1. COURSE ID: COMM 110  TITLE: Public Speaking  C-ID: COMM 110  
   Semester Units/Hours: 3.0 units; a minimum of 48.0 lecture hours/semester; a minimum of 16.0 tba hours/semester  
   Method of Grading: Letter Grade Only  
   Recommended Preparation:  
      Eligibility for ENGL 100 or 105

2. COURSE DESIGNATION:  
   Degree Credit  
   Transfer credit: CSU; UC  
   AA/AS Degree Requirements:  
      CSM - GENERAL EDUCATION REQUIREMENTS: E2b. English, literature, Speech Communication  
      CSM - GENERAL EDUCATION REQUIREMENTS: E2c. Communication and Analytical Thinking  
      CSM - GENERAL EDUCATION REQUIREMENTS: E5d. Career Exploration and Self-Development  
   CSU GE:  
      CSU GE Area A: ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING: A1 - Oral Communication  
   IGETC:  
      IGETC Area 1: ENGLISH COMMUNICATION: C: Oral Communication (CSU requirement only)

3. COURSE DESCRIPTIONS:  
   Catalog Description:  
      Theory and techniques of public speaking in democratic society. Discovery, development, and criticism of ideas in public discourse through research, reasoning, organization, extemporaneous delivery, and evaluation of various types of speaking including informative and persuasive speeches.

4. STUDENT LEARNING OUTCOME(S) (SLO'S):  
   Upon successful completion of this course, a student will meet the following outcomes:  
   A. Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose.  
   B. Incorporate research, sound reasoning, and evidence that support claims they make in their presentations of speeches and outlines.  
   C. Demonstrate that they are careful and critical thinkers both as speakers and listeners.  
   D. Adapt their presentations to the audience based on situational, demographics, and psychological audience analysis.  
   E. Explain their relationship and ethical responsibilities to others in the communication transaction.  
   F. Explain the basic principles of communication, and apply selected theories of rhetoric and/or communication.

5. SPECIFIC INSTRUCTIONAL OBJECTIVES:  
   Upon successful completion of this course, a student will be able to:  
   A. Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose.  
   B. Incorporate research, sound reasoning, and evidence that support claims they make in their presentations of speeches and outlines.  
   C. Demonstrate that they are careful and critical thinkers both as speakers and listeners.  
   D. Adapt their presentations to the audience based on situational, demographics, and psychological analysis.  
   E. Explain their relationship and ethical responsibilities to others in the communication transaction.  
   F. Explain the basic principles of communication, and apply selected theories of rhetoric and/or communication.

6. COURSE CONTENT:  
   Lecture Content:  
      1. Introduction to communication and rhetoric  
         A. Principles of human communication  
         B. Theories and techniques of public speaking in society
C. Ethics of public speaking in a diverse society
D. Audience analysis
E. Listening skills
F. Overcoming fear of speaking
G. Evaluation of communication effectiveness

II. Invention
A. Topic selection and idea development
B. Research and evidence evaluation
C. Reasoning and critical thinking
D. Critical analysis of public discourse
E. Motivational appeals of emotions, needs, and values

III. Disposition
A. Outlining
B. Organizational formats
C. Introduction and conclusion
D. Transitions

IV. Language and Style
A. Devices of style
B. Conversational style
C. Precise, respectful language

V. Delivery
A. Working with visual aids
B. Extemporaneous style
C. Aspects of voice and use of body

TBA Hours Content:
Hour by arrangement assignments include mandatory and optional work completed in the Communication Studies Resource Center: supplemental work in outlining; inductive/deductive reasoning; style in delivery (Gettysburg Address, Mario Savio, Martin Luther King, John Trasvina); videotaping rehearsal speeches; viewing and critiquing speeches; sources of evidence; speaker credibility; viewing "The Great Debaters." Students' attendance is monitored, and supplemental work may be submitted in the Resource Center or by email. Submitted assignments are checked by Resource Center faculty or the instructor of record, who are available to discuss grades received.

7. REPRESENTATIVE METHODS OF INSTRUCTION:
   Typical methods of instruction may include:
   A. Other (Specify): Library and online research; developing outlines or debate briefs; peer review of outlines; peer observation of rehearsal process; assigned reading; viewing and critiquing speeches in class and in the Communication Studies Lab; writing and submitting formal critique of speeches. All assignments require students to think inductively and deductively when applying general course concepts or personal observations about, and experiences in, in public speaking-to a specific draft outline, practice rehearsal speech, or in-class presentation. Homework assignments are submitted in class, either for a grade or for a check as to whether the material is understood and mastered; for example, students may be asked to bring 5 typed copies of a draft outline for peer review prior to submitting their finished outline on the day of their speech. Hour by arrangement assignments include mandatory and optional work complete in the Communication Studies Resource Center: supplemental work in outlining; inductive/deductive reasoning; style in delivery (Gettysburg Address, Mario Savio, Martin Luther King, John Trasvita); videotaping rehearsal speeches; viewing and critiquing speeches; sources of evidence; speaker credibility; viewing "The Great Debaters." Students' attendance is monitored, and supplemental work may be submitted in the Resource Center or by email. Submitted assignments are checked by Resource Center faculty or the instructor of record, who are available to discuss grades received.

8. REPRESENTATIVE ASSIGNMENTS
   Representative assignments in this course may include, but are not limited to the following:
   Writing Assignments:
   These are examples of outside writing assignments:
Students write three to four outlines prior to delivering their speeches, using correct organizational formats. They also write 3-4 speech critiques.

Some outlines, particularly for persuasive speaking assignments such as for debate, require the ability to do research and submit an annotated bibliography using MLA or APA styles.

**Reading Assignments:**
These are examples of outside reading assignments:

Students are required to read their textbooks. They also read research articles/books as part of preparation for their informative and persuasive speeches/debates.

**Other Outside Assignments:**
Students have team projects preparing for their in-class debates. They meet outside class to research, organize, and practice their presentations.

**To be Arranged Assignments (if applicable):**
These are examples of TBA assignments:

- Video rehearsal/critique of speeches before speaking in class.
- Peer or self evaluation of speeches made and recorded in the classroom.
- Critical analysis of public addresses (Gettysburg, Dr. Martin Luther King, Debate on Affirmative Action by Brown University).
- Supplemental work in outlining, reasoning, credibility, and delivery.

9. **REPRESENTATIVE METHODS OF EVALUATION**
Representative methods of evaluation may include:
A. Exams/Tests
B. Lab Activities
C. Oral Presentation
D. Critical analysis of public discourse, for example, students are able to identify good practices as well as errors in evidence usage and reasoning from selected speech passages. Required class presentations have students demonstrate proficiency in creating an outline using a proper organizational format with introductory, transitional, and concluding devices. Required outlines and debate briefs have students incorporate elements of proper outline structure and logical coordination and subordination of ideas.

10. **REPRESENTATIVE TEXT(S):**
Possible textbooks include:
B. Motoyama. *Ethical Public Speaking, Motoyama course packet*, ed. CSM, 2010

**Origination Date:** August 2011
**Curriculum Committee Approval Date:** November 2013
**Effective Term:** Fall 2014
**Course Originator:** George Kramm