>Speech #3 Outline Due</b>

<b>Date</b>	<b>Topics</b>	<b>Readings</b>	<b>ASSIGNMENTS DUE</b>
Thursday 6/19	<b>Juneteenth!</b>		<b>No Class!</b>
<b>Week 12</b> 6/24	Final Reflection and Growth 1	Ch. 17	<b>Peer Responses Due</b> <b>Reading Response #5 – ch 14, 17</b>