Course Syllabus
2016 Summer Session C – Communication Studies 1A
Public Speaking for Nonnative Speakers
https://moodle2.sscnet.ucla.edu/course/view/COMMST1A
Tuesday & Thursday 10:45 am to 12:50 pm
or
Tuesday & Thursday 1:00 pm to 3:05 pm
Royce 156

Office Hours: 9:30-10:30 and 3:30-4:30 in classroom & by appointment
Prof: Sylvia Merschel Phone (310) 825-1703/3303 merschel@ucla.edu
TA: Hector Negrete Phone (310) 825-3465 hectorious@gmail.com

Optional Texts:
(The books are on reserve at the college library: Powell Library Building, 2nd floor, circulation desk.)
Samovar. Intercultural Communication. Thomson
Zarefsky. Public Speaking. Allyn & Bacon

Communication Studies 1A is designed to strengthen the non-native speaker's ability to converse easily and comfortably in social, business and academic situations. Students learn how to successfully apply communication theory in a variety of contexts such as conversation, interviewing, small group discussion and public address in order to communicate effectively in American English.

The following are the aims of this session:

1) Using English to express thinking and feeling
2) Studying and applying the principles of practical oral communication
3) Focusing on specific problems of English comprehension, style, format, usage and terminology
4) Discovering and emulating the secrets of successful speeches
5) Examining and practicing pronunciation, syntax and lexicon of American English
6) Developing skills of analysis and organization of public, private and academic speeches
7) Acquainting students with American culture

Schedule and Assignments – subject to change as assignments are finished:

August 2: Introduction To Course
Discussion: Description of class
Exercises: Impromptu Self-Introduction Speech
Who, What, When, Where, Why
Choose partners
Assignment: Work on Class Activity Checklist
Complete Self-analysis of Introduction

August 4:
Introductions/Preparation For Survey
**LECTURE: SURVEY**
Discussion: Preparing, delivering and listening
Exercises: Acting out delivery features
Use gestures for expressiveness
Speaking spontaneously
Maintaining eye contact
Looking up from your notes
Working on volume, rate and posture

Assignment: Preparation of survey on classmates
Start choosing Writing Assignments
Hand in Self-analysis of Introduction
Optional View/Read: Lincoln/Gettysburg Address

August 9:
Introductions
**LECTURE: WHAT ALL SPEECHES HAVE IN COMMON**
Discussion: Giving introductions
Evaluating reports
**PROFESSOR’S LECTURE - 2ND HOUR**
Assignment: Work on Writing Assignments
Optional View/Read: King/"I Have a Dream"

August 11:
Presentation of Survey
**LECTURE: GIVE THE BEST DEMONSTRATION EVER**
Discussion: Giving survey
Evaluating survey
Talking, listening, recording and reporting
Deciding on topic
Analyzing audience
**PROFESSOR’S LECTURE - 2ND HOUR**
Exercises: Developing interview skills
Choose a partner
Plan interview topics
Discuss formal and informal language
Assignment: Hand in Partner Analysis for Survey
Work on Writing Assignments
Optional View/Read: Study a Speech from the class web page

August 16:
Presentation of Survey
Discussion: Survey and Introductions
Evaluations
Exercises: Choosing and ordering main points
Practicing transitions
Preparing conclusion, preparing introduction

Assignment: Prepare for Demonstration Speech
Work on Writing Assignments
Optional View/Read: Study a Speech from the class web page
August 18:  Survey or Introductions/LECTURE: YOU CAN PERSUADE ANYONE!!
Discussion:  Planning openings, closings, transitions
Surveying classmates' attitudes
Expressing opinions

PROFESSOR’S LECTURE - 2ND HOUR
Assignment:  Prepare for Demonstration Speech
Work on Writing Assignments
Optional View/Read: Study a Speech from the class web page

August 23:  Demonstration Speech
Discussion:  Giving demonstration speech
Evaluations
Assignment:  Work on Writing Assignments
Optional View/Read: Study a Speech from the class web page

August 25:  Demonstration Speech
Discussion:  Giving demonstration speech
Evaluations
Exercises:  Use of note cards
Practice pronunciation of difficult sounds
Choosing an appropriate problem
Gathering information
Giving objections and countering arguments
Assignment:  Hand in sample note cards for Demonstration Speech
Work on Writing Assignments
Optional View/Read: Study a Speech from the class web page

August 30:  Persuasive Speech
Discussion:  Giving persuasive speech
Evaluations
Exercises:  Library resources
Finding sources
Using quotes
Choosing arguments
Assignment:  Hand in Outline for Persuasive Speech
Hand in the three Writing Assignments
Optional View/Read: Study a Speech from the class web page

September 1:  Persuasive Speech
Discussion:  Continue giving persuasive speech
Evaluations
Assignment:  Optional View/Read: Study a Speech from the class web page

September 6:  Persuasive Speech
Discussion:  Continue giving persuasive speech
Evaluations
Assignment:  Prepare for last day of class
Optional Analysis of Professor

September 8:  Evaluating Class
Discussion:  Impromptu speeches as time allows
Grading Policy - Communication Studies 1A

Grades are determined as follows:

I. Completion of four speeches. Each speech is 15% of the grade.
   1. Introduction (15%)
      1.1. Speech Self-Evaluation due after speech (5%)
   2. Survey/Group Presentation (15%)
      2.1 Partner Evaluation due after speech (5%)
   3. Demonstration (15%)
      3.1 Two sample note cards due after speech (5%)
   4. Persuasion (15%)
      4.1 Outline due before speech (5%)

   The quality is determined by following the requirements of each type of speech and by
   continuous improvement in the ability to connect with the audience.

II. Writing assignments (One page, double-spaced.)
    #1. Class Checklist (5%)
    #2. Group Assignment – meeting with a group of classmates (5%)
    #3. Choice of a writing assignment that is designed to involve students in activities outside
        of class to augment and guide involvement in the American culture at large. It is the aim
        to use the class as a springboard to improving public speaking in any situation,
        whatever one’s first language may be, even if it is English. (5%)

III. Audience Involvement & Attendance - 5%
    This includes evaluations of other speakers as well as class involvement. Attendance and
    involvement are most useful; by listening and evaluating others one learns both pointers on
    how to improve one's own speech as well as how to avoid mistakes.

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