

College of San Mateo
Official Course Outline

1. **COURSE ID:** COMM 110 **TITLE:** Public Speaking **C-ID:** COMM 110
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; 16.0-18.0 TBA hours; and 80.0-90.0 Homework hours
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. 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:
 1. Write coherent speech outlines that demonstrate ability to use organizational formats with a clear specific purpose.
 2. Incorporate research, sound reasoning and evidence that support claims made in speeches and outlines.
 3. Demonstrate critical thinking as a speaker and listener.
 4. Adapt presentations to the audience based on situational, demographics, and psychological analysis.
 5. Explain the speaker's relationship and ethical responsibilities to others in the communication transaction.
 6. 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:
 1. Write coherent speech outlines that demonstrate ability to use organizational formats with a clear specific purpose.
 2. Incorporate research, sound reasoning, and evidence that support claims made in speeches and outlines.
 3. Demonstrate critical thinking as a speaker and listener.
 4. Adapt presentations to the audience based on situational, demographics, and psychological analysis.
 5. Explain the speaker's relationship and ethical responsibilities to others in the communication transaction.
 6. Explain the basic principles of communication and apply selected theories of rhetoric and/ or communication.

6. **COURSE CONTENT:**
Lecture Content:
 - I. **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:

COMM 110 has a TBA (To Be Arranged hours) requirement that students must fulfill as part of their enrollment in this course. These TBA hours are not homework but are instructional activities designed to augment the lecture portion of the course. Under faculty supervision, students are required to complete activities shown below in the Communication Studies Center, such as videorecorded rehearsal of speeches and presentations; peer and self-critiques, including those based on at least two (2) videorecorded in-class speeches or presentations; group activities; research; and consultation with instructor on lab modules.

7. **REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:

- A. Lecture
- B. Lab
- C. Activity
- D. Critique
- E. Discussion
- F. 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 the Communication Studies Center; writing and submitting formal critique of speeches. All assignments require students to think inductively and deductively when applying general course concepts or personal observations in draft outlines, practice rehearsal speeches, or in-class presentations. Homework assignments are submitted in class, either for a grade or for a check as to whether the material is understood and mastered.

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.

Students view and critique at least two (2) speeches recorded in the classroom.

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 informative and persuasive speeches/debates.

Other Outside Assignments:

Students work on team projects preparing for in-class debates. They meet outside class to research, organize, and practice presentations.

To be Arranged Assignments:

These are examples of TBA assignments:

Video rehearsal/critique of speeches before speaking in class.

Peer or self-evaluation of at least two (2) speeches made and recorded in the classroom.

Critical analysis of public addresses (Gettysburg, Dr. Martin Luther King).

Supplemental work in outlining, reasoning, credibility, and delivery.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Performance
- B. Exams/Tests
- C. Lab Activities
- D. Oral Presentation
- E. 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 by creating an outline that uses a proper organizational format (introductory, transitional, 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:

- A. Motoyama. *Ethical Public Speaking, Motoyama course packet*, ed. CSM, 2010
- B. Sprague, Jo. *Speaker's Handbook*, 10th ed. Wadsworth CENGAGE Learning, 2013

Origination Date: August 2020

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Effective Term: Fall 2021

Course Originator: Fermin Irigoyen II