AFRICANA STUDIES

Fall 2014   Sec. 3   Oral Communication
Sched.# 20110
HH146  M-W-F 1:00PM-1:50PM

Professor Contact Information
Delores Fisher MA.
Email: dfisher2@mail.sdsu.edu
Office Hours: Tues. 1:30PM-4:00PM or by appointment only

Office Location: AL 360 Phone: 594-6554

Catalog Description
Practice in speaking, critical listening, reasoning and organizing, using communication theory
and techniques to evaluate the effect of oral communication on the lives of Blacks and others.
Not open to students with credit in Chicana and Chicano Studies 111A or Communication 103.

Course Description
This is an oral communication course which emphasizes African American rhetorical public
speaking dynamics and performance in a variety of socio-cultural contexts.

This course is one of three courses that you will take in the General Education area of
Communication and Critical Thinking. Upon completing this area of our General Education
program, you will be able to: 1) craft well-reasoned arguments for specific audiences; 2) analyze
a variety of texts commonly encountered in the academic setting; 3) situate discourse within
social, generic, cultural, and historic contexts; and 4) assess the relative strengths of arguments
and supporting evidence

Accessibility
Students who need accommodations for disabilities should contact me privately to discuss
specific accommodations for which they have received authorization. If you have a
disability, but have not contacted student Disability Services at 619-594-6473 (Capuli
Center, Suite 3101)-- please do so before an appointment to see me.

Required Text(s):
Young, Kathryn Sue and Howard Paul Travis. Oral Communication: Skill, Choices and

Blackboard.com Videos, Notes

Overall GOAL: Students will develop oral communication skills and critical thinking
skills applied in an oral and written context through guided speaking exercises,
readings, and use of concepts from Western as well as African American culture.
COURSE Goals--At the end of this semester students will be able to:

G E Goal 1
- Identify, describe, and apply three Western oral communication rhetorical techniques and three specific African American oral communication rhetorical techniques in guided "situation specific speech simulation events" (impromptu speeches, debates, interviews, panel discussions)
- Choose and apply a specific effective oral communication technique to improve skill level in guided class performance based on evaluations and feedback from previous speech events

G E Goal 2, and 3
- Analyze, compare and discuss a speech in oral and written form by an African American orator and situate the speech occasion in its social, cultural, and historical context

G E Goal 4
- Analyze relative strengths and weakness of an oral argument’s key points (during guided debates, persuasion speeches, panel discussions) in student guided evaluation-feedback sessions

G E Goal 4, Departmental Goal 4.1
- Analyze and critique 4(four) Africana Orators utilization of rhetorical strategies and ideas presented in 4(four) different speeches, the socio-cultural contexts of the times during which the speeches were presented, and the formality/informality of the venues in which the speeches were presented

Departmental Goal 4.1
- Speak with confidence in a variety of oral communication contexts (interpersonal, intra-personal etc.) while presenting cogent arguments or main ideas with supporting detail, illustration

G E Goal Departmental Goal 4.3
- Write/document and orally present rigorous research sources in an organizational outline to support claims in Information, Persuasion, and Argumentation (debate) speeches
  A. Quotes and paraphrases: from 2 primary sources and 2 secondary sources
    1. Students will apply source analysis techniques to determine viability of:
      a. "Scholarly" Internet Sources
      b. Interview Sources
      c. Printed texts
  B. MLA Format (in-text citations, Works Cited, etc.) is required on each outline

EVALUATION
In order to assess learning and to assist in developing an inner dialogue with the course content, students will be responsible for a variety of assignments.

Point allocations for assignments are:

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Formal Speeches -------------------</td>
<td>5</td>
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<tr>
<td>1. Tell Us About You</td>
<td>20</td>
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</table>
2. Informative (Sp. 50/Outline 20) 70
3. Impromptu 20
4. Argumentative/Persuasive (Sp. 50/Outline 25) 75
5. Debate (Sp. 75/Outline 25) 100

Critiques (4x10) 40
MIDTERM (1 x 50) 50
Class Participation (speech event exercises) 75
Final +50

Grading Standards C= 325 points
Option: Credit/ 325pts NO CREDIT: 324 pts and below

Grading Scale: Grades and credit/no credit option
475-500 A
451-474 A-
425-450 B+
400-424 B
375-399 B-
350-374 C+
325-349 C
300-324 C-
275-299 D
298 and below F

Assignments
Outlines and critiques must be MLA format*, computer generated, double spaced, 12 point font: New Times Roman with left/right and top/bottom margins of 1."

Student Name, Class, Title of Assignment, and Date---on the first page.*

In class assignments MUST BE LEGIBLE to count towards final grade

1. Outlines (2-3 pages, with works cited page) will be collected on designated speech dates and handed back the following week
2. Speech Critiques (4) are 10 points each, 1-2 pages in length
3. Debate topics require consultation with professor and approval before starting research
   A. Topic Focus: Issues generated by class readings and discussions about society—especially current issues impacting the lives of 21st century African Americans. Topic examples: Afrocentrism, urban education, racial/cultural identity, disability, poverty in the 21st century, gun control, family traditions, police interactions with citizens, Hip Hop moguls and Black American philanthropy, women’s roles in corporate America, college tuition fees 1. One short midterm will assess learning. The
format: a **Short answer** section 5 **questions** 2pts. each, **Identification** of speeches, speakers, quotes 5 **questions** 2pts. each, **Concept definition** 5 **questions** 2pts.each, last--- a **short expository essay** (intro/3 body paragraphs/conclusion--- minimum 300 to maximum 500 words) **20 pts**

2. The final will cover topics addressed after the midterm. The format: **Short answer** section 5 **questions** 2pts. each, **Identification** speeches, speakers, quotes, 5questions, 2pts. **Concept definitions** 5 questions, 2pts, **an expository essay** (intro/3 body paragraphs/conclusion--- minimum 500--maximum 700 words) **20 pts**.

**Academic Expectations**
This course will use speeches that address topics across the Africana Departmental Curriculum. Some issues and topics have no clearly defined answers and are emotionally charged. Discuss these as a class with mutual respect for each other’s thoughts: We will learn to disagree academically as we develop oral communication skills to facilitate scholarly disputation in defense of a position.

**Late Assignments and Make-up Assignments:**
**Assignments are due on date in the syllabus and on Blackboard.com----unless otherwise specified by professor**

**B. Make-up Speeches/Exams- documented emergencies only (Dr.s’ excuse etc.)**
Arranged by instructor: student consultation providing documentation--- after which determination will be made about make-up speech/exam viability.

**Laptop use is for academic purposes only (note taking, Website research)**
**NO LAPTOPS DURING MIDTERM OR FINAL EXAM: PLACE IN FRONT OF THE ROOM BEFORE EXAM STARTS AND RETRIEVE AFTER COMPLETION OF EXAM**

**NO Cell phone use during class. Turn off cell phone.**

**Extra Credit:** **NONE**

**Attendance**
It is your responsibility to attend each class. (Sporadic attendance is taken and reflected in participation points accumulated during the semester), an attendance sheet will document absences.

**Miss Class? Use these strategies:**
1. Check Blackboard. com for assignment directions,
2. “Partner-up” with a good note taker.
3. Use study groups as a resource for class notes, handouts.
4. Email me **after** emergency situations occur-especially if assignment arrangements have to be made for legally documented SEVERE situations.
**Tardy**
Please be on time no participation points awarded after attendance is taken

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS TOPICS</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td><strong>AUGUST</strong></td>
<td><strong>MODULE 1 Foundations of Writing, Afrocentricity and Identity</strong></td>
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<tr>
<td><strong>Week 1</strong></td>
<td><strong>Mon. 25</strong> Syllabus, class structure/semester overview</td>
<td>Explanation of Goals and Objectives (Blackboard.com: access, navigation)</td>
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<td>Tell us who you Are Part 1</td>
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<td><strong>Wed. 27</strong> Syllabus, class structure/semester review</td>
<td>Tell us who you Are Part 2</td>
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<td><strong>Fri. 29</strong> Course Overview: Afrocentric perspective on oral communication</td>
<td>Concepts, Traditional Concept—Start Young and Travis Chapter 1</td>
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<td>**Week 2 **</td>
<td><strong>SEPTEMBER</strong></td>
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<td><strong>Mon. 1</strong></td>
<td><strong>LABOR</strong>  DAY HOLIDAY  NO CLASSES SCHOOL CLOSED**</td>
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<td><strong>Wed. 3</strong></td>
<td>Lecture/Class discussion</td>
<td>Aspects of Western Oral Communication</td>
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<td>Informal/formal speeches</td>
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<td><strong>Fri. 5</strong></td>
<td>Lecture/Class discussion</td>
<td>Chapter 1</td>
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<td>Prep &quot;Something About You&quot;</td>
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<td><strong>Week 3</strong></td>
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<td><strong>Mon. 8</strong></td>
<td>&quot;Something About You&quot;</td>
<td>3 Minutes Speech</td>
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<td>Start reading Young and Travis Chapter 2</td>
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<td><strong>Wed. 10</strong></td>
<td>&quot;Something About You&quot;</td>
<td>3 Minute Speeches</td>
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<td>Con’t. Chap 2</td>
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<tr>
<td><strong>Fri. 12</strong></td>
<td>&quot;Something About You&quot;</td>
<td>3 Minute Speeches</td>
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<td>Critique #1 Due (Blackboard)</td>
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<td><strong>Week 4</strong></td>
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<td><strong>Mon. 15</strong></td>
<td>Finish Something About You&quot; speeches</td>
<td>Feedback: Student reflection on 1&quot; speech experience</td>
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<td><strong>Wed. 17</strong></td>
<td>Lecture/ Class Discussion Young and Travis Chapter 2</td>
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Fri. 19  Lecture/Class discussion: “Developing my Tool box”  
Start Young and Travis Chap. 7 and 8

Module 2 Goal: Effective oral rhetorical strategies in different contexts

Week 5
Mon. 22 Lecture/Class discussion  Speech Construction  
Con’t. Young and Travis Chap. 7 and 8

Wed. 24 Lecture/Class discussion  Informative Messages  
Con’t. Young and Travis Chap. 7 and 8

Fri. 26  Lecture/Class discussion  Young and Travis Chapter 7 and 8  
Prep for Informative Speech

Week 6
Mon. 29  Informative Speeches  3 Minute Speeches

OCTOBER
Wed. 1  Informative Speeches  3 Minute Speeches  
Start Young and Travis Chap 9

Fri. 3  Informative Speeches  3 Minute Speeches

Week 7
Mon. 6  Informative Speeches  3 Minute Speeches  
Feedback: Student reflection on 2\textsuperscript{nd} speech experience

Critique #2 Due (Blackboard)

Wed. 8  Lecture/Discussion  Young and Travis Chap 9

Fri. 10  Lecture/Discussion  “Developing A Style” Con’t  
Prep for Impromptu Speech—Blackboard Youtube Videos

Week 8
Mon. 13 Lecture/Discussion Lecture/Discussion  “Developing A Style” Con’t  
Start Reading Chap 4

Wed. 15 Informal practice/Toolbox: Self-Assessment  
What are my Non Verbal speech Strengths and Weaknesses?  
Con’t Reading Young and Travis  Chap 4

Fri. 17 Lecture Discussion Young and Travis Chap 4  
Non-Verbal communication modes-applying them to public speaking
Week 9
Mon. 20  Speech#3  Impromptu  2-3 minutes

Wed. 22  Speech   #3 Impromptu  con't.  2-3 minutes

Fri. 24  Finish Speech  #3 Impromptu  con't.  2-3 minutes
Feedback on impromptu speech # 3 experience

Week 10
Mon. 27  MIDTERM

Wed. 29  Lecture/ Review  "The Speaker": Cultivating credibility and Persuasion
Analyzing other’s credibility throughout the speech experience
Young and Travis Chap. 10

Fri. 31  Lecture/ Review  "The Speaker": Cultivating credibility
Con’t. Young and Travis 10

NOVEMBER
Module 3 Goal: Develop oral persuasion and argumentation strategies

Week 11
Mon. 3  Lecture Young and Travis 10
Persuasion/Argumentation
Start Young and Travis Chap. 11

Critique #3 Due (Blackboard)

Wed. 5  Lecture/Discussion  Toulmin Model
Prepare for Persuasive Speech
Con’t. Young and Travis Chap. 11

Fri. 7  Lecture/Discussion  Young and Travis Chap. 11
Constructing a Persuasive presentation—Blackboard Youtube Videos
Informal practice Time

Week 12
Mon. 10  Argumentative/ Persuasive Speech # 4  3-4 minutes

Wed. 12  Argumentative/ Persuasive Speech # 4  3-4 Minutes
Fri. 14  Argumentative/ Persuasive Speech # 4  3-4 Minutes
Start reading Young and Travis Chap. 5

Week 13
Mon. 17  Lecture/Discussion
Developing Confidence Discussing topics in Africana Studies
Colorism, racism, racial identity, etc  Young and Travis Chap. 5

Wed. 19 Lecture/Discussion: Using Self Disclosure
Developing Confidence: Colorism, racism, racial identity
**Critique #4 Due (Blackboard)**  Con't. Young and Travis Chap. 5

Fri. 21  Lecture/Discussion: Young and Travis Chap. 5
Feedback—using Call and Response
Developing Confidence: Stereotypes, myths, media distortion

Week 14
Mon. 24  Lecture/Discussion  Final Prep: share Debate Techniques
Chapter 13 & 14—ONLINE Discussion

Wed. 26-Fri 28  Thanksgiving Break

Week 15
December
Mon. 1  Debate Speech—Prep Discuss Young and Travis in class
discussion board: Con't. Young and Travis  Chapter 13 & 14—ONLINE

Wed. 3  Debate Speech— Teams/Duos/Special Speaker vs Audience 4-5 minutes
Discuss Young and Travis  Chapter 13 & 14—ONLINE

**WEEK 16**
Fri. 5  Debate Speech— Teams/Duos/Special Speaker vs Audience 4-5 minutes
Discuss Young and Travis  Chapter 13 & 14—ONLINE

Mon. 8  Debate— Teams/Duos/Special Speaker vs Audience 4-5 minutes

Wed. 10 Finish debates/review for final/ Last day of class

**FINAL: Friday Dec. 12th  1:00PM to 3:00PM**
**In the classroom Location HH146**