COMM C1000 - INTRODUCTION TO PUBIC SPEAKING

Catalog Description

Formerly known as COMM 1
Advisory: Eligibility for ENGL C1000
Hours: 54 lecture
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, rhetorical sensitivity, creative expression, delivery to a live audience and evaluation of various types of speeches, including informative and persuasive speeches. (C-ID COMM 110) (CSU, UC-with unit limitation)

Course Student Learning Outcomes

- CSLO #1: Create and deliver presentations that connect with diverse audiences and critique your speech making process.
- CSLO #2: Engage in thoughtful speech making including: audience analysis, an audience-centered topic, academic research, rhetorical sensitivity, organizational principles, impactful language, and effective delivery to a diverse audience.
- CSLO #3: Apply persuasive appeals and rhetorical strategies to advocate for change with sensitivity to equity, diversity, inclusion, and accessibility.

Effective Term

Fall 2025

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

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.
7. Engage in ethical communication practices which include truthfulness, mindfulness, accuracy, honesty, and reason as essential to the integrity of communication.

General Education Information

- Approved College Associate Degree GE Applicability
  - AA/AS - Behavioral Sciences
  - AA/AS - Comm & Analyt Thinking
  - AA/AS - Oral Comm Skills
- CSU GE Applicability (Recommended-requires CSU approval)
  - CSUGE - A1 Oral Communication
- Cal-GETC Applicability (Recommended - Requires External Approval)
  - Cal-GETC 1C - Oral Communication
- IGETC Applicability (Recommended-requires CSU/UC approval)
  - IGETC - 1C Oral Communication

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Classroom Discussions
  - Example: In class or through the discussion board, students will be evaluated on the ways in which they participate in discussion, demonstrating they have done the reading, and offering constructive criticism to their peers after their speech performances.
- Essay Examinations
  - Example: Essay question: Imagine you are preparing a classroom persuasive speech in favor of abolishing intercollegiate athletics. What are the factors you would consider in analyzing your audience's disposition toward the topic? In a well-developed essay, explain how differences in each of the three factors might influence your preparation of the speech including arguments, evidence, and rhetorical strategies you would use to persuade your audience.
- Objective Examinations
  - Example: Arranged in random order below are a main point, two sub-points, and two sub-sub-points from a speech preparation outline. Which is the main point? a. One example of this kind of phobia is the child who is bitten by a dog and who remains fearful of dogs thereafter. b. Most phobias are caused by a frightening experience, usually in childhood. c. Phobias can develop either in childhood or adulthood. d. Another example is the child who develops a fear of heights after falling off a ladder. e. Some phobias seem to develop suddenly in adulthood without any apparent cause.
- Projects
  - Example: Prior to giving a persuasive or advocacy speech, students will write an "opposition brief" or argument essay in which they describe and provide evidence for a viewpoint that

is in opposition to the one that they will advocate for in their speech.

- Skill Demonstrations
  - Example: 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. Students will perform original works of informative and persuasive speeches for a classroom audience. They will receive critiques from their peers and be evaluated by their instructor based on a performance rubric that is shared with students in advance.
- Other
  - Example: 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.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. The instructor will lead discussion on assigned chapters covering how to write central ideas/theses. Instructor will present several central ideas/thesis statements and discuss with students the effectiveness or ineffectiveness of each statement. Students will then engage in a critical thinking exercise to practice recognizing and formulating effective central ideas/theses.

Distance Learning

1. To teach students public speaking skills in the area of delivery, the instructor will discuss on and show examples of key concepts such as gesture, articulation, inflection, facial expression, and eye contact and illustrate these techniques. A speech assignment will be given in which students focus on delivery. Students will post video recordings of their speeches on a discussion board and then students and instructor will watch the speeches and give constructive criticism.

Typical Out of Class Assignments
Reading Assignments

In preparation for a speech assignment, read the chapter from the textbook that defines and explains the type of speech. Then read a transcript of an exemplary speech that illustrates the speech-type and provides example of the concepts from the chapter. Analyze the specific speech purpose, language, evidence, rhetorical strategies and how the speaker adapts to a diverse audience and a specific context. Answer questions about the reading and speech transcript in a written reflection or group discussion.

Writing, Problem Solving or Performance

Performance: Deliver a persuasive speech, in which you use ethos (building your credibility and citing reliable sources), logos (supporting your thesis with facts, statistics, examples, expert testimony, and logical reasoning), and pathos (appealing to the emotions of the audience) as well as rhetorical strategies adapted to your audience to persuade them that they should agree with your thesis and possibly take action. Writing: In MLA style, write a manuscript for a commemorative speech, which clearly states why the subject is being honored and which inspires the audience with its specific examples and with its creative use of vivid and poetic language. Be sure to have an introduction which captures interest and reveals the topic, a well-organized body with strong support, and an inspiring conclusion.

Other (Term projects, research papers, portfolios, etc.)

Essay: Critically reflect on a speech performance that most resonated with you. Comment on the whether the speaker was successful in adapting to the audience and context as well as organization of the speech, the arguments and evidenced use to support the thesis, and the overall effectiveness of the message.

Required Materials

- Public Speaking: The Evolving Art
  - Author: Coopman, S. J. and Lull, J.
  - Publisher: Cengage
  - Publication Date: 2024
  - Text Edition: 5th
  - Classic Textbook?: No
  - OER Link:
  - OER:
- A Pocket Guide to Public Speaking
  - Author: O'Hair, D., Rubenstein, H., and Stewart, R.
  - Publisher: Bedford St. Martins
  - Publication Date: 2023
  - Text Edition: 7th
  - Classic Textbook?: No
  - OER Link:
  - OER:
- The Art of Public Speaking
  - Author: Lucas, Stephen E.
  - Publisher: McGraw Hill
  - Publication Date: 2023
  - Text Edition: 13th
  - Classic Textbook?: No
  - OER Link:
  - OER:
- Speak Out, Call In: Public Speaking as Advocacy
  - Author: Mapes, M.
  - Publisher: LibreText
  - Publication Date: 2021
  - Text Edition:
  - Classic Textbook?: No
  - OER Link:
  - OER: Yes
- Stand up, Speak out: The Practice and Ethics of Public Speaking
  - Author: Anonymous
  - Publisher: LibreText

- Publication Date: 2020
- Text Edition:
- Classic Textbook?: No
- OER Link:
- OER: Yes
- Exploring Public Speaking
  - Author: Barton, K., and Tucker, B.
  - Publisher: LibreText
  - Publication Date: 2021
  - Text Edition:
  - Classic Textbook?: No
  - OER Link:
  - OER: Yes
- Fundamentals of Public Speaking
  - Author: Cunill, M.
  - Publisher: Lumen Learning
  - Publication Date:
  - Text Edition: Latest
  - Classic Textbook?:
  - OER Link:
  - OER: Lumen Learning
- Public Speaking Matters
  - Author: Floyd, K.
  - Publisher: McGraw-Hill
  - Publication Date: 2023
  - Text Edition: 3rd
  - Classic Textbook?:
  - OER Link:
  - OER:
- Principles of Public Speaking
  - Author: German, K.
  - Publisher: Routledge
  - Publication Date: 2021
  - Text Edition: 20th
  - Classic Textbook?:
  - OER Link:
  - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.