



CURRENTLY NOT BEING ARTICULATED AT ANY HIGH SCHOOL. PLEASE CONTACT LAURA BOWLES IF YOU'D LIKE TO OFFER THIS COURSE AS DUAL CREDIT

2021/22

COMM111

ARTICULATION HANDBOOK

RCC Humanities Department

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HUMANITIES/ARTS AND COMMUNICATIONS

LIST OF **College Now** ARTICULATED SPEECH COURSES

Successfully mastering competencies in the following high school course can qualify a student for Rogue Community College credit:

HIGH SCHOOL	RCC	RCC COURSE#	CREDIT
Public Speaking or Argumentation and Debate	Fundamentals of Public Speaking	COMM111	4

If your course is different than listed above but you believe it may qualify for this college credit, please feel free to contact the Educational Partnerships Department.

College Now Requirements

RCC Catalog Course Description: Introduces public speaking that is designed to help students overcome nervousness when speaking before a group, learn the steps involved in speech preparation and delivery, and improve skills in analyzing and evaluating the speeches of others. Prerequisite: WR115 or designated placement score.

The COMM111 course credit option has been offered only to high school juniors and seniors. Students must place into COMM111 based on their cumulative high school GPA. GPA will be checked by the RCC College Now Department in collaboration with the high school each year. A minimum cumulative GPA of 3.0 is required.

Textbook: The school will use a standard college public speaking textbook that must be approved. Typical and recommended textbooks are listed on the syllabus template instructors will be provided, and are currently:

Lucas, S. (2013), *The Art of Public Speaking (11th Ed.)*, McGraw-Hill, New York.

O’Hair, D. Rubenstein, H. and Stewart, R. (2012), *A Pocket Guide to Public Speaking (5th ed.)*, Bedford-St. Martins, New York.

The following OER text (Online Educational Resource) is also acceptable. However, you must be sure to observe the Conditions of Use.

Speak Out: The Practice and Ethics of Public Speaking

Pub Date: 2016 ISBN 13: 978-1-9461352-5-4

Publisher: University of Minnesota Libraries Publishing

Available online at no charge at

<https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=77>



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Instructor Qualifications (full information is found on this site: <https://web.roguecc.edu/board-policies/ap-7211-minimum-qualifications-and-equivalencies>)

Instructors shall meet minimum qualifications identified below as well as those established by the Northwest Commission on Colleges and Universities (NWCCU). Instructor qualifications specified here do not apply to Community Education, Apprenticeship, American Heart Association, Truck Driving Education or Continuing Education instructors. Instructor qualification for these courses are determined by the applicable department Program Director.

1. Instructor qualifications are recommended by the full-time faculty in the discipline or department and approved by the administration. Instructor Qualifications should generally align with the criteria listed below in 2, 3 and 4; however, departments may recommend specific, alternative, or additional, qualifications (such as identification of degrees within the

subject and related areas, professional registration, government certification, familiarity with special equipment or software).

2. Lower Division Collegiate (LDC) and English Language Acquisition (ELA) instructors shall meet one of the following sets of criteria as recommended by the appropriate department:
 - hold a master's degree in the subject area, or
 - hold a master's degree in a related area and have completed at least 24-30 quarter hours of graduate credit in the subject area, or
 - have a high level of demonstrable competency gained through a combination of study, teaching experience, and/or professional performance in the subject area and/or have the qualifications set by the licensing or accrediting organization for the subject area.

Instructors are to complete and submit a COMM111 syllabus template for review/final approval after the qualifications review (via the online College Now instructor application). Students should receive a copy of the approved syllabus.

Syllabus:

All syllabi must be approved by the speech coordinator on an annual basis. The syllabus must be based on the course outline. College Now instructors are advised to pay special attention to the Course Learning Outcomes in the course outline. Assessments must be clearly tied to these outcomes.

Assignments:

Tests: Students will be tested over the major components of public speaking as outlined in the textbook for the class. These tests will make up at least 20% of their overall grade. Tests should employ a variety of methods (not just multiple choice questions) to assess student understanding and ability to apply the following concepts: topic appropriateness; refining the specific purpose and thesis; audience analysis and adaptation; basics of research including search strategies, evaluation of sources, expert interviews, and audience surveys; components of effective introductions and conclusions; speech organization patterns; working and speaking outlines (including distinctions between coordinate and subordinate points); appeals to logic, emotion, and credibility (logos, pathos, ethos); claims of fact, value, and policy; constructing arguments (claim-evidence-warrant); common logical fallacies; addressing opposing viewpoints; oral citations; avoiding plagiarism; differences between paraphrasing, summarizing, and quoting; effective design and presentation of A-V materials, including slideshows; strategies for practice; and managing anxiety.

Speeches: At the bare minimum, students will be required to give 4 (graded) speeches, each of which will be graded progressively harder with regards to organization and delivery and will generally be weighted more heavily as well. The persuasive speech (the third speech listed below) must be delivered extemporaneously from a speaking outline, slides, or notes—not read or memorized word for word from a script. This speech will be submitted to the College Now Communication Coordinator for COMM111, along with a speaking outline, list of works cited in either APA or MLA format, and the high school teacher's rubric and evaluation, including specific recommendations for improvement.

First Speech (4-5 minutes): This speech is just to get them up in front of a class and deliver an organized message, with no real emphasis on research. Examples include a self-introduction, a commemorative speech, or a demonstration speech.

Second Speech (5-7 minutes): This speech will be an informative speech. Students will be required to submit an outline to the instructor prior to doing the speech (see examples of outline requirements and example critique). This speech will **not be** a demonstration speech, but could be a speech about a process, object or phenomenon, people, current or historical event, concept, or current issue (awareness speech). It may even be a causal (cause and effect) speech.

Four to six credible sources are required on the outline (In APA or MLA format) and must be verbally cited in the speech. The outline will be graded as a separate grade (noted below). Students will be graded on research, logic, support, and audience analysis as well as organization and delivery. Trivial topics are discouraged.

Third Speech (6-8 minutes): This will be a persuasive speech. Trivial topics are discouraged. If it is a very broad topic (e.g., opposition to abortion, gun control, etc.), encourage the student to select a focus that can be competently addressed in 6 to 8 minutes. The speech must be delivered extemporaneously—meaning a business-like but conversational style, without reciting or reading word for word from a script (except for direct quotations).

The format of the outline will remain the same as the informative speech, but may follow one of the following speech orders: Problem/Solution, Problem/Cause/Solution, Comparative Advantages, a call to action, or Monroe's Motivated Sequence. Whichever speech order is utilized, the main points of the outline, together with the thesis, should create a compelling persuasive structure. This speech should follow proper logic. Students may draw upon appeals to logic, emotion, or credibility (Logos, Pathos, Ethos), and should be encouraged to employ a balance of the three appeals. This speech can answer claims of fact, value, or policy, and should address alternate points of view, or major concerns that audience members may have (e.g., for a speech advocating blood donations, concerns about time required or fear of needles could be barriers that should be addressed by the speaker).

Four to six credible sources should be cited briefly in the outline itself, wherever outside sources are utilized. Also, a list of works cited should be appended to the outline (in APA or MLA format). All sources must be verbally cited in the speech. Please note that URLs are generally not suitable for source identification; students must qualify their sources by identifying author including credential (if known), and/or the publishing entity responsible for the material, the type of source such as online journal, expert interview, magazine article, etc. When citing a source with a clear bias or potential conflict of interest, the speaker should note this orally.

The outline will be graded as a separate grade (noted below). Students must be graded on research, logic, supporting evidence, and audience analysis as well as organization and delivery.

Fourth Speech (7-9 minutes individual; could be a group speech with about 5-7 minutes per student): This could be an informative or persuasive speech. Use of PowerPoint or other Electronic delivery system is required (e.g. Prezi or Emaze). Students will turn in a copy of their presentation in lieu of an outline. References are required, although depending on the topic and amount of people in each group, the amount may vary. All sources will still be verbally cited.

Four to six credible sources are required for all individual projects and must be verbally cited in the speeches as well. The amount of research required for group presentations may vary depending on the assignment and will be left to the discretion of the instructor. Students must include a reference sheet as part of their presentation and must also verbally cite all sources.

Submission: For the 2021-2022 school year, the deadline for submitting student speech portfolios is as follows unless you make alternative arrangements with RCC's College Now Communication Coordinator.

- RCC Winter Term: ~~Wednesday, February 27, 2019~~
- RCC Spring Term: ~~Tuesday, April 29, 2019~~

Each student portfolio must include the following materials:

1. A video recording of the persuasive speech. Please arrange with the RCC Communication Coordinator to do a test transmission of a sample video at least one month prior to the submission deadline, to ensure there will be no technical problems. In the case of recent student submissions, speeches have been uploaded to a private channel on YouTube or similar website and a sharing link has been provided to the Communication Coordinator. However, you are welcome to propose other methods of submission.
2. Student outline for the persuasive speech, including a list of works cited in either APA or MLA format.
3. Rubrics used for evaluation of the outline and the speech.
4. Instructor's evaluation and grade of the outline. The evaluation must include specific recommendations for continued improvement.
5. Instructor's evaluation and grade of the speech itself. The evaluation must include specific recommendations for continued improvement.

The outline for the persuasive speech must be created and evaluated prior to the speech, not as an afterthought, so that the student can apply the teacher's recommendations for improvement. The content of the speech should not vary significantly from the content of the outline, although minor modifications are to be expected. The outline is generally turned in at the time of the speech and is ideally a speaking outline instead of a preparation (or working) outline. (See sample speaking outline in *A Pocket Guide to Public Speaking*, or ask the Communication Coordinator for examples.) All outlines should follow traditional outline formats, i.e., using Roman numerals to indicate major points, with indented letters or Arabic numerals to convey supporting points. Outlines should also reflect the student's understanding of coordinate and subordinate points—that is, the relationship between ideas.

Videotaping: Student portfolios consisting of videotaped speeches, speech outlines, and grading spreadsheets submitted to RCC for the COMM111 College Now program will only be used by RCC

and the high school for College Now dual credit articulation purposes (including grading, assessment, curriculum alignment, and College Now program improvement) and will not be distributed or shown to outside parties, or used for any other purpose.

College Now instructors are to keep an archive of students' videotaped speeches for RCC submission. Instructors are to delete archived videotaped files no later than two calendar years from the close of the month in which the course ends.

Grading and Evaluations: Grading of student speeches will follow specific rubrics set forth by the instructor and may change depending on the speech assignment (see examples in sample syllabus and appendices).

Summary of Student Requirements to obtain College Now Credit for COMM111

Students who have met the following requirements will receive four (4) credits of COMM111; no exceptions will be made in these requirements:

- Student has completed all the required speeches, tests, and outline requirements set forth for the course in the COMM111 Articulation Handbook
- Teacher has submitted the following: 1) video recordings of the persuasive speech; 2) student outline; 3) speech and outline rubrics used by the instructor in grading; 4) instructor's grade and evaluation of the outline, including specific recommendations for improvement; and 5) instructor's grade and evaluation of the speech, including specific recommendations for improvement.
- Student has completed **College Now** admission and enrollment processes (including meeting the 3.0 high school GPA prerequisite).

Mandatory Meetings for High School and RCC Instructors

High school and RCC instructors will meet at least once a year to go over course competencies or will meet with the coordinator to assure that the curriculum and content of high school courses match RCC's.

For Sponsored Dual Credit Teaching Partnerships: Additional meetings and contact required (at least once per term); contact RCC Educational Partnerships for details.

Student College Now online registration process

- ▶ College Now instructors who have arranged for a current College Now section will be provided student registration flyers that contain the details on the two-step registration process:
 - a. Obtain an RCC ID#.
 - b. Register with permission code provided on the registration flyer.
- ▶ College Now registration is by instructor permission. Instructors should only provide the registration flyers to students who have demonstrated success and college-level work in the course.

High School and RCC Term Alignment:

High school courses often span the entire year or a semester. RCC terms are 11 weeks. The RCC term that is chosen for alignment is typically the term that is closest to the end of the high school course. Therefore, if the high school course ends in June, then the RCC term that would be chosen for the course would be spring term. High school courses that end in January choose winter. High

school teachers must follow the grading deadlines for the published RCC term that their course is aligned with.