

Communication 10 7Y 35235
Foundations of Communication
De Anza College
Winter 2025

Professor McDonnell

E-mail: mcdonnellpatrick@fhda.edu

Course Hours: Tues-Thurs in Class: 11:30-1:20 p.m. L43

Office Hours: Via Zoom: 9-10 a.m.

ZOOM address:

Course Text: *Communication in the Real World: An Introduction to Communication Studies*
<https://open.umn.edu/opentextbooks/textbooks/274>

Student Learning Outcome Statements (SLO)

1. Display increasing confidence in ability to use a range of speaking, listening, and collaboration skills.
2. Evaluate the effectiveness of interpersonal, group, and public communication through self-reflection and shared feedback
3. Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation.
4. Identify, locate, evaluate and use information technologies and information sources.

Speech Grades:

- Major Speeches have a Grading Rubric in Canvas
- Assignments may include discussions, rough drafts, uploads or reflections and peer review.
- Some Assignments are Complete / Incomplete while others have more detailed criteria.
- Smaller Assignments may lead into larger Assignments and are weighed less than the final assignments. The smaller assignments are meant to provide feedback and to make sure you are on the right track.
- Some Assignments are unique assignments on a given topic not leading to a larger project but are part of the Course Module.
- All late assignments will be accepted. A 25% reduction could occur after 48 hours past the due date, unless the student asks for an extension. The longer the submission delay, the more the final grade will be reduced. Extensions will be granted if the students ask for them in a timely manner.

Assignment List: *You will receive additional, detailed instructions for each assignment over the course of the semester. You must access the criteria for these documents on the Canvas website.*

Major Speeches 50% of Final Grade

1. Speech of Introduction 1/9

2. Informative Speech 1/30
3. Culture Speech 2/15
4. Group Presentation 2/27
5. Persuasive Presentation 3/25

All Other Assignments 50%of Final Grade

Outlines

1. Speech of Introduction
2. Informative Speech
3. Culture Speech
4. Entertaining Speech
5. Persuasive Presentation

Peer Review

1. Informative Speech Outline
2. Group Speech Outline
3. Culture Speech Outline
4. Persuasive Speech Outline

On-Line Activities:

1. **Photo Upload:** Share a Photo and Create Context for the Photo.
2. **Language Community:** Discuss a Topic of Local Importance in your Community
3. **Discuss a Law or Policy:** Share a Personal Relationship Issue and give Advice and Support
4. **Interpersonal Communication** Discussion
5. **Persuasive Speech Argument Discussion:** Share your Arguments and Persuasive Strategies, and get feedback on your work.

Self-Reflections

Reflection 1 During the Course

- Identify and write about 3 Course Concepts that have been influential or especially helpful to you so far in the Course.
- State the Course Concept from the Lectures, Canvas or Textbook
- Summarize and Define the Course Concept, Theory or Process
- In 3-5 sentences, explain or apply why each concept has been helpful or influential to you

Reflection 2 End of the Course

- What are 3 specific ways have you improved in Communication?
- Where do you still struggle with communication?

- Which aspects of the course were most helpful to you: In-Class Lectures and
- Activities, Canvas Discussions, Written Reflections, Working by Yourself?
- What specific aspects of Communication did you learn from working with and observing your classmates in the class?

Additional Course Policies:

Make-Up Policy: Students trying to earn a high grade should try to complete as many assignments as possible. Students are required to inform the instructor if they will miss a speech. Failure to adequately inform the instructor could result in final reduction for the assignment, which could affect the overall final grade. Students are responsible for scheduling make-up times in order to complete course assignments. It is up to the professor to grant make-ups based on student communication and the reasoning behind the missed assignment.

Late Assignments Could Result In:

- Points deducted or grade lowering depend on number of days late
- 2 Days 10% Deduction / 3-5 days 30% Deduction / 6 and beyond 75% deduction.

Expected Course Preparation: In order to do well, students should read assigned readings comprehensively and carefully prior to their assigned due date. Students are expected to have read assigned readings and the syllabus and be prepared to participate effectively.

Disruptive Behavior

Do not use your cell phone in class—period!

If you need to use your cell, leave the classroom and re-enter when you have completed your communication.

The college will enforce all policies and procedures set forth in the *Standards of Student Conduct* (see catalog). Any student disrupting the class may be asked to leave that class. Administrative follow-up may result.

Extra Help and Support

- Take advantage of these free support services!
- Writing and Reading Center in AT 309
- Listening and Speaking Center in AT 304
- Math, Sciences and Technology Resource Center in S43
- Academic Skills Center in AT 302
- General Subject Tutoring in AT 305
- Disability Support Services in SCS 141

Academic Dishonesty: Regarding tests in this class is defined as using resources not made available by me to everyone in the class during the testing time. Academic dishonesty includes plagiarism.

Week 1 Foundations of Communication

CLOs	CLO 1,2	CLO 1,2,3
Days	Tues 1/7	Thurs 1/9
Pre-class work	N/A	Chapter 1: Introduction to Communication Studies Chapter 2: Communication and Perception
Course Topics	Introductions and Overview Types of Communication Reasons to Study and Practice Communication Health and Social Benefits of Communication	How our Identity is Shaped by Communication Early Childhood Experiences with Communication Communication Opportunities in Everyday Life The Role of Education in Fostering Communication
Class Activities	Understand and Apply Types of Communication Share how our Identities are Shaped by Communication	Deliver Major Speech 1: Speech of Introduction
Homework	Major Assignment 1: In preparation for your Introductory Speech, write your first and last name, country, city state or region of origin, and something meaningful about yourself that you would like the audience to know about you as a classmate in this course. See sample at bottom of syllabus.	

Week 2 Library Research and Information Literacy

CLOs	CLO 4	CLO 4
Days	Tues 1/14	Thurs 1/16

Pre-class work	Chapter 9: Preparing a Speech	Chapter 15: Media, Technology, and Communication Chapter 16: New Media and Communication
Class Activities	Research Group Activity Identifying Sources and Databases	In-Class Practice Research Activity Oral Source Citations
Course Topics	Understanding the Role of Research Navigating Library Databases Compiling a Variety of Evidence Citing our Evidence / Oral Source Citations Assessing Research Credibility	Introductions & Conclusions Developing your Speech Body Organizing your Main Points
Homework	Assignment 1 Write down 3 short paragraphs that explain topics that define your personality, interests, past present or future that could be the subject of an informative speech eg. Beekeeping, Child Development, Financial Literacy	Assignment 2: Find 3 Sources for your Forthcoming Informative speech based on your topic choice.

Week 3 Speaking to Inform

CLO	CLO 1, 3, 4	CLO 1, 3, 4
Days	Tues 1/21	Thurs 1/23
Pre-class work	Chapter 11: Informative and Persuasive Speaking	Chapter 3: Verbal Communication Chapter 4: Nonverbal Communication Chapter 5: Listening

In-Class Activities	Brainstorming Topics Making Audience Centered Topics Adapting to your Audience Crafting a thesis	Aristotle and his, “Ethos, Logos, and Pathos.” How do we earn an audience’s trust as credible speakers? Relationship and Audience activities Peer guidance
Course Topics	Goals of Informative Speaking Choosing a Topic Crafting a thesis Methods of Organization Practice Speeches Crafting a thesis Compiling Evidence Quantitative and Qualitative Evidence Citing Evidence on our Works Storytelling / Storytelling Activity Outlining Visual Aids	Deliver Major Speech 2 Informative Speech
Homework	<u>Major Assignment 2 Informative Speech:</u> Submit Final Outline and Visual Aid for your Informative Speech	

Week 4 - Interpersonal Communication & Relationships

CLO	CLO 2	CLO 2
Days	Tues 1/28	Thurs 1/30
Pre-class work	Chapter 6: Interpersonal Communication Processes	Chapter 6: Interpersonal Communication Processes
Course Topics:	Submit Assignment 2	Peer Review

In-class activities	Prepare and Practice Interpersonal Communication Research Speech	Speech 2: Deliver Interpersonal Research Speeches
Homework	Major Assignment 3 Submit Outline and Visual Aid for Interpersonal Research Speech	Reflection 1: Course Reflection 1

Week 5 - Culture & Communication

CLO	#1,2,3,4	1,2,3,4
Days	Tues 2/4	Thurs 2/6
Pre-class work	Chapter 8: Culture and Communication	Chapter 8: Culture and Communication
Course Topics	Defining Culture Understanding our Cultural Selves Listening and about Culture with others Dimensions of Culture Abstract and Concrete Elements of Culture Culture as Fixed and Evolving	Defining Culture Understanding our Cultural Selves Listening and learning about Culture with others Dimensions of Culture Abstract and Concrete Elements of Culture Culture as Fixed and Evolving
In-class activities	Museum of the 20 th Century Activity Practice Culture Group Presentations Determining your Speech Purpose Crafting a thesis	Continue work on crafting and refining speech ideas Analytical Listening Exercise. A look at Personal Storytelling and Public Speaking: 'The Moth' as an organization, concept and in practice. 'Culture' and Self

Homework	Read: Culture Speech Guidelines Assignment 3: Provide a topic for your Culture Speech in our next class where you can share information that is connected to yourself, your audience.	Assignment 4: Discussion Language Community: Discuss a Topic of Local Importance in your Community
-----------------	---	---

Week 6: Deliver Culture Presentations

CLO	# 1, 2, 3, 4,	#1,2,3,4
Days	Tues 2/11	Thurs 2/13
Pre-class work	Prepare Culture speech Outline, Speaking Notes, Practice Delivery, Time Management, Oral Source Citations and Audience Engagement	Prepare Culture speech Outline, Speaking Notes, Practice Delivery, Time Management, Oral Source Citations and Audience Engagement
Course Topics	How Migration changes Cultures Cultural Rules and Norms in Relationships Globalization and Migration	McDonald's as Globalization Challenges in Cross-Cultural Relationships Benefits of Cross-Cultural Relationships Xenophobia, Sexism, Racism and Classism
In-class activities	<u>Deliver Speech 3: Culture Speech</u> <u>Submit Culture Speech Outline</u>	<u>Deliver Speech 3: Culture Speech</u> <u>Submit Culture Speech Outline</u>
Homework	<u>Major Assignment 3:</u> Submit Culture Speech Outline, Visual Aid and Outline	<u>Major Assignment 3:</u> Submit Culture Speech Outline, Visual Aid and Outline

Week 7 - Group Communication

CLO	#1, 2, 3, 4	#1,2,3,4
------------	-------------	----------

Days	Tues 2/18	Thurs 2/20
Pre-class work	Chapter 13: Small Group Communication	Chapter 14: Leadership, Roles, and Problem Solving in Groups
Course Topics	Defining Groups Types of Groups Group Roles Effective and Ineffective Groups Group Dynamics Group Think	Discuss the various perspectives on how and why people become leaders. Compare and contrast various leadership styles. Discuss the types of power that a leader may tap into.
In-class activities	Identify and discuss task-related group roles and behaviors. Identify and discuss maintenance group roles and behaviors. Identify and discuss negative group roles and behaviors.	Identifying Strengths and Weaknesses to leadership styles dependent on goals, culture and participants.
Homework	Assignment 5: Language Community Discussion: Discuss a Topic of Local Importance in your Community	Develop your Individual Outlines and Visual Aids for Group Presentations

Week 8- Deliver Group Presentations

CLO	CLO 1,2,3,4,	1,2,3,4
Days	Tues 2/25	Thurs 2/27
Pre-class work	Read: Chapter 13: Small Group Communication	Read: Chapter 13: Small Group Communication

Course Topics	Define Group Communication The Need for Group Communication Discuss Group Roles and Norms Types of Groups Successful and Unsuccessful Groups	Deliver Group Informative Speeches
In-class activities	Choose our Group Topics and Group Members	Major Speech: Deliver Group Presentations
Homework:	Assignment 6: On-Line Discussion: Prepare your Group Speech outline, practice the speech, manage time and work on vocal variety and use of nonverbal communication and movement.	Major Assignment 4 Submit Group Individual Outline including sources and Visual Aid

Week 9 -Speaking to Persuade

CLO	CLO 1,3,4	CLO 1,3,4
Days	Tues 3/4	Thurs 3/6
Pre-class work	Chapter 11: Informative and Persuasive Speaking	Chapter 11: Informative and Persuasive Speaking

Course Topics	Defining and Explaining Persuasive Speaking Persuasion and Democracy Our Social and Ethical Responsibility in Persuasion Critical Thinking and Analysis Seeing Persuasion in Everyday Life Ethos, Logos Pathos Types of Persuasive Speaking Persuasive Speaking Contexts Identifying a Persuasive Speech Topic	Defining and Explaining Persuasive Speaking Persuasion and Democracy Our Social and Ethical Responsibility in Persuasion Critical Thinking and Analysis Seeing Persuasion in Everyday Life Ethos, Logos Pathos Types of Persuasive Speaking Persuasive Speaking Contexts Identifying a Persuasive Speech Topic
In-class activities	Crafting Arguments The Toulmin's Model Logic and Reasoning Types of Arguments Using Evidence in Arguments Critiquing Arguments Counter Arguments Effective and Less Effective Arguments Using Emotional Appeals Values in Persuasion	Critically Examining the Issues in a Debate Choosing a Persuasive Speech topic Using Evidence in Arguments Critiquing Arguments
Homework	Assignment 7: Choose a persuasive Speech Topic	Assignment 8: After choosing a Persuasive Speech topic, conduct research that provides 2 different perspectives of the topic.

Week 10 – Developing our Persuasive Speeches

CLO	# 1, 2, 3, 4,	#1,2,3,4
Days	Tues 3/11	Thurs 3/13

Pre-class work	Continue to Research and Develop our Persuasive Speeches	Persuasive Speech Topic Discussion: Share and get feedback on the Development of your Persuasive Speech
Course Topics	Counter Arguments Effective and Less Effective Arguments Using Emotional Appeals Values in Persuasion	Using Values in Argumentation Using Emotional Appeals in Persuasion Crafting Rebuttals or Counter Arguments
In-class activities	Using Our Research Crafting Our Arguments Peer Review Testing our Arguments Developing our Arguments Crafting our Visual Aids Working on our Outlines	Mini Practice Delivery Sessions for our Persuasive Speeches
Homework	Assignment 9 Discussion: Peer Review Persuasive Speech Arguments	Prepare to Deliver your Persuasive Speech when you return, submit final outlines and visual aids to Canvas

Week 11 – Deliver our Persuasive Speeches

CLO	# 1, 2, 3, 4,	1,2,3,4
Days	Tues 3/18	3/20
Pre-class work	Prepare and Practice Persuasive Speeches work on Outlines and Visual Aids	Prepare and Practice Persuasive Speeches work on Outlines and Visual Aids
Course Topics	Major Speech 5: Deliver Persuasive Speeches	Major Speech 5: Deliver Persuasive Speeches
In-class activities	Major Speech 5: Deliver Persuasive Speeches	Major Speech 5: Deliver Persuasive Speeches

Homework	Major Assignment 5: Submit Final Persuasive Speech Outline Reflection 2: Final Course Reflection	Major Assignment 5: Submit Final Persuasive Speech Outline Reflection 2: Final Course Reflection
-----------------	---	---

Final Exam:

Tuesday 3/25 from 1:45 PM to 3:45 PM

Major Speech Assignments

Speech of Introduction:

Student Learning Outcome Statements (SLO)

Display increasing confidence in ability to use a range of speaking, listening, and collaboration skills.

Goal: This is an In-class Speech where you will Introduce yourself to the class in exactly 2 minutes to practice time management, basics of delivery and managing communication apprehension.

- 1 Tell us about yourself and what we need to know about you as a classmate.
- 2 Manage time and organize your speech.
- 3 Be mindful of the Audience and Context of the Speech.
- 4 Try to be expressive with voice and gestures.
- 5 Use appropriate language and context
- 6) Be on time.
- 7) Submit a Summary in Bullet Points of Your Speech to this Assignment.

Informative Speech

Student Learning Outcome Statements (SLO)

Display increasing confidence in ability to use a range of speaking, listening, and collaboration skills.

Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation.

Identify, locate, evaluate and use information technologies and information sources.

Assignment Goal: The goal of this assignment is for you to deliver a 3-minute informative speech on a topic that is appropriate to the audience, is research based, integrates evidence

into the speech, uses speaker experience, 1shows visual aid, submits an outline and a list of works cited.

Assignment Purpose: The purpose of the speech is to illustrate clear and expressive speech delivery skills while integrating research and evidence to enhance the audience's understanding and appreciation of the historical topic of your choice, as well as utilizing patterns of organization, development speech content in a vivid and descriptive manner and integrating visual aids.

Assignment Criteria:

- An attention-grabbing introduction that clearly states the subtopics of the speech.
- A method of organization appropriate to the topic, purpose and audience.
- The speaker establishes his or her experience with the subject.
- The speaker makes the topic relevant to the audience's frame of reference.
- The information is clearly organized, developed and achieves audience retention.
- The speaker utilizes examples, descriptions and a variety of supporting evidence.
- *The speaker thoroughly cites two credible sources in the speech
- The conclusion reinforces the central idea and leaves a lasting impression.
- The speaker uses effective delivery including verbal and nonverbal communication.
- The visual is clear, informative and vibrant.
- The speech is delivered within the assigned time frame
- The outline is developed, organized, cites sources and attaches a reference list.

A completed outline is due on the day of your speech and should replicate the outline provided in class as a model.

Culture Speech

Student Learning Outcome Statements (SLO)

Display increasing confidence in ability to use a range of speaking, listening, and collaboration skills.

Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation.

Identify, locate, evaluate and use information technologies and information sources.

Goal: To present a 3-minute informative speech with Introduction, Body and Conclusion, 2 types of Supporting Evidence and Storytelling, explaining a Cultural Value, Belief, Event or Process.

After Identifying your topic, find 2 different sources from the De Anza College Library Databases and use Personal Experience to enhance the audience's knowledge.

- Identify a Cultural Group, preferably your own to Study
- Find 2 Sources from the De Anza College Library on Cultural Values, Locations, Belief Systems, Processes and /or Symbols from your Cultural Group
- Organize your Speech with an Introduction, body and Conclusion
- Cite the 2 sources Accurately and Comprehensively by Author, Date and Title.
- Share your sources and summarize their contents
- Tell a Story or Give a Brief Example for Each
- Explain how we can do, apply or transfer that knowledge to our lives
- Submit a one-page Outline, Labeled, and Cited including Complete Source Citations

Interpersonal Communication Speech

Student Learning Outcome Statements (SLO)

Display increasing confidence in ability to use a range of speaking, listening, and collaboration skills.

Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation.

Identify, locate, evaluate and use information technologies and information sources.

How to Foster a Great Relationship

Goal: To deliver a 3-minute organized and extemporaneously delivered speech on your Cultural Group that utilizes evidence, storytelling and examples to enhance audience knowledge.

- Identify a Type of Relationship (sibling, parental, co-worker)
- Find 2 Sources from the De Anza College Library
- Cite the 2 sources Accurately and Comprehensively by Author, Date and Title.
- Organize your Speech with an Introduction, body and Conclusion
- Share your sources and summarize their contents
- Tell a Story or Give a Brief Example for Each
- Explain how we can do, apply or transfer that knowledge to our Relationships
- Submit a one-page Outline, Labeled, and Cited including Complete Source Citations

Group Presentation

Assignment Goal: Deliver a 12-minute group informative presentation on a particular issue facing society including such issues as education, technology, globalization, culture, and leadership that demonstrates effective public speaking, group collaboration, use of evidence and integration of technology.

Assignment Specifics:

- 1) Once your group is formed, choose a particular issue facing society.
- 2) Research the topic extensively.
- 3) Organize content and develop group speaking roles.
- 4) Integrate technology and Visual Aids
- 5) Deliver a 20-minute presentation with equal time among members.

Individual Assessment: 50%

- 1) The speaker delivers their portion of the presentation extemporaneously, utilizing effective verbal and non-verbal communication, language and evidence to clearly and expressively inform the audience of their subject area.
- 2) Cites sources accurately and comprehensively by Author, Date and Title. Share your sources and summarize their contents.
- 3) Submit an individual outline that is properly formatted, developed, labeled cites evidence and attaches a list of credible references. (I, A, 3)

Group Assessment: 50%

1. The group demonstrates effective collaboration, rapport, teamwork, balance and equality in the presentation.
2. The group coordinates content with transitions, visual aids and summaries.

Persuasive Presentation:

Assignment Goal: To deliver a 3-minute argumentative speech arguing for or against a specific policy, law, innovation, behavior, movement or action that illustrates fundamentals of persuasion including crafting a persuasive message, constructing arguments, demonstrating sound logic and reasoning, use of credibility, integration of evidence and delivery that is persuasive in tone and manner.

Speech Criteria:

1. An attention-grabbing introduction that clearly identifies speech goals
2. Assertion of speaker credibility that illustrates knowledge of the topic
3. Demonstration of how the topic relates to the audience
4. Utilization of persuasive strategy such as motivation, logic, emotion, ethics, analysis, comparison, definition, etc.
5. One visual aid with topic purpose, goals, citations and main arguments.
6. Demonstration of emotion that is audience and topic appropriate
7. Use of storytelling to emphasize an aspect or dimension of the speech
8. Extemporaneous delivery that is persuasive in tone and style
9. Use of at least 2 specific credible sources that are verbally cited in the speech
10. Conclusion that leaves a lasting impression and emphasizes speaker goals
11. A one-to-two-page outline that is clearly labeled organized and cites 5 sources

Goal: To deliver a 3-minute organized and extemporaneously delivered speech on your Cultural Group that utilizes evidence, storytelling and examples to enhance audience knowledge.

- Identify a Type of Relationship (sibling, parental, co-worker)
- Find 2 Sources from the De Anza College Library
- Cite the 2 sources Accurately and Comprehensively by Author, Date and Title.
- Organize your Speech with an Introduction, body and Conclusion
- Share your sources and summarize their contents
- Tell a Story or Give a Brief Example for Each
- Explain how we can do, apply or transfer that knowledge to our Relationships
- Submit a one-page Outline, Labeled, and Cited including Complete Source Citations

Identifying, Researching and Expressing Cultural Values

Goal: To present a 3-minute informative speech with Introduction, Body and Conclusion, 2 types of Supporting Evidence and Storytelling, explaining a Cultural Value, Belief, Event or Process.

After Identifying your topic, find 2 different sources from the De Anza College Library Databases and use Personal Experience to enhance the audience's knowledge.

Group Presentation

Course Learning Outcomes

Display increasing confidence in ability to use a range of speaking, listening, and collaboration skills.

Evaluate the effectiveness of interpersonal, group, and public communication through self-reflection and shared feedback

Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation.

Identify, locate, evaluate and use information technologies and information sources.

Assignment Goal: Deliver a 12-minute group informative presentation on a particular issue facing society including such issues as education, technology, globalization, culture, and leadership that demonstrates effective public speaking, group collaboration, use of evidence and integration of technology.

Assignment Specifics:

- 1) Once your group is formed, choose a particular issue facing society.
- 2) Research the topic extensively.
- 3) Organize content and develop group speaking roles.
- 4) Integrate technology and Visual Aids
- 5) Deliver a 20-minute presentation with equal time among members.

Individual Assessment: 50%

- 1) The speaker delivers their portion of the presentation extemporaneously, utilizing effective verbal and non-verbal communication, language and evidence to clearly and expressively inform the audience of their subject area.
- 2) Cites sources accurately and comprehensively by Author, Date and Title. Share your sources and summarize their contents.
- 3) Submit an individual outline that is properly formatted, developed, labeled cites evidence and attaches a list of credible references. (I, A, 3)

Group Assessment: 50%

3. The group demonstrates effective collaboration, rapport, teamwork, balance and equality in the presentation.
4. The group coordinates content with transitions, visual aids and summaries.

Persuasive Presentation:

Course Learning Outcomes

Display increasing confidence in ability to use a range of speaking, listening, and collaboration skills.

Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation.

Identify, locate, evaluate and use information technologies and information sources.

Assignment Goal: To deliver a 3-minute argumentative speech arguing for or against a specific policy, law, innovation, behavior, movement or action that illustrates fundamentals of persuasion including crafting a persuasive message, constructing arguments, demonstrating sound logic and reasoning, use of credibility, integration of evidence and delivery that is persuasive in tone and manner.

Speech Criteria:

1. An attention-grabbing introduction that clearly identifies speech goals
2. Assertion of speaker credibility that illustrates knowledge of the topic
3. Demonstration of how the topic relates to the audience
4. Utilization of persuasive strategy such as motivation, logic, emotion, ethics, analysis, comparison, definition, etc.
5. One visual aid with topic purpose, goals, citations and main arguments.
6. Demonstration of emotion that is audience and topic appropriate
7. Use of storytelling to emphasize an aspect or dimension of the speech
8. Extemporaneous delivery that is persuasive in tone and style
9. Use of at least 2 specific credible sources that are verbally cited in the speech

10. Conclusion that leaves a lasting impression and emphasizes speaker goals
11. A one-to-two-page outline that is clearly labeled organized and cites 5 sources

Sample Outlines

Speech of Introduction

Thesis: to Introduce myself, my background in Psychology, my work as a Behavioral Therapist and my passion for Piano.

I. Introduction- Hi my name is James Detar and I am a second-year student here at Mt. Tam College.

II. I am studying Psychology

- a. Psychology is my passion
- b. I have always had an interest in Psychology
- c. I work in the mental health/ psychology field

III. I work as a Behavioral Therapist

- a. working as a BT is affirming
- b. It makes me feel like I have a positive impact
- c. I ultimately enjoy my job

IV. I enjoy playing piano and going to the gym

- a. I have played piano since I was 8 years old
- b. I freestyle on piano (don't read music anymore)
- c. playing piano makes me happy

V. Conclusion: I am excited to get to know you all, I look forward to meeting the rest of you and I hope you have a beautiful day.

Informative Speech

Thesis: Addressing Mental Health in the Latino Community is a significant issue due to cultural resistance and linguistic barriers.

Introduction: (personal anecdote): Good morning my name is Zayda Rodriguez and my topic is mental health in the Latino community.

1. One day I went to my yearly health checkup to get some blood tests done. While talking to the doctor he recommended I make an appointment with a therapist, I agreed, and he said he would give me the information for some nearby therapist. Some days passed and I kept receiving call after call from the clinic, but decided to ignore them because I was scared that they would force me somehow to go to a therapist and I would end up in a mental asylum. After 15 calls I decided to answer, and the nurse told me that the doctor found something in my blood and needed me to go to the emergency room.

Main point1: A large number of the older Latino community has a negative perspective regarding the usage of mental health assistance. This generational pattern in the Latino culture

affects new generations who are trying to have better mental health and obtain more resources.

1. In her article, "Exploring Patterns of Mental Health Utilization Among Latinos," Carla Herrera claims that majority of participants in her search claimed that in their culture it is normal for individuals with mental illness to be viewed as sick and crazy by others, leading Latinos to be in denial of the existence of a mental illness.
2. I have witnessed older family members telling younger generations that there's not such a thing as depression, claiming that we are just lazy. And even making jokes about how if we were cleaning, we wouldn't be sad.

Transition to next main point: Now that we discussed this it is important to notice the improvement the community has made.

Main point 2: There is a continuous effort of breaking cultural and linguistic barriers between therapists and the Latino community.

1. In his magazine article, "Punto Final! Toward Meaningful Mental Health Services for Latinos. The Hispanic Outlook in Higher Education," Mario Hernandez claims that in order to close this gap, we need culturally sensitive approaches and better access to mental health care. To end the author talks about how by promoting understanding and removing obstacles, we can enhance services for everyone in our diverse community.

Conclusion: To end I would like to not only bring awareness to the changes that need to be made in the Latino community but also in other communities as a lot of people still view mental health help as something negative.

Works Cited:

- I. "Exploring Patterns of Mental Health Utilization Among Latinos," Carla Herrera
- II. "Punto Final! Toward Meaningful Mental Health Services for Latinos. The Hispanic Outlook in Higher Education," Mario Hernandez

Culture Speech

Introduction: I've grown up learning Aztec Dance since I was a kid. My relationship to Aztec Dance has changed throughout my youth and I've realized just how important to my identity this artform is.

Thesis Statement: Aztec Dance is a cultural tradition that is not only helpful for the body, but it is also a way to connect to the traditions of the past and as a way to decolonize our cultural identity.

1. Aztec Dance is good for your body's health

A. Aztec Dance like many different cardio-based exercises, has health benefits including helping your heart and lungs

B. Long term practice can also help your overall stamina and your breathing, which is helpful in de-escalating stress and anxiety

C. Ryan Miller and Sofia Jaramillo Yakima Herald-Republic. "Healthy Tradition: Yakima Valley Aztec Dancers." Yakima Herald-Republic, 10 July 2016, www.yakimaherald.com/news/local/healthy-tradition-yakima-valley-aztec-dancers/article_c9976bae-461f-11e6-88f0-a38188cb404b.html.

D. "Molina said this helps with bilateral stimulation for the brain. This helps with stress, depression, anxiety and more, they said."

E. These dances are also helpful for people with health related issues and can be impactful to their overall health

2. Aztec Dance Offers a Cultural Connection to the past

A. Aztec Dance is a way for hispanic people to connect to their ancestral roots and traditions

B. Due to colonialism, the indigenous people of Mexico were barred for practicing their old rituals and ceremonies

C. Ann Myers, Kathleen. "Aztec Dance along the Ruta De Cortés: A Search for New Ethnic Identities." *Hispanófila*, no. 171, June 2014, pp. 157–80. EBSCOhost, <https://doi-org.deanza.idm.oclc.org/10.1353/hsf.2014.0032>.

D. "Mexicans who are attempting to shed the identity of mestizo, particularly as defined by the post-revolutionary Mexican state, and to recover a "lost" indigenous tradition and ethnicity. The dancers occupy strategic, public spaces as they perform and some are willing to be interviewed."

E. Aztec Dance is not only an important tradition that continues to benefit the people involved but also acts as political action against the problems of colonialism and white supremacy.

Conclusion: The present situation in the Bay Area is one filled with lots of potential for change in both the view of indigenous cultures and their traditions but also a way to combat the lingering issues of colonialism.

1. Ann Myers, Kathleen. "Aztec Dance along the Ruta De Cortés: A Search for New Ethnic Identities." *Hispanófila*, no. 171, June 2014, pp. 157–80. EBSCOhost, <https://doi-org.deanza.idm.oclc.org/10.1353/hsf.2014.0032>.

This research paper talks about the history of the people of Mexico and their perspective of the

point in which colonialism took over the country. The paper is intended to convey different perspectives of the locals who live in that area. As well as connecting the practices of Danza Azteca in the streets as protests to the after effects of colonialism.

Sources:

1. La Torre, Renée de. "Las Danzas Aztecas En La Nueva Era. Estudio de Caso En Guadalajara." Revista Cuicuilco, vol. 19, no. 55, Sept. 2012, pp. 145–70. EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=90170590&site=ehost-live.

2. Tezozomoc. Revernacularizing Classical Nahuatl through Danza (Dance) Azteca-Chichimeca. Jan. 1997. EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED415065&site=ehost-live.

This pamphlet is from the late 1990's and it comes from a leader of a group based in L.A.

Persuasive Speech

Topic: Support Affordable Housing

Specific Purpose: The Persuade the Audience of the benefits of affordable housing to communities.

Thesis Statement: Housing has become a harder thing to secure in this current economic environment. So while providing affordable options for housing is a good gesture, it also helps address many issues present such as the racialized methods of controlling housing. As well as the stagnation in building these units and implementing these policies.

Introduction: Recently I was talking with a friend of my mom's who works for the County of Santa Clara, specifically in community health. At some point during our conversation we came to the topic of housing in San Jose and how difficult it seems it is to move forward with policy. She informed me that the city of San Jose was considering using the money from Measure E, which was brought upon to help build more housing, and is now being used to sweep homeless encampments.

Credibility: I've grown up in downtown San Jose for my whole life and have had to move to different houses throughout my childhood. My family has had to move because of the increase in rent prices throughout the bay area. And while I do find myself in a better home, it's clear that having a roof over your head can relieve lots of different stresses that we feel as a society today.

Body:

I. Affordable Housing can sometimes stagnate if not fully developed and understood by the public

1A. "Urban planning research from University of Massachusetts Amherst argues that "the confluence of a lack of oversight and the unproven efficacy of ADUs as low-income housing means that California has low-income housing units that exist on paper, but not in operation."

1B. "This research reveals that unless San Francisco, and the State of California more broadly, expect its lowest-income residents-those with the least access to resources and highest reliance on their localized social networks- to uproot their lives and move to new communities to access just the choice of ADUS, the promise of ADUs is a false one."

1C. Week, Lauren Ashley. "Less Is Not More: The False Promise of Accessory Dwelling Units for San Francisco's Lowest-Income Communities." *Journal of Affordable Housing & Community Development Law*, vol. 30, no. 2, Sept. 2021, pp. 281–303. EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=153167036&site=ehost-live.

II. Affordable Housing can help the wellbeing of homeless people

2A. "Unhoused people have much worse health outcomes and higher mortality rates than the general population; the homeless have a death rate that is four times as high. Unhoused populations are often exposed to high-risk environments and are much less likely to have health insurance or receive regular care for existing conditions."

2B. "Households with stable and affordable housing are more likely to have health insurance and to take preventative measures like regularly scheduled doctor visits. For residents with chronic conditions, housing stability means they are more likely able to have consistent and ongoing health care."

2C. Shamsuddin, Shomon, and Colin Campbell. "Housing Cost Burden, Material Hardship, and Well-Being." *Housing Policy Debate*, 29 Mar. 2021, pp. 1–20, <https://doi.org/10.1080/10511482.2021.1882532>.

III. Affordable Housing helps kids succeed educationally

3A. "Another long-term economic benefit of affordable housing is the chance to decrease childhood poverty. When children don't have consistent, safe, and stable housing, they are less likely to succeed in school."

3B. "It's been proven that equipping children with tools for social mobility creates economic growth for communities. According to Mark Rank, a Professor of Social Welfare at Washington University, "It is estimated that for every dollar spent on reducing childhood poverty, the country would save at least \$7 with respect to the economic costs of poverty."

3C. Hernandez, Shase. "5 Ways Whole Communities Can Benefit from Affordable Housing." *United Way Bay Area*, 14 Mar. 2024, uwba.org/blog/5-ways-whole-communities-can-benefit-from-affordable-housing/ / Accessed 25 June 2024.

Conclusion: Affordable housing is beneficial to the health of communities and encourages growth for people who are struggling in this current economy. While measures and proposals face an uphill battle against the housing industry and inaction of cities implementing them, they benefit the homeless by providing safe shelter from outside issues and help children of these same people with educational opportunities.

Bibliography:

1. Week, Lauren Ashley. "Less Is Not More: The False Promise of Accessory Dwelling Units for San Francisco's Lowest-Income Communities." *Journal of Affordable Housing & Community Development Law*, vol. 30, no. 2, Sept. 2021, pp. 281–303. EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=153167036&site=ehost-live.

2. Shamsuddin, Shomon, and Colin Campbell. "Housing Cost Burden, Material Hardship, and Well-Being." *Housing Policy Debate*, 29 Mar. 2021, pp. 1–20, <https://doi.org/10.1080/10511482.2021.1882532>.

3. Hernandez, Shase. "5 Ways Whole Communities Can Benefit from Affordable Housing." *United Way Bay Area*, 14 Mar. 2024, uwba.org/blog/5-ways-whole-communities-can-benefit-from-affordable-housing/. Accessed 25 June 2024.

4. House, Sophie, and Krystle Okafor. "Under One Roof: Building an Abolitionist Approach to Housing Justice." *Journal of Affordable Housing & Community Development Law*, vol. 30, no. 2, Sept. 2021, pp. 121–36. EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=153167029&site=ehost-live.

5. Godsil, Rachel D., and Sarah E. Waldeck. "Home Equity: Rethinking Race and Federal Housing Policy." *Denver Law Review*, vol. 98, no. 3, Apr. 2021, pp. 523–78. EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=151076801&site=ehost-live.

