

# LS R021: PREPARING FOR SPEECH AND GROUP WORK IN THE COLLEGE SETTING

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## Originator

dnewlow

## College

Oxnard College

## Discipline (CB01A)

LS - Learning Skills

## Course Number (CB01B)

R021

## Course Title (CB02)

Preparing for Speech and Group Work in the College Setting

## Banner/Short Title

Prep for Speech in College

## Credit Type

Credit

## Start Term

Spring 2021

## Catalog Course Description

This class is an introductory speech course for students who may have utilized or needed speech and language services in K-12. This course encourages the development of communication skills necessary for adjustment and success in non-Learning Skills courses and on the job. The course provides a safe environment to increase confidence in the spoken language, including communication in the classroom, group, and public speaking activities. In addition to learning techniques for successful behavior in these settings, students will engage in activities to strengthen these skills.

## Taxonomy of Programs (TOP) Code (CB03)

4930.32 - Learning Skills, Learning Disabled

## Course Credit Status (CB04)

C (Credit - Not Degree Applicable)

## Course Transfer Status (CB05) (select one only)

C (Not transferable)

## Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

## SAM Priority Code (CB09)

E - Non-Occupational

## Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

## Course Classification Status (CB11)

Y - Credit Course

## Educational Assistance Class Instruction (Approved Special Class) (CB13)

S - The Course is an Approved Special Class

## Course Prior to Transfer Level (CB21)

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

2 - Not Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

Letter Graded

**Alternate grading methods**

Student Option- Letter/Pass  
Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity**

**Laboratory**

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class**

**Internship/Cooperative Work Experience**

Paid

Unpaid

**Total Outside-of-Class**

**Total Outside-of-Class**

**Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Read and comprehend at the 9th grade reading level  |
| 2 | Apply appropriate strategies to aid in comprehension including skimming, scanning, note-taking, outlining, questioning, and creating graphic organizers |
| 3 | Identify bias in text   |

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Ask questions in class at appropriate times   |
| 2 | Advocate for themselves with their needs and accommodations                             |
| 3 | Develop presentations using programs such as PowerPoint                                 |
| 4 | Feel more comfortable speaking in front of groups and with peers                        |
| 5 | Speak on researched topics in front of a classroom of peers                             |
| 6 | Communicate with peers expressing their wants and dislikes                              |
| 7 | Use appropriate personal space while talking with peers, authority, and groups          |
| 8 | Communicate with teachers, counselors, and peers when feeling disgruntled appropriately |

**Course Content**

**Lecture/Course Content**

1. Questions in Class
  - a. Learn how to formulate questions appropriate for the classroom
  - b. Build confidence in speaking in front of peers in the classroom
  - c. Learn how to discuss difficult topics where people often disagree
  - d. Learn appropriate turn-taking in the classroom setting

2. Computer Programs
  - a. Create a presentation using a computer program such as PowerPoint
3. Interview
  - a. Interview anxiety
4. Public speaking about oneself
5. Classroom Presentation
  - a. Students will learn how to present on a topic in an engaging manner
6. Communication with Peers, Staff, and Faculty
7. Students will work on research about themselves
  - a. Do they feel anxiety in public speaking? If so, why?
  - b. What are feelings brought up with group work? How can they move past negative feelings?

#### Laboratory or Activity Content

N/A

### Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Skills demonstrations  
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Group projects  
Individual projects  
Oral analysis/critiques  
Oral presentations  
Projects  
Role playing

### Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations  
Computer-aided presentations  
Collaborative group work  
Class discussions  
Distance Education  
Group discussions  
Guest speakers  
Instructor-guided use of technology  
Internet research  
Lecture  
Role-playing  
Small group activities

Describe specific examples of the methods the instructor will use:

1. The instructor will share notes via projector, or posted online.
2. Guided and focused class discussions around best practices with speech.
3. Guided role-playing activities and improv.

### Representative Course Assignments

#### Writing Assignments

1. Speech outline for speeches
2. Review of Peer Outline for speeches
3. Develop PowerPoint presentations

#### Critical Thinking Assignments

1. Students will research in depth topics they plan to present to the class.

2. Students will debate and engage in question and answer sessions using their research.

**Reading Assignments**

- 1. Read basic communication principles

**Skills Demonstrations**

1. Students will present information about themselves, their opinions, and their research to the class in: video format, powerpoint, in person using notecards, or in a zoom meeting.

**Other assignments (if applicable)**

- 1. Conversation practice on difficult subjects with peers

**Outside Assignments**

**Representative Outside Assignments**

- 1. Students will prepare information to be presented in class.
- 2. Students will research information to be presented in class.
- 3. Students will engage in group work to prepare for group presentations in class.

**Textbooks and Lab Manuals**

**Resource Type**

Textbook

**Description**

Shushan, Jamie (2013). *A Pocket Guide to College Success* (1st). New York Bedford/St. Martin's. 1457619814

**Distance Education Addendum**

**Definitions**

**Distance Education Modalities**

- Hybrid (51%–99% online)
- Hybrid (1%–50% online)
- 100% online

**Faculty Certifications**

**Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.**

Yes

**Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.**

Yes

**Regular Effective/Substantive Contact**

**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Using district approved LMS students will participate in online discussions related to speech and communication requirements in the college setting.
E-mail	Students will share work and concerns through email if district approved LMS is unavailable.

Other DE (e.g., recorded lectures)	Students will have access to previously recorded lectures to help with their understanding of speech topics.
Video Conferencing	Students will have access to video conferencing meetings with the class to continue practicing speech with an audience.
<b>Hybrid (51%–99% online) Modality:</b>	
<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Using district approved LMS students will participate in online discussions related to speech and communication requirements in the college setting.
E-mail	Students will share work and concerns through email if district approved LMS is unavailable.
Other DE (e.g., recorded lectures)	Students will have access to previously recorded lectures to help with their understanding of speech topics.
Video Conferencing	Students will have access to video conferencing meetings with the class to continue practicing speech with an audience.
<b>100% online Modality:</b>	
<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Using district approved LMS students will participate in online discussions related to speech and communication requirements in the college setting.
E-mail	Students will share work and concerns through email if district approved LMS is unavailable.
Other DE (e.g., recorded lectures)	Students will have access to previously recorded lectures to help with their understanding of speech topics.
Video Conferencing	Students will have access to video conferencing meetings with the class to continue practicing speech with an audience.
<b>Examinations</b>	
<b>Hybrid (1%–50% online) Modality</b>	
Online	
On campus	
<b>Hybrid (51%–99% online) Modality</b>	
Online	

**Primary Minimum Qualification**  
LEARNING DISABILITIES, DSPS

**Review and Approval Dates**

**Department Chair**  
04/22/2020

**Dean**  
04/22/2020

**Technical Review**  
04/22/2020

**Curriculum Committee**  
04/22/2020

**DTRW-I**  
01/14/2021

**Curriculum Committee**

05/13/2020

**Board**

01/19/2021

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000581510

**DOE/accreditation approval date**

MM/DD/YYYY