

Course Information

Semester & Year: Spring 2024

Course ID & Section #: COMM 1 – DN6937

Instructor's name: Professor Lisa Sayles

Day/Time: This hybrid class will meet in person on Fridays from 10:00 am - 3:30 pm in weeks 2, 7, and 12 (1/26/24, 3/1/24 & 4/12/24) and the rest of the course will take place online in Canvas.

Location: Del Norte Campus, Room TBA

Number of units: 3

Instructor Contact Information

Online Office hours: Mondays 7:30 - 8:00 PM & by appointment via Zoom (see Canvas homepage)

Campus Office hours: DN campus weeks 2, 7, and 12 (see above dates) by appointment before and after class, and Eureka Campus Tuesdays 2:45 PM - 3:45 PM or by appointment

Campus Office location: Eureka Humanities Building 108K

Campus Phone number: 707-476-4313

Email address: lisa-sayles@redwoods.edu and Canvas Inbox (email is the best way to get ahold of me)

Catalog Description

Students will learn theories and techniques of public speaking, focusing on audience analysis, logical organization, rhetorical principles, and ethical speaking practices in virtual environments. Students will engage in critical analysis and research of socially significant issues. They will outline and deliver informative and persuasive speeches, based on their research.

Course Student Learning Outcomes

1. Research, construct, and deliver effective informative and persuasive speeches using accepted classical and rhetorical practices, models, and theories of communication.
2. Critically analyze oral communication, both as speakers and listeners.
3. Demonstrate ethical responsibilities in the communication process, including issues such as diversity, credibility, authority, and academic honesty.

Required Textbook & Materials

Textbook: No textbook needs to be purchased. This course uses free, open-source textbooks and web resources for the equivalent of the primary textbook. We will primarily use [Exploring Public Speaking, 4.2 Edition](#) by Barbara B. Tucker. No ISBN. A link to readings is provided in the Canvas modules.

Library Access: Students will need to use the CR Library to access resources needed for the class. Access the [CR Library system](#) off-campus using your WebAdvisor ID (first initial of first name + last name + last three digits of your student ID number) and 8-digit birthdate (mmddyyyy).

Other requirements: 1 package WHITE (or neutral color) 3 x 5 or 4 x 6 notecards for speaking notes. High-speed internet, a relatively modern computer, and a **webcam** or another device that creates **video with audio**.

Canvas Modules

This course takes place in person and in a course management tool called Canvas. The Canvas **modules** tool contains all the instructions, activities, and assignments for the online component of the course. Access the modules through the

course navigation list or from the link on the homepage. The modules are where everything in the class is organized, so at the beginning of every week, you should access each new module, read the topic introduction, and objectives page, and review the activities for the week. If you only go to assignments, you will miss parts of the course.

Communication With Instructor

Outside of class, office hours and email are usually the best way to get a hold of me. For email, please use Canvas email for personal student-teacher communication. To access the email system in Canvas click on the “Inbox” link on the left dark grey bar to bring up your Canvas email. Clicking on the person icon in the “To:” address bar will allow you to choose the course, student, or teacher, and then the person that you would like to email. Click on COMM 1, teacher, and choose my name, Lisa Sayles. Type a message in the message area and click send to send your message. You may also email me through the CR email system at Lisa-Sayles@Redwoods.edu. When using this email please clearly identify the class that you are in and include your full name. I will access the class website regularly and respond to posted questions and email messages within 48 hours (and usually much sooner) **during regular business days Monday - Thursday**. If you do not hear back from me before this time, please initiate contact again.

There are other ways to communicate with me in our course, including a general Q & A discussion area, assignment comments, and video conference. You are welcome to reply with a comment or add questions on announcements. General questions (analogous to raising a hand in class) should be posted in the “Q & A” discussion forum.

Instructor Commitment

In addition to our in-person class time, I access this class on Canvas regularly and initiate online contact with students using weekly announcements, online lesson materials and videos, a Q&A forum, feedback on assignments, and by email, and/or video conference tool. I dedicate as much or more time to this hybrid class compared to a traditional, face-to-face class.

PART 1: Grading & Evaluation Policies



“All things are difficult before they are easy.”

— Thomas Fuller

Student Commitment

This class will require at least as much time as you dedicate to a traditional face-to-face class. California defines college semester credit hours in Carnegie units which is a one to two ratio between in-class time and homework. For example, a typical 3 credit hour class during a regular academic term will require 3 hours in class and an additional 6 hours of homework, for a total of about 9 hours per week. If you are taking a total of 12 credits, you can expect to spend 36 hours a week on your college classes, which is why 12 credits are considered full-time. I strongly suggest that you **create a schedule that considers the total required hours** per week for all your courses, work, and other responsibilities. You will need to carefully engage with both in-person and online lectures and lessons, read textbook chapters, complete reading quizzes, write application papers, and create video assignments. Conscientiousness, attention to detail, and skills in reading and writing are critical for success.

Evaluation & Grading Policy

Your work is assessed according to how well it meets class outcomes and objectives, fulfills requirements, meets assignment rubrics, and reflects the academic skills expected of college students. It is your responsibility to track your progress in the course, understand why you have achieved a certain grade, and what steps you can take to maintain or improve your grade. Canvas has a feature called **“What If” Grades** that allows students to see how future assignment

grades will impact their overall course grade. Please feel free to consult with me about your grades. Review the assignment and the grading rubric to clearly explain any concerns. Plan to schedule adequate time to ensure that you are able to complete all assignments.

The following percentage system will be used to determine the final course grade:

Assignments	Points	% of Grade
In-Class Participation & Homework	100	12%
Quizzes		10%
Reading Quizzes (9x10 pts.- drop lowest)	90	
Prepared Speeches		40%
Introductory Speech	75	
Informative Speech	125	
Persuasive Speech	150	
Commemorative Speech & feedback <i>(Includes audience feedback pts. 5 x 5=25)</i>	125	
Speech Outlines/Manuscript		10%
Speech 2: Informative	50	
Speech 3: Persuasive	50	
Commemorative manuscript	10	
Speech Goal & Self-Assessments & Peer Feedback		15%
Speech 1: Self-Introduction - Self	40	
Speech 1: Self-Introduction - Peer	25	
Speech 2: Informative - Self	50	
Speech 2: Informative – Peer	25	
Speech Toolbox Activities (5 X 14)	70	13%
Total:	985	100%

Grading Scale	
A	= 93% - 100%
A-	= 90% - 92%
B+	= 87% - 89%
B	= 83% - 86%
B-	= 80% - 82%
C+	= 77% - 79%
C	= 70% - 76%
D	= 60% - 69%
F	= < 59

Students will be notified via Canvas announcement when final grades have been tallied for the course and given a 24-hour period in which to notify the instructor of any omissions or errors prior to final grade posting. Once grades are formally posted all course grades are final.

Student feedback policy

Students can expect assignment feedback and scores posted to the grade book within 10 days after the submission deadline. If feedback and scores are not posted to the grade book tool within 10 days after the submission deadline, I will notify students about when they can expect the scores or feedback to be posted.

Late Policy

You will need to turn all assignments in on time according to the due dates listed in the syllabus schedule and Modules on Canvas for assignments to be eligible for full points.

- **Individual assignments** - For individual assignments that do not involve other students in the class, late work will be accepted up to 5 days after the due date, with a 10% grade reduction. The exception to late work is finals week/last week of class.
- **Peer-dependent assignments** - No late work is accepted for time-sensitive, and peer-dependent assignments such as the major speeches.
- **Reading Quiz attempts** - Readings should be completed prior to engaging with lessons and assignments, and the reading quizzes are meant to help incentivize you to complete the readings. There are multiple quiz attempts

available for each quiz. However, for the quiz to be considered on time, the first attempt must be submitted by the due date. All remaining attempts may be submitted until the Sunday before finals week without a late penalty (ignore that Canvas marks these late).

- **Exceptions** - The only exception to the late work policy is a major medical emergency or traumatic life event. You will need to be prepared to scan and email verification, such as a copy of the doctor's note.
- Extra credit options may be available to make up points.
- **Note: I do not accept any work beyond the Sunday prior to finals week, other than finals week-related work.**

PART 2: Course Technology Information



The real power of interactive technologies is that they let us learn in ways that aren't otherwise possible or practical.

– David Lassner

Technology skills

Students should be able to navigate the course learning management system (website) and external websites, open and download files, use a word processor with either Microsoft Word (.docx) or compatible software, record and upload video files, and be able to convert files to rich text format (.rtf) or portable document format (.pdf) and submit files to the class website. It is the student's responsibility to meet the technological demands of the course, but please let me know if I can help direct you to needed support.

Technology requirements

- **Computer** – A reasonably current computer is needed for this class. A mobile device with the Canvas App can be used for some functions, but you should not rely on a mobile device to complete all of the course requirements. **A computer is required** to successfully complete this course.
- **Other hardware** - A webcam or other device that creates videos and audio is required in order to participate fully in all of the course activities or assessments.
- **Internet Access** - A reliable, high-speed broadband connection is needed for this course. Have a back-up plan for internet access, like a coffee shop or library.

Software

- **Canvas** - This course uses an online Learning Management System (LMS) called Canvas, which is provided by the college. Log into Canvas at [My CR Portal](#). For help logging in to Canvas, visit [My CR Portal](#). For help with Canvas once you're logged in, click on the Help icon on the left menu. For tech help, email its@redwoods.edu or call 707-476-4160. Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)
 - Plan to use and access the Canvas email system for the duration of this course. It is critically important that you check your email account regularly (ideally daily) while taking online classes. You can set up Canvas to copy your CR or personal email accounts. To find out more about setting up your Canvas email account see the [Canvas Guide on Adding Contact Methods for Students](#).
 - In addition, you should plan to access our course and participate in the online environment in Canvas several times per week. Online participation is critical to your success in this class.
- **Canvas App** - If you have a smart phone or a tablet there is a free Canvas app through the Apple store or an app available at this link for [Android devices](#). However, DO NOT rely on a mobile device and the Canvas App to complete all the course requirements because the app is not as complete a version of Canvas.
- **Microsoft Word compatible software** - In this course you will need to open and/or create Microsoft Word compatible documents. All students at CR have access to a free [Office 365 license](#) (includes Word, Excel,

PowerPoint and more) with a valid CR email. There are also other free software options available such as [Google Docs](#) or [LibreOffice](#) (If you use Pages for Mac, you will need to export your files to Word or PDF formats).

- **Adobe Acrobat Reader** – Adobe Acrobat Reader – A free [Adobe Acrobat PDF Reader](#) is available which will allow you to open and read PDF files.
- **Zoom Account** – Zoom video conferencing will be used to conduct office hours. Zoom can also be a useful tool for groups to meet. Click here to sign up for a [Free Basic Zoom Account](#). Your free account comes with excellent [online support](#), including 24/7 free live chat help.
- **Canvas Studio** – [Canvas studio](#) is a media tool that allows students and instructors to upload, create, edit, manage, share, and discuss audio and video files. We may use this tool for some class assignments.
 - Canvas Studio uses a video and screen recording tool called Screencast-O-Matic which makes it easy to record both yourself and slides (or anything on your desktop) at the same time.
 - If you are a Mac user and you have trouble with the screen recording, try going into your Security & Privacy section under “Settings” and clicking the “Studio Recorder” button.

Canvas & CR Technology support

As an instructor, I am available to assist you with course content and assignments, but my role does not include technical support. However, you should let me know if you are having technical difficulties that affect your participation in the course so that I know how to best support you, and if needed work out a short-term accommodation.

See the [Student Technical Support/Help](#) page for general technical support information. The [Online Course Support](#) page provides comprehensive information for online students. additional information specific to online courses.

- [Canvas help and tutorials](#)
- [Canvas Student Orientation Course \(instructure.com\)](#)
- [Online Student Handbook](#)
- [Online Tutoring Resources](#)

Setting Your Preferred Name in Canvas

It is more difficult to learn and remember names in an online or hybrid course, especially if students want to be called something other than the name that shows up every time they post or interact with others in Canvas. Fortunately, students can have an alternate first name and pronoun appear in Canvas. Please take advantage of this if you would like to be called something other than what currently shows up for you in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

PART 3: Public Speaking Course Schedule



The term officially begins on Saturday, January 13th. The weekly module will typically begin on Mondays and end on Sundays.

WK	DATE	TOPICS & ACTIVITIES	ASSIGNMENTS/READING/DUE DATES
1	Jan 15-21	Orientation & Course Introduction By Tues: Read orientation info & syllabus By Wed: Submit introduction 1st post & read textbook CH 1 & Appendix C By Thurs: Reading quiz #1 By Fri: Online Lesson By Sun: Intro discussion reply posts & read speech #1 assignment	Read syllabus & orientation materials Toolbox #1: Intro/attendance discussion Read Exploring PS CH 1 Intro Public Speaking Read Appendix C: Public Speaking Online Reading Quiz 1: CH 1 Complete lesson(s) Read Speech 1 Speech Assignment in Canvas <i>Start drafting speech #1</i>

2	Jan 22-28 Class Friday 1/26/24	Preparing for Speech #1: Outline & Delivery By Tues: Read CHS 6 & 11 & reading quiz By Thurs: Start online lesson By Fri: Homework #1: Draft intro speech due Fri: In-Class Session Speech #1 workshop/Homework #1 due Deliver Speech #1: Introductory Speeches By Sun: Complete lesson	Read Exploring PS CH 6 section 6.4 Outlining Read Exploring PS CH 11 Delivery Reading Quiz 2: CH 6 (6.4) & CH 11 <i>*Watch sample intro speeches (links in Canvas)</i> Homework #1 due in class: Speech 1 outline draft due Bring Blank notecards Friday 10:00 - 3:30 bring draft of introduction speech <i>Review Self-Assess #1 and SP #2 Informative Speech</i>
3	Jan 29- Feb 4	Preparing for Speech #2: Topics, Purpose, Thesis & Informative Speaking By Tues: Read CHS 4 & 12 & reading quiz By Wed: Start online lesson & 1st discussion post By Sun: Complete lesson & discussion posts <i>Extra credit reading quiz due</i>	Read Exploring PS CH 4 Developing Topics Read Exploring PS CH12 Informative Speaking Reading Quiz 3: CH 4 & CH 12 Toolbox #2: Submit primary & two reply posts Complete lesson(s) Peer Feedback #1 for Speech #1 due
4	Feb 5-11	Preparing for Speech #2: Ethics & Research By Tues: Read CHS 3 & 5 & Reading quiz By Wed: Start online lesson & 1st discussion post By Sun: Complete lesson & discussion posts Speech #1 Self-assessment	Read Exploring PS CH 3 Ethics Read Exploring PS CH 5 Researching your topic Reading Quiz 4: CH 3 & CH 5 Self-Assessment for Speech #1 due Toolbox #3: Submit primary & two reply posts <i>SP #2 Topics due Sun 2/11</i>
5	Feb 12-18	Preparing for Speech #2: Support & Organize By Tues: Read CHS 6 & 7 & reading quiz By Wed: Start lesson & optional discussion By Sun: Complete lesson	Read Exploring PS CH 6 Organizing & Outlining Read Exploring PS CH 7 Supporting Ideas Reading Quiz 5: CH 6 & CH 7 Extra Credit Quiz - Virtual Text Chapter 2 Origins Research & start speech #2 & outline
6	Feb 19-25	Preparing for Speech #2: Introductions, conclusions & visual aids By Tues: Read CHS 8 & 9 & reading quiz By Wed: Start lesson(s) & EC discussion By Sun: Complete lesson & EC reply posts	Read Exploring PS Chapter 8 Intro & Conclusions Read Exploring PS Chapter 9 Presentation Aids Reading Quiz 6: CH 8 & CH 9 Review Chapter 11 Outlining Extra Credit: Submit primary & two reply posts <i>Research & draft speech #2 & visual aid</i>
7	Feb 26- Mar 3 Class Friday 3/1/24	Preparing for Speech #2: Mon - Fri: Finalize & practice speech #2 Fri: In-Class Session Informative Workshop, Homework #2 due Deliver Speech #2: Informative Speeches Sun: Final Speech #2 outlines due	Homework #2: Speech 2 prep outline due in class Speaking note cards due - visual aid required Class Friday 10:00 - 3:30 Informative Speeches Final Speech 2 Outlines due Sunday 11:59 pm Bring Blank notecards
8	Mar 4-10	Preparing for Speech #3: Audience, Listening & Culture By Tues: Read CH 2 & App A & reading quiz 7 By Wed: Start lesson & 1st discussion post By Sun: Complete lesson & reply posts	Exploring PS Chapter 2 Audience & Listening Exploring PS Appendix A: Culture and PS Reading Quiz 7: CH 2 & Append A Peer Feedback #2 for speech #2 due Toolbox #4: Submit primary & two reply posts <i>Read Speech 3 Persuasive Speech Assignment Canvas</i>
Spring Break March 11-16			
9	Mar 18-24	Preparing for Speech #3: Persuasive Speaking & Organization By Tues: Read & reading quiz 8 By Weds: Start lesson & optional discussion post By Sun: Complete lesson, self-assessment #2	Exploring PS Chapter 13 Persuasive Speaking Reading Quiz 8: CH 13 <i>Review CH 6 Organization</i> Optional peer discussion Self-Assessment for Speech #2 due

10	Mar 25-31	Preparing for Speech #3: Argumentation & Reasoning By Tues: Read CH 14 & reading quiz 9 By Wed: Start lesson & optional discussion By Sun: Complete lesson	Exploring PS Chapter 14 Logical Reasoning Reading Quiz 9: CH 14 <i>Research & draft speech #3 - check argumentation</i> Optional peer discussion
11	Apr 1-7	Preparing for Speech #3: Mon-Wed: Finalize speech & outline By Wed: EC Speech #3 practice video post By Sun: EC Reply video posts, SP 3 Outline	Finalize speech & outline Extra Credit: Submit primary & two reply posts <i>Check soundness of arguments & reasoning</i> Speech #3 Outline due on Canvas Sunday 11:59 pm
12	Apr 8-14 Class Friday 4/12/24	Speech #3: Persuasive Speeches Mon-Fri: Practice speech & finalize outline By Thurs: Final Outlines due on Canvas Fri: In-Class Session Deliver persuasive speech	Meet Friday 10:00 - 3:30 Persuasive Speeches Final SP #3 Outlines due on Canvas Thurs by 11:59 pm Speaking note cards due - visual aid required Read Speech 4 Commemorative Speech Assignment <i>(no self-assessment due for speech #3)</i>
13	Apr 15-21	Preparing for Speech #4: Special Occasions & Language By Tues: Read VT CH 17 & PS CH 10 Reading Quiz, Read SP 4 assignment By Wed: Lesson & topic discussion By Sun: Reply posts	Read Virtual Text CH 17 & Exploring PS CH 10 Reading Quiz 10: VT CH 17 & EXP CH 10 Toolbox #5: Submit primary & two reply posts - SP 4 Topic due Sunday
14	Apr 22-28	Preparing for Speech #4: Special Occasions & Language <i>Continued</i> Mon-Sun: Draft & practice speech #4	Finalize manuscript & practice Speech #4
15	Apr 29- May 5	Speech #4 - Online Speeches Mon: Submit Speech #4 video & Manuscripts Tues-Mon: View speeches & submit feedback	Submit Speech #4 video – turn off Studio comments Submit Speech #4 Manuscripts Speech #4 audience posts (view & reply all)
16	May 6-10	Finals Week May 6-10 By Mon: Speech #4 audience posts By Wed: Post in Good-Bye discussion	Speech #4 audience posts due (view & reply all)

Note: *The above schedule and due dates are subject to change*

Admissions deadlines & enrollment policies

Spring 2024 Dates

January 12	Last day to register for classes (day before the first class meeting)
January 15	Martin Luther King, Jr.'s Birthday Holiday (District-wide closure)
January 26	Last day to drop without a "W" and receive a refund
January 29	Census Date (20% of class)
February 16	Lincoln's Birthday Holiday (District-wide closure)
February 19	President's Day Holiday (District-wide closure)
March 7	Last day to petition to graduate
March 29	Last day for student & faculty-initiated withdrawal (62.5% of class)
March 11-16	Spring break (no classes)

Students who have experienced extenuating circumstances can complete & submit the **Excused Withdrawal Petition** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

PART 4: Course Information & Policies



*A good system shortens the road to the goal.
- Orison Swett Marden*

Course Overview

This course is meant to empower you to become effective communicators in public speaking situations. We will focus on speech preparation and delivery skills. Some of the topics that will be studied include topic and purpose selection, research and organization of materials, language choices, audience analysis, listening skills, and strategies and ethics of persuasion. You will develop skills in topic research, constructing and outlining speeches, delivering traditional informative and persuasive speeches, and using visual aids. The main goal of this class is to give you an understanding of the processes involved in public speaking and a chance to develop your skills through the practical application of this understanding.

Remember that this course is an introduction to public speaking, which means that you are not expected to have had any public speaking experience before taking the class. Even the thought of public speaking is anxiety-producing for most people; therefore, we will address some of the most effective ways to manage your anxiety. Keep in mind that it is much worse from the inside looking out than from the outside looking in. The audience will rarely be able to detect your nervousness to the degree that you feel it. Taking a public speaking class is a great way to increase your confidence and preparedness in public speaking situations. Have fun with the process!

Communication Guidelines

Effective communication is essentially about showing respect for both yourself and the other person. Projects and speech topics will include controversial topics. This class requires that students demonstrate mutual respect in their interactions. It is okay not to agree with every comment or argument that is made in the class, either by your peers or myself. However, it is expected that you will be respectful of those with different opinions and perspectives than your own.

Most people experience some degree of anxiety related to public speaking. As an academic community, we share a mutual responsibility to create and maintain a supportive classroom environment where students feel safe to speak out and apply new communication skills. Listen attentively when others are speaking, ask questions, and speak up when you have something to add to the discussion. Avoid creating “noise” or distractions for others. Please make sure you watch the “Netiquette” video in the introduction module so that you are clear on my expectations regarding your online communication.

Office Hours

I will be available for both in-person office hours after class and video conference sessions using Zoom. I am happy to set up other times to talk with you on the phone or use the Zoom conference tool if these days and times don't work for you. If you would like to speak on the phone, please email me to set up a day and time.

Confirm Your Presence in the Class

Submit the first post in the introduction discussion **by Wednesday, January 17th**. The graded introduction discussion is part of the first week's online activities. Students who do not attend the first day of class will be dropped as a “no-show.”

Participation/Drop/Withdrawal

During the regular academic term student-initiated withdrawal may occur through the second week of class with nothing recorded on the student transcripts and from week's 2-10 with a recorded W (withdrawal). Administrative procedure (AP) 5075 allows instructors to withdraw students from class for non-participation through the 10th week of

class. Participation means that you are actively participating in class and completing assignments, not just logging in to Canvas. Non-participation for two weeks of assignments may result in involuntary withdrawal. No course withdrawal is allowed after the 10th week of class.

Drop Policy and Fraudulent Enrollment

Students who do not attend the first day of class will be dropped. Students who are not participating or are suspected of being a bot will be dropped the first week of class. Fraudulent enrollments are on the rise. To ensure that real students can get into classes, no-shows, bot/AI-generated participation, and/or low or not participating students will be dropped. If you have been dropped, but are a real student, please contact me right away to be reinstated.

Reading

Reading should be completed by the date on which it is listed on the schedule in the syllabus. Lessons and activities are based upon the expectation that you have done the reading and are familiar with the material. This will help deepen your understanding of the material and support your learning in class.

Written Work

Most of the writing in this course falls under the category of report writing rather than essay writing. This is the kind of writing that most individuals will use in professional contexts. This is because you will essentially be applying concepts and reporting to or informing me or other students about your applications. See [What is the difference between a report and essay](#) and/or [The difference between an essay and report](#) for a short comparison between the two forms of writing. Generally, you will use sub-headings or respond by prompt in your papers.

All papers should be typed, one and a half or double-spaced; Times New Roman or Arial; 12-point font; 1" margins, and formatted using APA style guidelines. All written work requiring sources outside the text must be cited properly **using in-text and end-of-text citations**. The CR library site offers citation resources and CR has resource librarians who will answer questions in person, by phone or email. The [Purdue Online Writing Lab](#) is also an excellent resource, and [WordHippo](#) and [Grammarly](#) are also useful tools. Please be sure to **carefully edit all papers** for spelling, grammar, punctuation and organization. Mechanical aspects of writing will be considered for grading purposes. Online tutoring is available via the NetTutor link in Canvas.

AI & ChatGPT

Use of AI and ChatGPT (or other AI tools) is allowed in this course to help practice communication skills, brainstorm assignments, to support research and/or to revise existing work that you have written. If you use AI/ChatGPT for any part of an assignment (from idea generation to text creation to text editing), you must clearly attribute and properly cite AI/ChatGPT (e.g., AI-generated text appears in a different colored font, quoted directly in the text, or use an in-text parenthetical citation). Failure to cite AI/ChatGPT is considered a violation of the plagiarism policy. **Using AI/ChatGPT is not appropriate or allowed for the personal application of course concepts, such as when you are applying concepts to your experiences or observations.**

AI will likely play some role in your future (or current) workplace. Using AI/ChatGPT effectively requires the development of prompting skills, and an understanding of, and strategies to address, limitations and potential problems, such as misinformation and biased data sets. See Canvas for more information.

Plagiarism

I encourage you to make use of resources and academic quality materials to learn from others, but your contributions in the discussion forum, the activities, assignments, and exams **must be your own work and you need to clearly identify the work of others**. Do not copy lesson or lecture notes, information from the textbook, other student's work, or cut and paste from a website or other source and claim it as your own. If you incorporate the work of others into your writing, **you need to cite and credit the work of others**. Students that plagiarize information will at minimum will

receive a failing grade on the plagiarized assignment, will be turned in to the dean, and will be at risk of failing the course. I will consider a first incident of plagiarism a learning opportunity, but any incident(s) after that will be reported to the Chief Student Services Officer and the Humanities division dean.

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Language/content disclaimer:

During this class I may show film clips that contain some profanity, violence, and/or suggested sexual content. These films will be used to offer practical application of concepts, theories or ideas discussed in class and textbook.

Note: I reserve the right to establish additional policies, as I deem necessary to provide you with the best learning environment possible.

PART 5: Public Speaking Assignments



"All the great speakers were bad speakers at first."

-Ralph Waldo Emerson

Assignments

All major assignments are designed to help you integrate knowledge gained from this course. The assignments are important not only for learning assessment to take place but also to reinforce long-term retention and understanding of human communication processes and skills.

In-class Participation & Homework

This hybrid class will meet in person on Fridays from 10:00 am - 3:30 pm in weeks 2, 7, and 11 (9/1/23, 10/6/23, and 11/3/23) and the rest of the course will take place online using Canvas. Please put these class dates on your calendar as attending the in-person sessions is mandatory and critical to your success in the course. Attending the in-person component of the course requires transportation, and scheduling and involves participation in lectures, application activities, communication skill building, peer feedback, and the delivery of the first three speeches. You will receive 30 points for each day of full participation on in-class days. If you come in late, please check in with me after class to make

sure that your participation is recorded. Homework draft outlines will be due at our class meetings in weeks 2 and 7 and will be an important part of our workshop, skill-building time. Each homework outline is worth 5 points.

In-person Class & Online Class Lessons

Our in-person class time will include short lectures, activities and workshops, and the delivery of extemporaneous speeches. Online activities will include lessons, discussions, assignments, peer feedback, and asynchronous manuscript speech delivery. The remainder of the class lecture and lesson content will be delivered online in the form of audio or video lectures, text-based pages with videos, images, etc.

Textbook Chapter Readings

I have adopted free, open education resources (OER) to comprise the textbook and chapter readings for the course. The reading list and links to chapters are included in the resource module (the first module) and each chapter and link is also included in each weekly module. It is expected that you will **read the assigned text chapter prior to our meetings in class and completing the online lessons**, and that you will experience in-person and online lessons **prior to participating in application activities, discussions, and/or submitting related assignments**. If you have questions about the textbook readings or lessons, please feel free to ask in class, post a question in the Q & A, email, or join my office hours on campus or in Zoom.

Chapter Reading Quizzes

Reading quizzes are due prior to the lesson, as indicated in the schedule, and are intended to give students a base knowledge of the course content prior to online and class activities. Engaging with the reading materials will significantly increase the effectiveness and productivity of your learning and time. Quizzes will be taken online through the Canvas learning management system. You will have unlimited attempts and your highest score will be recorded. As long as your first quiz attempt is due prior to the due date, the remaining attempts can be used until the Sunday before finals' week without being considered late (these later attempts will show up as late in Canvas, but just ignore that). The quizzes are open-book; however, you will only have 15 minutes for each attempt and each attempt will pull from a different pool of questions. There will be 10 graded quizzes and I will use your 9 best quiz scores for your quiz grade. Quizzes may contain multiple-choice, matching, and true/false questions. Each quiz will be worth 10 points.

General Guidelines for Speeches

Always be sure to review the assignment for speaking assignments to ensure that you have met all the requirements before submitting an outline and/or delivering your speech. It is important that you conform to the time limit given for a particular speech assignment. Time limits are factored into the speech grade. To make sure that your speech conforms to the specified time limit, you should practice your speech, out loud and standing up, and time it before delivering it to the class for a grade.

You will deliver your first three speeches during our in-person class days. Please be on time for class and after breaks. Be careful not to interrupt speeches that are in session. If you have an emergency, or another valid excuse (hospitalization, etc.) you will be given a make-up opportunity without penalty, but this should be negotiated before your assigned speech day if possible. If you do not speak on your assigned day, you **may** be allowed to deliver the speech later on a first-come, first-serve basis, but only with a full grade reduction and only at the instructor's discretion. The last speech will be delivered via uploaded video or optionally, on Zoom.

Guidelines for Video Speeches

- Sign up for a free [Free Basic Zoom Account](#) and practice using the technology even if it is just you, but try to practice with a friend or family on Zoom.
- Position the video camera at eye level so that you are looking directly at the camera and not up or down at it.
- Stand up during your speech - stand back from the camera so that the audience sees you from the waist up.

- **Minimize background clutter** - select a spot that will not have a distracting background or use a blanket/sheet/board or another item to cover distracting elements.
- Dress to look professional during your speeches (see dress code).

Dress Code for Speeches

All speakers are expected to dress as professionally as possible. Usually, this means avoiding shorts, jeans, t-shirts, tank tops, sweatpants, sweatshirts, flip-flops, athletic shoes, or hats. Avoid heavy coats or outdoor wear and remove hats or other objects that obscure your eyes. Your presentation of yourself contributes to your credibility and confidence as a speaker and should support your message, rather than detract from it.

Speech 1 - Speech of Self-Introduction

This 3–4-minute speech is designed to serve as an ice-breaking speech for you and your audience. The speech will inform your classmates about a personal accomplishment, goal, value, belief, or some other significant aspect of your life and personality. This speech should allow the audience to get some feeling for who you are and what you care about. **75 possible points**

Speech 2 - Informative Speech

This 5–7-minute speech requires that you inform your classmates about a topic that is relevant or interesting to them. You will provide the audience with new information that is appropriate and worthy of a college classroom. Typically, the informative speech discusses some object, concept, process, or event. Examples of topics that would fit this assignment include teaching the class how to make candles, explaining how to survive if stranded in the wilderness, or discussing the marriage rituals of the Mosuo (one of the last matriarchal societies in the world). An outline and presentation aid is required. **125 possible points**

Speech 3 - Persuasive Speech

In this 8–10-minute speech, you will persuade your classmates to adopt a particular course of action related to an issue that is of some importance to you and your audience and is connected in some way to the informative topic. This persuasive speech will be guided by a question (proposition) of policy. Examples of this type of speech include trying to persuade the audience to vote for a political candidate or proposition, enact a policy of mandatory public service in America, or institute a system of pass/fail grading in all classes at the College of the Redwoods. An outline and presentation aid is required. **150 possible points**

Speech 4 - Commemorative Speech

This 3–4-minute speech will pay tribute to someone or something that has had an impact on your life. This could include a person, a group of people, an institution, or an idea. The subject may be historical or contemporary, famous or obscure. This speech will focus on the use of language and delivery style. This speech will be delivered from the manuscript. Students may propose to deliver an alternative special occasion speech if there will be an immediate need for the speech, such as a toast at a wedding, etc. **100 possible points for the speech + 25 audience feedback points.**

Outlines and manuscript

You will be required to submit a typed, full-sentence formal, full-sentence outline on Canvas for the second and third speeches. Outlines must follow the correct format, structure, and organization patterns explained in the text, handouts, and in class. I will not accept emailed outlines – they must be uploaded to the outline assignment area. For your fourth speech, you will submit a manuscript before delivering the manuscript speech. Manuscripts must follow the guidelines for the assignment. I will check for plagiarism and make sure that your speech matches your proposal/approval.

Speech Self-Assessments & Peer Feedback

An important part of improving your skills as a speaker is to self-assess your presentation and set goals for improvement. The first three speeches will be **videotaped** (I suggest that you bring a cell phone or device to record your speech as backup). You will be asked to complete self-assessments and set speaking goals for the first two speeches. These will require self-reflection, analysis, and goal-setting skills. **A link to your recorded Zoom session video will be provided.** By being in this section you are giving your consent for your speeches to be recorded. These recordings will include all the presenters who delivered their speeches during the same smaller group presentation session. Speech self-assessments are due online on the date indicated in the schedule.

Speech Toolbox Activities

You will participate in skill-building activities where you will give and receive support for the speech-building and delivery process. Activities may include brainstorming speech topics, providing feedback on speech outlines, applying lesson concepts specific to upcoming speeches, practicing speeches, etc.

Extra Credit

Extra Credit Introduction discussion – Use video for your first/primary post in the introduction discussion and get an extra credit point added on to the discussion.

Extra Credit Quiz - Start the class with extra credit points! Take the Canvas quiz on the Virtual Text **Chapter 2 on the Origins of Public Speaking** by the date indicated on the schedule, and the points that you earn will be added to your total points at the end of the term. You will have two quiz attempts and your quiz score will be used for the extra credit points.

Extra Credit Informative and Persuasive Speech Practice – You will have an opportunity to earn extra credit by practicing your informative and persuasive speeches via video and providing feedback to peers.

PART 6: College Resources & Policies



The greatness of a community is most accurately measured by the compassionate actions of its members.

-Coretta Scott King

Accessibility

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Disability Services and Programs for Students \(DSPS\)](#). If you are unsure whether you qualify, please contact DSPS for a consultation: dsps@redwoods.edu.

- Eureka: 707-476-4280, Student Services Building, 1st floor
- Del Norte: 707-465-2324, Main Building, near the library
- Klamath-Trinity: 707-476-4280

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments usually cannot be accommodated.

Student Support Services

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)
- [Online Tutoring Resources](#)

To learn more about the resources available to you see the links in the section below.

Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821.

Community College Student Health and Wellness

If you are in distress or are with someone at risk right now, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or TEXT 741-741

Timely Care

When you're feeling under the weather physically or distressed mentally, you can find the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. [Visit TimelyCARE](#)

Mental Health Counseling

Students should text, email, or fax Shawna Bell directly for scheduling and/or services.

Contact info

Text: 707-496-2856

Email: shawnabmft@gmail.com

Fax: 707-237-2318 (voicemail can be left via fax)

Wellness Central

Resources, tools, and training regarding health, mental health, wellness, basic needs, and more designed for California community college students, faculty, and staff are available on the California Community College's [Wellness Central](#).

Counseling

[Counseling & Advising](#) can assist students in need of academic advising and professional counseling services. Visit the Welcome Center in the lower level of the student services building Monday –Friday 9am – 4pm (during the semester, summer hours may vary).

Basic Needs Center

[The Basic Needs Center](#) provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. Students can submit a request for services and information by

clicking on the [Basic Needs Center Request Link](#).

Contact info:

Phone: 707-476-4153

Email: the-grove@redwoods.edu

Learning Resource Center

Learning Resource Center includes the following resources for students

- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)
- [Academic Support Center](#) – offers tutoring and test proctoring for CR students.
- [Student Tech Help](#) – provides students with assistance around a variety of tech problems.

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information see the [Redwoods Public Safety Page](#).

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency, communication shall be the responsibility of the district employees on scene.

- a. Dial 911, to notify local agency support such as law enforcement or fire services.
- b. If safe to do so, notify key administrators, departments, and personnel.
- c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
- d. Contact Jolene Gates 530-625-4821 to notify of situation.
- e. Contact Hoopa Tribal Education Administration office 530-625-4413
- f. Notify Public Safety 707-476-4111.

In the event of an emergency, the responsible district employee on scene will:

- a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
- b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
- c. Close all window curtains.
- d. Get all inside to safe location Kitchen area is best internal location.
- e. If a police officer or higher official arrives, they will assume command.
- f. Wait until notice of all is clear before unlocking doors.
- g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
- h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)