Africana Studies
Spring 2016
Oral Communication

M-W-F 9:00am-9:50am
Sec. 3 Schedule # 20108 PS 140

STORM
Professor Contact Information
Delores Fisher MA.
Email: dfisher2@mail.sdsu.edu

Office Location: AL 360 Phone: 594-6554
Office Hours: Tues. 1:00PM-3:00PM

Catalog Description
Practice in speaking, critical listening, reasoning and organizing. Theory and techniques of communications used to evaluate the effect they have 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):

Blackboard.com Videos, Notes

Departmental Goals: Demonstrate an ability to think critically, analyze issues and present them orally and in writing. Analytically present and support an oral argument:
1. Critique the ideas and opinions of others in oral discussion and in writing
2. Write and present a cohesive oral argument demonstrating knowledge of research techniques, documentation, organization and the mechanics of public speaking

**Overall Objective:** 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:

**GE 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

**GE 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

**GE 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

**GE 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

**GE 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  
   d. APA Reference format for speech outlines  
B. MLA Format required for speech critiques  

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:  

ASSIGNMENTS  

<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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<tr>
<td>2. Informative</td>
<td>70</td>
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<td>(Sp. 50/Outline 20)</td>
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<td>3. Spoken Word</td>
<td>20</td>
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<td>4. Argumentative/Persuasive</td>
<td>75</td>
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<td>(Sp. 50/Outline 25)</td>
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<td>5. Debate</td>
<td>100</td>
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<td>(Sp. 75/Outline 25)</td>
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<tr>
<td>Critiques</td>
<td>40</td>
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<td>(4x10)</td>
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<td>MIDTERM</td>
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<td>Class Participation (speech event exercises)</td>
<td>75</td>
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<tr>
<td>Final</td>
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500  

Grading Standards C= 325 points  
Option: Credit/ 325pts NO CREDIT: 324 pts and below  
Grading Scale: Grades and credit/no credit option  

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<thead>
<tr>
<th>Points</th>
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<tr>
<td>475-500</td>
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<td>451-474</td>
<td>A-</td>
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<tr>
<td>425-450</td>
<td>B+</td>
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<td>400-424</td>
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<td>375-399</td>
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<td>350-374</td>
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<td>300-324</td>
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<td>275-299</td>
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<td>298 and below</td>
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Assignment Descriptions  
Critiques are in MLA format, computer generated, double space, 12 point New Times Roman font with left/right and top/bottom margins of 1.” Your 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 APA Reference Section)** will be collected on designated speech dates and handed back the following week.

2. Critiques of speeches (4) are 10 points each, 1-3 page(s) in length.

3. Topics for speeches may require professor consultation and approval. Focus topics on issues generated by your major, current events, class readings or discussions about African Americans. Topic examples: #BlackLivesMatter, 21st century technology, racial/cultural identity, disability, poverty in the 21st century, family traditions, American politics, GMOs.

4. One short midterm will assess learning. 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---min. 300 to max.500 words) 20 pts.

5. The final exam has the same format as the midterm. It will, however, cover topics addressed after the midterm. Format: **Short answer** section 5 questions 2pts. each, **Identification** speeches, speakers, quotes, 5questions, 2pts. **Concept definitions** 5 questions, 2pts, **one expository essay** (intro/3 body paragraphs/conclusion--minimum 500—max. 700 words) 20pts.

**Academic Expectations**
This course will use speeches that address topics across the Africana Department 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 Exams**
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**

**Turn off cell phone. NO Cell phone use inclass unless for workshop**
**Extra Credit:** **NONE**

**Attendance**
It is your responsibility to attend each class. An attendance sheet will document workshop absences. **Each workshop absence is worth 5 points----- deducted from**
a total of 75 workshop pts.

**Miss Class? Use these strategies:**
1. Check Blackboard.com for assignment directions,
2. “Partner-up” with a good note taker.
3. Use study groups or classmates as a resource for class notes, handouts.
4. Email me after emergency situations occur- **to schedule make up exams or speeches ONLY** Provide legal documentation (Dr./hospital notes)

**Tardy**
Please be on time no participation points awarded after attendance is taken

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**DATE**  **CLASS TOPICS**  **ASSIGNMENTS**

**JANUARY**

**MODULE 1 Foundations of Writing, Afrocentricity and Identity**

**Week 1**
Wed. 20 Syllabus, class structure/semester overview
Explanation of Goals and Objectives
(Look at Blackboard.com: access, navigation **(Accepting crashers)**

Fri. 22 Course Overview: Afrocentric perspective on oral communication
Concepts, Traditional Concepts
Start Young and Travis Chap 1
(Look at Blackboard.com: access, navigation

**Week 2**
Mon 25 Lecture/Class discussion
Traditional Concepts
Aspects of Oral Communication
Discuss Chap. 1

Wed. 27 Lecture/Class discussion
Aspects of Oral Communication

Fri. 29 Lecture/Class discussion
Prep “Something About You” **7 Speakers**
Start reading Chap. 2 (text)

**FEBRUARY**

**Week 3**
Mon. 1 “Something About You” 3 Minute Speeches

Wed. 3 “Something About You” 3 Minute Speeches

Fri. 5 Finish “Something About You” 3 Minute Speeches

**Critique #1 Due (Blackboard)**
**Week 4**  
Mon. 8  Lecture/Class discussion  Speech Intention  Discuss Chap. 2 (text)  
Wed. 10 Lecture/Class discussion  Initial Preparation  Start Chap 3 and 7  
Fri. 12 Lecture/Class discussion  Speech Construction  

**Module 2 Goal: Effective oral rhetorical strategies in different contexts**  

**Week 5**  
Mon. 15 Lecture/Class discussion  Informative Messages  Discuss Chap. 3 and 7  
Wed. 17 Lecture/Class discussion  Informative Messages  Developing a “brand”  Discuss Chap. 3 and 7  
Fri. 19 What is an academic informative message?  5 Speakers  
Prep for Informative Speech  

**Week 6**  
Mon. 22 Informative Speeches  3-4 Minute Speeches  Start Chap 4 and 5 (text)  
Wed. 24 Informative Speeches  3-4 Minute Speeches  
Fri. 26 Informative Speeches  3-4 Minute Speeches  

**Week 7**  
Mon. 29 Lecture  Speech Delivery: Developing a “Style”  Discuss Chap 4 and 5  
Critique #2 Due (Blackboard)  

**MARCH**  
Wed. 2 Prep for orality —10 VOLUNTEER Speakers  Discuss Chap 4 and 5 (text)  
Fri. 4 *** SDSU STUDENT RESEARCH SYMPOSIUM——CLASS WILL ATTEND ***  

**Week 8**  
Mon. 7 Performing Orality  Speech #3  2-3 minutes  Start Chap.8 and 9 (text)  
Wed. 9 Performing Orality  con’t.  2-3 minutes  Con’t. Chap. 8 and 9  
Fri. 11 Finish Performing Orality  Brief Midterm review  2-3 minute
Week 9

Mon. 14  🎧 MIDTERM 🎧

Wed. 16  Lecture/ Review  "The Speaker": Cultivating credibility
          Analyzing other’s speeches
          Discuss Chap. 8 and 9 (text)

Fri. 18  Lecture/ Review  Analyzing speeches
         Start Chap. 10 and 11

Module 3 Goal: Develop oral persuasion and argumentation strategies

Week 10

Mon. 21  Persuasion/Argumentation
         Con’t. Chap. 10 and 11 (text)

Critique #3 Due (Blackboard)

Wed. 23  Lecture/Discussion
         Prepare for Persuasive Speech
         Discuss Chap. 10 and 11

Fri. 25  Lecture/Discussion / Prep. Persuasive Speech
         Watch Blackboard Youtube Videos
         Discuss Chap. 10 and 11

Week 11  March 26-April 1

SPRING BREAK

APRIL

Week 12

Mon. 4   Argumentative/ Persuasive Speech # 4  3-5 minutes

Wed. 6   Argumentative/ Persuasive Speech # 4  3-5 Minutes

Fri. 8   Argumentative/ Persuasive Speech # 4  3-5 Minutes

Week 13

Mon. 11  Lecture/Discussion : Developing Confidence Discussing topics in Africana
          Studies Colorism, racism, racial identity, etc

Wed. 13  Lecture/Discussion  ----controversial topics  Start Chap. 13 and14 (Text)
Fri. 15  Lecture/Discussion  The “toolbox”  Con’t. Chap. 13 and 14

Week 14
Mon. 18  Lecture/Discussion  Final Prep: Debate Techniques
       Critique #4 Due (Blackboard)  Discuss Chap. 13 and 14
Wed. 20 Lecture/Discussion  Final Prep: Practice Debate Techniques
Fri. 22  Lecture/Discussion  Workshop-Mini debate practice

Week 15
Mon. 25  Prep for debates Early Bird Special 10-15 Minutes
        Speakers: 2 groups of 4 and 1 group of 2
Wed. 27  Debate Speeches  Teams/Duos/Solo against the audience
        5-10 minutes
Fri. 29  Debate Speech—Teams/Duos/solo against the audience
        5-10 minutes

MAY
Week 16
Mon. 2  Debate Speech (finish)—Teams/Duos 10 minutes
Wed. 4  Debriefing and review /Last day of class before finals week

FINAL EXAM WEEK: Friday 6th—Thursday 12th

MONDAY MAY 9  8:00-10:00AM
Classroom PS 140