

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; 96.0-108.0 Homework hours; 144.0-162.0 Total Student Learning hours
Method of Grading: Letter Grade Only
Recommended Preparation:
 Completion of or concurrent enrollment in ENGL 100 or ENGL 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. Explain the theoretical foundations of communication by creating and sharing knowledge including the canons of rhetoric and Aristotelian proofs of ethos, pathos, and logos.
 2. Incorporate critical thinking, sound reasoning based on scholarly research, using supporting materials from primary and secondary sources for credibility, accuracy, and relevance in student speeches presentations and outlines.
 3. Write coherent speech outlines that demonstrate ability to use compelling arguments, appropriate organizational pattern formats, with a clear specific purpose for the audience, occasion, and across a variety of contexts.
 4. Adapt presentations to the audience (diversity, equity, inclusion, belonging, and accessibility) based on situational, demographic, and psychological analysis.
 5. The student will present an extemporaneously delivered special occasion, informative, and persuasive speeches that is faculty-supervised and evaluated delivered in face to face and/or remote modalities.
 6. Demonstrate critical thinking as a speaker and the ability as a listener to deliver/receive constructive feedback among peers.
 7. Apply rhetorical principles/theories of communication to analyze historical and contemporary public discourse.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 1. Explain the theoretical foundations by creating and sharing knowledge including the canons of rhetoric and Aristotelian proofs of ethos, pathos, and logos.
 2. Incorporate critical thinking, sounding reasoning based on scholarly research, using supporting materials from primary and secondary sources for credibility, accuracy, and relevance in student speeches presentations and outlines.
 3. Write coherent speech outlines that demonstrate ability to use compelling arguments, appropriate organizational pattern formats, with a clear specific purpose for the audience, occasion, and across a variety of contexts.
 4. Explain the speaker's ethical responsibility to their respective audience including truthfulness, accuracy, honesty, and reason.

5. Adapt presentations to the audience (diversity, equity, inclusion, belonging, and accessibility) based on situational, demographic, and psychological analysis.
6. The extemporaneously delivery of special occasion, informative, and persuasive speeches that is faculty-supervised and evaluated delivered in face to face and/or remote modalities.
7. Implement effective verbal and nonverbal skills while delivering a speech and managing communication apprehension.
8. Demonstrate critical thinking as a speaker and the ability as a listener to deliver/receive constructive feedback among peers.
9. Apply rhetorical principles/theories of communication to analyze historical and contemporary public discourse.

6. COURSE CONTENT:

Lecture 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. Literary Devices of Language Style
- B. Conversational style
- C. Specific, respectful, and inclusive language

V. Delivery

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

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Critique
- C. Activity
- D. Discussion
- E. 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 speeches that may be recorded in the classroom.

Outlines for informative and persuasive speaking assignments require the ability to do research and submit a bibliography using APA style.

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:

The use of the Communication Studies Center is strongly encouraged to advance student learning and engagement. Students may be required to complete activities shown below in the Communication Studies Center or online, such as video recorded rehearsal of speeches and presentations; peer and self-critiques, including those videos recorded in-class speeches or presentations; group activities; research; and consultation with instructors on lab modules.

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

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Performance
- B. Class Work
- C. Exams/Tests
- D. Group Projects
- E. Homework
- F. Lab Activities
- G. Oral Presentation
- H. Quizzes
- I. 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 (introduction, body, transition, and conclusion). 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. Beebe, S. A., & Beebe, S. J.. *Public Speaking: An Audience-centered Approach*, ed. Pearson, 2020
- B. Irigoyen, F.. *Public Speaking: Your Pathway to Success*, 3rd ed. Kendall Hunt Publishers, 2022
- C. Lucas, S.. *The Art of Public Speaking*, 13th ed. McGraw-Hill Education, 2019
- D. Tuman, J. S., & Fraleigh, D. M.. *Speak Up! An Illustrated Guide to Public Speaking*, ed. Bedford/St. Martin's, 2018
- E. Verderber, R. F., Sellnow, D. D., & Verderber, K. S.. *The Challenge of Effective Speaking in a Digital Age*, 17th ed. Boston: Cengage, 2018
- F. Sprague, Jo. *Speaker's Handbook*, 12th ed. Wadsworth CENGAGE Learning, 2018

Origination Date: March 2024
Curriculum Committee Approval Date: April 2024
Effective Term: Fall 2024
Course Originator: Fermin Irigoyen II