

## Public Speaking (COMM 122)



**Industry Sector:** [Education, Child Development and Family Services](#)

**Pathway:** Education

This course is an introduction to speech making. Emphasis is placed on the skills required to organize and deliver a variety of types of speeches. Students give several speeches with and without visual aids. This course is designed for Communication Studies majors and for anyone interested in honing their speech skills.

**Last Revised:** August 10, 2017

| Program Information  | CTE Certification Elements   |
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| <p><b>Industries / Pathways:</b> Education, Child Development, and Family Services Industry: Education Pathway</p> <p><b>Grade Levels:</b> 11, 12</p> <p><b>CSU/UC Approval:</b> No</p> <p><b>Community College Course:</b> Yes</p> <p><b>Pathway Sequence(s) That Include This Course:</b></p> <p><b>Education Pathway Course Sequence:</b><br/>Introduction to Health and Human Services Careers or Health Professions and Organizations<br/>First Aid, Emergency Response and CPR<br/>Career Explorations</p> | <p><b>Course Level:</b> Concentrator</p> <p><b>CALPADS Pathway:</b> EDU - 132</p> <p><b>CALPADS Course Title:</b> COMM 122 Public Speaking</p> <p><b>State Course ID:</b> 7530</p> <p><b>Total Hours:</b> 45</p> <p><b>Course Length:</b> 1 Semester</p> <p><b>Local Course Number:</b> COMM122:ED</p> <p><b>Board Approval:</b> Pending Board Action on 12/7/17</p> <p><b>Labor Market Demand:</b> High</p> <p><b>Course Type:</b> Career-Technical Preparation</p> |

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| Education & Technology I<br>Education & Technology II<br>Education Internship (10th, 11th, 12th)<br>PSYC 120 Intro to Psychology or <i>COMM 103 Public Speaking</i><br>ED 200 Teaching as a Profession<br>HED 105 Health Education for Teachers<br>CD 125 Child and Adolescent Development |  |
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## Competencies / Outcomes

### Student Learning Outcomes

1. Communication: Students will be able to demonstrate an ability to report and/or explain oral and written information appropriately
2. Critical Thinking: Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions
3. Self Awareness and Interpersonal Skills: Ability to analyze one's own actions, to see others' perspectives and to work effectively with others in groups

### Student Learning Objectives

Upon successful completion of the course you will be able to:

1. Define, explain, and apply the principles of rhetorical theory.
2. Incorporate and demonstrate ethical practices in all phases of speech preparation.
3. Acquire, organize, interpret analyze and utilize research materials.
4. Analyze and adapt a speech topic to a variety of diverse audiences.
5. Develop a clear, cohesive thesis and create a concise speech outline.
6. Compose, organize and present to a live audience a variety of speeches, including but not limited to: informative and persuasive.
7. Recognize and demonstrate the characteristics of effective delivery
8. Utilize visual aids, including electronic media, effectively in order to support speech content.
9. Analyze and evaluate live or recorded speeches.
10. Strengthen active listening skills.
11. Recognize the elements of and demonstrate effective techniques for reducing communication apprehension

# Standards

## California's 2013 CTE Standards

1. CTE.ECDFS.KPAS.2.1 [Recognize the elements of communication using a sender–receiver model](#)
2. CTE.ECDFS.KPAS.2.2 [Identify barriers to accurate and appropriate communication.](#)
3. CTE.ECDFS.KPAS.2.3 [Interpret verbal and nonverbal communications and respond appropriately](#)
4. CTE.ECDFS.KPAS.2.4 [Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format](#)
5. CTE.ECDFS.KPAS.2.5 [Communicate information and ideas effectively to multiple audiences using a variety of media and formats](#)
6. CTE.ECDFS.KPAS.2.6 [Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.](#)
7. CTE.ECDFS.C.6.3 [Demonstrate how to support the development of a positive self-image and self-esteem as well as independence and respect for oneself and others](#)

## California Speaking and Listening Common Core Standards

1. SL.CCR.1 [Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.](#)
2. SL.CCR.3 [Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.](#)
3. SL.CCR.4 [Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.](#)
4. SL.CCR.5 [Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.](#)
5. SL.CCR.6 [Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.](#)
6. SL.5.3 [Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.](#)
7. SL.6.2 [Interpret information presented in diverse media and formats \(e.g., visually, quantitatively, orally\) and explain how it contributes to a topic, text, or issue under study.](#)
8. SL.6.3 [Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.](#)
9. SL.9-10.3 [Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.](#)
10. CCSS.ELA-Literacy.SL.11-12.1c [Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.](#)

11. SL.11-12.3 [Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.](#)
12. SL.9-10.4a [Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. \(9th or 10th grade\)](#)
13. SL.9-10.4b [Plan, memorize, and present a recitation \(e.g., poem, selection from a speech or dramatic soliloquy\) that: conveys the meaning of the selection and includes appropriate performance techniques \(e.g., tone, rate, voice modulation\) to achieve the desired aesthetic effect. \(9th or 10th grade\)](#)
14. SL.9-10.5 [Make strategic use of digital media \(e.g., textual, graphical, audio, visual, and interactive elements\) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.](#)
15. SL.9-10.6 [Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.](#)
16. SL.11-12.4a [Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques \(e.g., dialogue, pacing, description\); and draws comparisons between the specific incident and broader themes. \(11th or 12th grade\)](#)
17. SL.11-12.4b [Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions \(e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief\); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. \(11th or 12th grade\)](#)
18. SL.11-12.5 [Make strategic use of digital media \(e.g., textual, graphical, audio, visual, and interactive elements\) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.](#)
19. SL.11-12.6 [Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.](#)

## Common Core Standards for Literacy in History/Social Studies, Science and Technical Subjects Reading

1. RST.9-10.3 (9th and 10th) [Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.](#)
2. RST.11-12.3 (11th and 12th) [Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.](#)
3. RST.9-10.9 (9th-10th) [Compare and contrast findings presented in a text to those from other sources \(including their own experiments\), noting when the findings support or contradict previous explanations or accounts.](#)
4. RST.11-12.9 (11th and 12th) [Synthesize information from a range of sources \(e.g., texts, experiments, simulations\) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.](#)

## Writing

1. WHST.9-10.4, WHST.11-12.4 (9-10 & 11-12) [Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.](#)

# Units

## Unit 1: Poetry/Monologue Reading

### Descriptions

This unit will explore the monologue and poetry reading. A monologue is a literary device, which is the speech or verbal presentation that a single character presents in order to express his/her collection of thoughts and ideas aloud. A poetry reading is the public presentation of a poem.

### Key Topics/Activities

Students will present a poetry reading or a monologue reading, based on content that is relevant and meaningful to the student. Students will investigate the 5 elements of public speaking, which include: persona, message, delivery, visual aides and purpose of delivery. Students will practice voice inflection and projection. The presentation must be a minimum of 2 min. and not to exceed 2.5 min. Students will receive prompt feedback from professor and peers.

## Unit 2: Newscast

### Description

In this unit, students will be required to integrate exceptional organizational skills, good vocal delivery skills, and effectively demonstrate the ability to work with others on a “Newscast” presentation. An effective “Newscast” pays attention to a range of topics, story focus, enterprise level or how much effort went into the story, number of sources, viewpoints, source expertise and relevance. (Pew Research Center.)

### Key Topics/Activities

Students will be placed into groups and present a “Newscast”. There will be four news anchors and a weather person. Each person must speak for approximately 2 minutes. At the end of the newscast, there needs to be a UNIFIED CLOSING “Thank you, for tuning in to Channel 8 News... GOODNIGHT. (This must be said by the entire cast). The 4 anchors must present a news story, which is current in the news (an actual current event). The weather person must do an actual weather report. It is expected for the group to be very CREATIVE in this assignment. You are able to use props, costumes, etc. Students must show strong organizational skills, good vocal delivery skills, and effectively demonstrate the ability to work with others. Total minimum time 10-12 min. Students will receive prompt feedback from professor and peers.

## Unit 3: Duo Presentation

### Description

A demonstration speech is a form of informative speech where the speaker's primary purpose is to teach the audience how to complete a task (or process), and this is largely accomplished by demonstrating the task (or process) through a series of steps.

### Key Topics/Activities

The key activity in this unit is a demonstration presentation. The students will choose a topic, research the demonstration aspect of the topic, and provide an example of the demonstration during the presentation. Each student will speak for 2.5 min (total presentation not to exceed 6 min) and use 2-3 note cards, as needed. Students will be dressed in appropriate speaking attire. Each presentation will include an introduction, body, and a closing. Students will demonstrate mastery of organizational skills, good oral delivery skills, visual aids presentational skills, and the ability to work well with others. Students will receive prompt feedback from professor and peers.

## Unit 4: Speech of Introduction (3 minute speech)

### Description

In this unit, students will practice introducing themselves to their classmates, using the 5 elements of public speaking, and two visual aides.

### Key Topics/Activities

Students will introduce themselves, using two objects as visual aides. The first object will be something that best represents your past and one object that best represents your future OR two objects that are near and dear to you and why. Students will bring in the objects (or a representation of them) to class for your speech as a presentation aid. Students will receive prompt feedback from professor and peers.

## Unit 5: Informative Speech (6:00-8:00 minute speech)

### Description

The ability to communicate and interact with different cultures is extremely important in this day and age due to the Internet, the cultural makeup of America, and our close proximity to another country. In this informative speech, students will pick a culture (or co-culture) that is unique and different from your own culture. Students will pick a country or culture that they are interested in traveling to or learning more about. Students will present their research findings to their classmates.

### Key Topics/Activities

Students will explore a new culture in more depth, using an informative speech outline and presentation. This speech will include researched sources, presented at the beginning of the speech. APA formatted outline is due on date listed on daily schedule. Presentation aid is required. Students will receive prompt feedback from professor and peers.

## Unit 6: Persuasive Speech (6:00-8:00 minute speech)

### Description

Informing audiences about new ideas and concepts is all well and good, but for ages, public speaking has been used for another purpose: persuading audiences to take action. From politicians to teachers to leaders of social movements, persuasion is used to educate and motivate. The importance of becoming engaged in issues that affect us and the community in which we live is increasing as our communities become more diverse and fractured.

### Key Topics/Activities

The goal of this individual speech is to choose a current events topic and deliver a persuasive presentation to your class. This is a persuasive speech, students will argue in favor or against the chosen topic. Students will attempt to challenge our class to change or maintain a specific way of thinking or acting. The topic for this speech, will likely address a controversy of a political, social, economic, or cultural nature. This speech will include researched sources that support the arguments. APA formatted outline is due on date listed on daily schedule. Presentation aid is required. Students will receive prompt feedback from professor and peers.

## Unit 7: Special Occasion Speech (3:00 minute speech)

### Description

At some point in our lives, we may be asked to speak at an event or gathering. Some common occasions are weddings and funerals, but it is easy to imagine similar events like award ceremonies and dinner toasts. For this speech, you will choose the occasion and deliver a speech appropriate to the situation. No outline is required to be turned in for this speech.

### Key Topics/Activities

Students will give a speech to classmates, using visual aides and the 5 elements of public speaking. Students are expected to dress accordingly to the attire expected at the event. This speech is to be no more than 3 minutes. Feedback from peers will be given to each student, following the completion of the speech.