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JUNE 17-19, 2019 • ANAHEIM



INCORPORATING ORAL PRESENTATIONS INTO A FULLY ONLINE COURSE

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Welcome! Agenda:

- Brief professional history, including COMM 1A: Public Speaking
- Why incorporate online oral presentations into a class?
- What are some strategies for requiring online oral presentations?
- What do students think about online oral presentations?
- Facilitated discussion

Brief history and the transition to online

- CSU experience: taught a hybrid public speaking class (students needed to find 10 audience members, record their speech, and submit the video)
- Students and other colleges communicated significant interest in online public speaking courses
- Worked with instructional designers; created a committee with two other public speaking instructors to prepare the curriculum for the class
- OEl certification in Fall 2018
- Have successfully taught the class three times

Why incorporate online oral presentations?

Concerns

- Even students who have experience with online classes (as many do) experience some difficulty
- Does not completely replace in-person presentations
- Pedagogical concerns

Benefits

- Giving students flexibility for their learning needs and preferences
- Allows for practice with online presentations and meetings in a constructive setting
- Meets course learning outcomes

Strategies for online oral presentations

- Don't assume that your students are tech savvy; expect questions and some hiccups
- Provide students services/technology services resource information
- Also don't feel as though you need to be tech support for your students!
 - *However, it's useful to become more acquainted with Canvas, ConferZoom (Zoom)*
- Be clear about the mode of instruction as well as the speeches (dates and times, etc.)
- Be clear about your requirements
 - *Does there need to be an audience?*
 - *Appearance: posture, visibility of speaker, room setting, presentation aids?*
 - *What is your late work policy?*

Getting Started in COMM 1A

Welcome to COMM 1A!

I look forward to working with you in this class! As you transition to Late Start Spring 2019 and this class, you'll likely find the following resources helpful.



USEFUL PAGES

Course Policies Specific to COMM 1A

- [About Your Instructor](#)
- [Course Syllabus](#) (with textbook information)
- [Course Description and Learning Objectives](#)
- [Being Successful in this Course](#)
- [Participation, Late Work, and Grading Policies](#)
- [How do I prepare for a speech day?](#)
- [Questions About The Course?](#)

Student Support and Resources for Canvas and Foothill College

- [Update Your Canvas Profile](#)
- [Technology Support & Computer Resources](#)
- [Student Support Services](#)
- [Other University Policies of Importance](#)

What are we doing in [Week 1](#)?

SHARING RESOURCES

SPEECH DAYS AND ZOOM TEST.

How do I prepare for a speech day?

When are the speech days?

Speeches are schedule to take place on the following dates. You must be available for one full out (eg. 4:00 PM to 5:00 PM, or 5:00 PM to 6:00 PM) between the hours of 4:00 PM and 8:00 PM.

- [Speech 1 Story of My Culture Presentation](#): Wednesday, October 10th
- [Speech 2 Resource on Campus Presentation](#): Monday, October 29th
- [Speech 3 Social Justice Through Personal Narrative Presentation](#): Monday, November 19th
- [Speech 4 Social Justice Advocacy Presentation](#): Monday, December 10th

Performance Netiquette

• Check the Tech:

- *Test ZOOM conferencing:*
 - Can you log in?
 - Do you know how to join a scheduled group meeting? ([How do I test Prior to Joining a Meeting?](#))
 - Can you see group mates and yourself in the meeting?
 - Can they hear you?
 - Can you hear them?


Technology Support & Computer Resources

Your Instructor's Role

I'm afraid I myself ***can't*** help with nearly all technological issues. What I *can* do (and have done below) is include all the Foothill College resources that can help you quickly and efficiently deal with the inevitable issues that come up as part of taking online/hybrid courses.

Basic Computer Requirements







Having regular access to a computer with a reliable Internet connection is required. You will need a word processing program capable of saving word formats such as .doc, .docx or .pdf.

Check out the technical requirements for your computer and browser in order to maximize Canvas functionality: [Test your computer's readiness](#) 

NOTE: It is important to have an active email account that you check regularly. Foothill College does not provide email accounts to students, but you can get an email account from Google, Yahoo, or another provider.

Plug-ins and Helper Applications

There may be plug-ins and helper applications to download that support the Canvas environment and play multimedia such as:

- [Java](#) 
- [Adobe Reader](#) 
- [Adobe Flash Player](#) 
- [Quicktime](#) 
- [Apache Open Office for Microsoft Word](#) 
- [Microsoft Silverlight](#) 



TECH SUPPORT

Browser Support

While Chrome is the preferred browser for most Canvas interactions, Canvas supports the latest versions of every browser release. It's highly recommended that you update to the newest version of whatever browser you are using as well as the most up-to-date Flash plug-in. Check out the Canvas [Browser Support page](#) for the most recent information.

Troubleshooting

Many computer issues can be resolved by following the steps below.

- Completely shut down your computer and reboot.
- Clear the cache in your browser.
 - [How to clear cache on a Mac](#)
 - [How to clear cache on a PC](#)
- Try allowing pop-ups from Canvas.
- Try using another computer and/or browser to see if you have similar problems.
 - If using a mobile device, then try again using a computer.
 - If using public wifi, then try again using better Internet connection

Contacting the Canvas Help Desk:

You can search the Canvas Guides or contact the Canvas Support Helpline by clicking the Help icon (circle with a question mark) in the Global Navigation menu, which is located on the left side of your screen.

TECH
SUPPORT,
CONT.

◦ Presenting online:

- *What should I wear?*
 - I will be assessing your professional public speaking. As such, you should dress to impress.
 - Dress business casual. Be mindful of clothing, hair, etc.
- *Should I practice my speech?*
 - Yes! You should practice your speech at least three times out loud before your speech session.
 - Speeches are four to six minutes. **Exceeding your time means you have not adequately prepared for the speech assignment and affects your delivery score by 50%.**
 - When practicing, speak out loud and with your notes. Time yourself and even record your speech.
 - Your presentation to the class should NOT be the first time you are running through your speech.
- *Preparing the presentation space:*
 - You should avoid distracting your audience with the physical space you perform in.
 - *Check your lighting:*
 - Make sure there is no glare from sun light on the camera so we can see your face and facial expressions.
 - Make sure you have enough light to be clearly visible on camera.
 - *Check your background:*
 - Perform in an open space free of clutter (AVOID open closet doors, dirty room or kitchen, etc.).
 - If you would like to minimize distractions in your physical space for the audience, use a partition (sheet or room divider) to create a clean performance space.
- *Angle of the camera:*
 - Position your camera so you are facing it straight on.
 - Your camera angle should not shoot from behind or offstage.
 - *Camera distance from the speaker:*
 - You are required to perform in a space that allows you to physically move. Prepare your camera far enough back so you have at least three feet of space to the right and left of you if you were centered for movement on frame for the audience.
 - When giving a speech, the audience should see your body from at least the waist up. **Not doing so may result in a 50% penalty on your delivery score.**
 - When you use gestures we should be able to see those movements without being cut off.
- *Speak directly to the camera:*
 - We are your direct audience members; address us if you are presenting in class.
 - Prepare your speech if you were performing for a live audience.
- *Use Presentation Notes*
 - Option 1: Use note cards
 - Option 2: Use a keyword outline (not your full sentence outline) and hold a binder or clipboard with your outline on it.
 - Reading from your computer/tablet/phone screen is NOT an option and **may result in a 50% penalty on your delivery score.**
- **Presenting with Visual Aids:**
 - When not using technology for your presentation aid (such as during [Speech 1 Story of My Culture Presentation](#)), you should have your aids handy and naturally include them in your presentation; make sure we can clearly see the object(s).
 - WHEN USING TECHNOLOGY: Your audience should be able to clearly see your PowerPoint presentation without distraction to your delivery.
 - *Where do I stand when presenting?*
 - When performing, do not stand directly in front of your visual aids. You should create enough space so we may easily see your slides displayed from whichever device you choose without cutting your physical body out of the frame.
 - **Technology Options:**
 - *Option 1: Using a mobile device and a laptop:*
 - Log into the Canvas app from your personal mobile device. Join your Zoom meeting. Present your speech to us with your phone (you may need a phone stand so it will remain stationary as you perform). While you perform, use your laptop in your speaking space to display your PowerPoint presentation while you delivery your speech.
 - NOTE*: Do not hold your laptop in your hands as you perform. It should sit on a solid surface so you may reference back to it as you perform.
 - *Option 2: Use your laptop to present your speech through Zoom and link a device to your TV with an HDMI cord to display your PowerPoint.*

◦ Being an Engaged Audience Member

- You are expected to be logged into the Zoom Speech Round right when the session begins, even if you are not presenting first. You must also stay until the scheduled speech round has finished. (This counts as your Speech Participation.)
- We need to be able to see your face throughout all of the speeches. During those speeches, you should keep in mind the [ethical, effective techniques](#) we discussed earlier in the term to show that you are an engaged listener and audience member. That means:
 - Maintaining eye contact
 - Not searching the web or completing other assignments (we will be able to tell)
 - Minimized distractions for yourself, other audience members, and the speaker
 - Take notes
 - Be ready to ask questions and offer immediate feedback to speakers

MY SPEECH REQUIRE- MENTS

ASSIGNMENT: Speech 1 Story of My Culture Presentation

Published Edit

Purpose of Assignment:

This presentation describing part of your culture through the use of a cultural artifact will give you experience speaking in front of the class (through videoconferencing!), give your class a chance to know you better, and will encourage awareness of our cultural diversity.

You will work to achieve three goals with this assignment:

- 1. speak to issues of social, community, and cultural relevance;
- 2. discuss how this culture shapes your life and your world in a socially significant way; and
- 3. effectively communicate this information to the audience.

At a minimum, you are **informing to educate** your audience about how we value and demonstrate culture in our everyday lives.

You may want to focus on values, artifacts, rituals, ceremonies, and/or practices that make your culture unique. Consider the sense of identity or shared meaning that you feel within your culture that is not obvious to those outside of your culture. Thinking of this another way, you can also narrate a story that involves one of your cultures.

Requirements:

- **TOPIC:** Topic is one particular culture you'd like to share with us. You should choose something that you think we should know about! Consider ways to make this topic feel relevant and interesting to your audience of peers.
- **SPEECH LENGTH:** The speech is at least 4 minutes and no more than 6 minutes. Be sure to have practiced out loud with a timer so you are within this limit; a significant portion of the speech grade requires you to be on time!"
- **DELIVERY:** Delivery is *extemporaneous*, natural, and conversational. I will be assessing your posture, eye contact with the audience, your vocal projection, tone, gestures, and pace of speech. You should sound, essentially, like this is not the first time you're reading your speech aloud!"
- **INTRODUCTION, CONCLUSION, AND TRANSITIONS:** Introduction starts with an attention-grabber, **not** your name, "ok" or "hello." You should end your introduction with a preview of the three main points that you will address in the body of the speech. Similarly, the conclusion should also review those three main points and does **not** end with "that's it" but does let us know that the speech is over. There should be definite, logical transitions bridging each component of the speech. This means you should indicate that you are finishing one main point and moving on to the next point. The speech should be easy to follow for the audience, even though they will not have your speech outline in front of them.
- **MAIN POINTS:** Your three main points should be clearly stated and developed. Consider that you are breaking your culture down into manageable chunks to share with us. Be sure to share specific details and examples with us so that we really understand your culture. Your main points should answer questions such as: why is this culture important to you? Why do you think it's unique? How long have you been part of this culture? Is there anything about your culture that most people are not aware of?
- **CULTURAL ARTIFACT:** You must use at least one presentation aid in your speech; it should NOT be the last thing we see or hear about in your presentation. Rather, you should include it somewhat naturally into the presentation and explain its significance. What makes it an artifact of your culture? What does it mean to you?
- **NOTE CARD/OUTLINE:** You may use note cards OR a keyword outline on a binder or clipboard as you present your speech. You will submit [the outline](#) as a separate assignment.

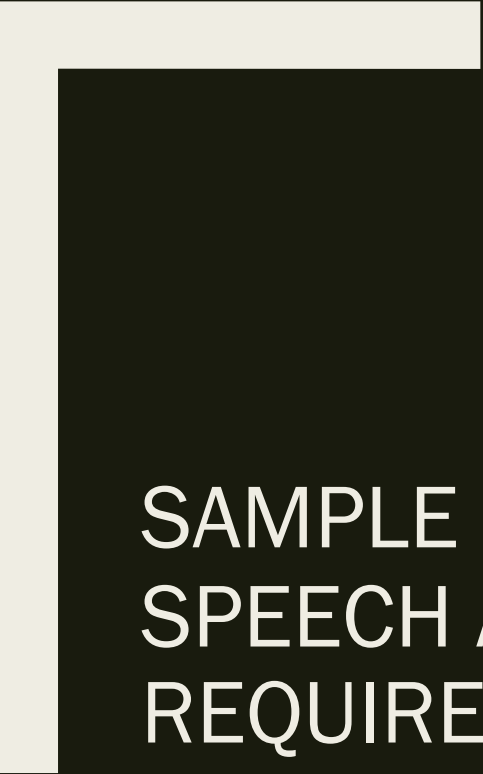
*A signification portion of your delivery grade (50%) relies upon the following:

- Being able to see as least 50% of your body (from the waist up) while you deliver the speech
- Successfully maintaining eye contact with the audience (and referring to your note cards/paper outline when necessary, NOT your computer/phone/tablet.
- Fitting your speech within the four to six minute time requirement

You will find the speech schedule [here](#). Please see [this page](#) for more information about what happens on speech days.

MY FEEDBACK: I use the grading rubric below to assess your speech. I will also leave you an audio comment with my feedback on your speech. The link below will help you find out how to access that feedback.

ASSESSMENT: Please see more information about my [grading policy](#).



Week 5: Research, Supporting Ideas, and Delivery. SPEECH 3: Social Justice Through Personal Narrative




HOME
SCREEN:
LINK TO
SPEECH
SESSION

[Online Office Hours!](#)

- NOTE: I will be at a conference for most of the week and have changed my office hours! I will available to meet with you on Friday, 21 June, from 11:00 AM to 1:00 PM. If you'd like to join, please click [this link](#) during that time.

SPEECH 3 IMPORTANT PAGES

- [SIGN UP: Speeches 3 and 4 Schedules](#): indicates who will be doing a speech live for this speech round. You can also find the speech order!
- [SPEECH 3 SESSION](#): If you signed up to present your speech live for Speech 3, please click on [the link](#) ! (What if I signed up to give my Speech 4 live? Do I still have to do Speech 3 by the same date as the live round? Yes! Please record your speech and post the video on [DISCUSSION: Speech 3 Peer Feedback](#))
- [How do I prepare for a speech day?](#) Please skim this page for information about ConferZoom, speech strategies, and some notes on how I'll assess your speech.

 COMM 1A SECTION 7 SPEECH 2 LIVE SESSI... - Recording 1 - Shared screen with speaker view Download (2 files)



▶ ⏮ ⏭ Total 3 Recordings 🔊 00:00:00 / 00:17:16 Speed CC 2019-06-13 16:12:53

Audio Transcript

00:00:00 So if someone came to you and told you that they broke their leg, you probably have a pretty strong reaction, you probably have been cringe.

00:00:05 So if someone came to you and told you that they broke their leg, you probably have a pretty strong reaction, you probably have been cringe.

00:00:12 But if someone came to you and told you they were maybe depressed or feeling anxious, you probably wouldn't have a serious of a reaction.

00:00:19 And that's what this speech is kind of about is kind of bridging that gap between the seriousness of physical and the kind of less seriousness our side. He takes on the mental health aspects of our lives.

00:00:29 And the psychological center is the center that provides services for a variety of mental health issues with a really unfair stigma towards them.

00:00:39 And so this up the office offers services throughout the week. And I'll give some general information, just so you can be able to use those services. It's open Monday through Friday.

00:00:49 Each day opens at eight o'clock in the morning, but on Monday, Tuesday, it closes at six and then wednesday thursday at four and Fridays at three o'clock.

00:00:58 And there's even dropping hours so monday through thursday noon to one, you can just walk in and see an available counselor, but these are for shorter like briefer just one kind of session things issues that you want to talk

↑ Resume Transcript Auto-Scroll

RECORDED STUDENT PRESENTATIONS

PEER REVIEW ASSIGNMENT AND VIDEO

THIS ASSIGNMENT

Now that you've presented your speech, you probably have questions about how your audience received it. Did the audience pick up on your speech purpose? How was your eye contact? Did they like your examples?

SPEAKERS: Each person in your Speech 1 Family will have seen your speech, either live, on the speech video links above, or in the videos posted below in the comments. In your initial post to the discussion board, please post a minimum of three questions you want your audience to answer.

AUDIENCE MEMBERS: As an audience member, you will see speakers list their questions for you. Please watch their speeches and respond to their questions. Be mindful of your tone as you are giving feedback; know that people are asking questions because they genuinely want to know your answers. Be as encouraging and responsive as possible.

EXTRA CREDIT: Practice giving more detailed feedback! You may earn extra credit by giving more detailed feedback to the speakers. For each speaker, comment on two things the speaker did well and one thing that the speaker can do to improve. Leaving that feedback for a speaker will earn you two points, and you can leave feedback on all of your Speech 1 family members for more extra credit! **NOTE:** I will not accept late submissions of extra credit. Please include this as a separate paragraph with a minimum of 100 words.

MODE OF RESPONSE: Hit reply, and use either video, audio, or text to post questions to your audience and/or feedback to your Speech 1 Family Members.*

DUE DATES:

- Your initial post with questions for your audience members is due by **Friday, 7 June***
- Your feedback comments (and any extra credit) to your family members are due by **Monday, 10 June***

*If you choose to type your responses, you must use full sentences, correct grammar, spelling, punctuation, etc.

MY FEEDBACK: I will submit my feedback on your speeches on an individual basis on the [Speech 1: Story of My Culture Presentation](#) assignment. However, I will of course look at and assess your questions and feedback on this discussion board.

ASSESSMENT: Please see more information about my [grading policy](#).

New Strategies I'm Incorporating

- Videos describing speech assignments
- How do I prepare for a speech day page:
 - *Video describing the speech space and questions to ask (sort of a TL;DR version of the longer page, but with demonstrations)*
 - *Link to this less often and describe it more in terms of delivery*
- Encouraging students to download Zoom (instead of using it on a browser)
- Requiring a screen share for media presentations
- Section at the bottom of speech assignments that link to specific resources as well as the grading policy

What do students think about online oral presentations?

- "To be perfectly honest, I really didn't know what to expect. In fact I joked about it. Online Public Speaking? How does that even work. Well, it works great! I had taken another online class during second spring quarter and I kind of missed the interaction with other students. This class, because of the video aspect, makes it feel more like you are there. Being able to see the other students' reactions during your speech is invaluable."
- "I really didn't know what to expect with an online public speaking course, but this was a great course that I really think helped create better public speakers. Through the assignments, and readings, and info slides, this class was filled with great tips and tricks on how to become a better speaker and also prepare better."

Student Testimonials, cont.

- “I assumed that this class would consist of "here's a prompt, write a speech and present it". I really appreciated how this class taught me exactly how to outline an effective speech, what format to use for persuasive speaking, how to effectively use presentation aids, and how to apply different speaking techniques, such as incorporating a narrative or using Aristotle's Triangle to make your delivery more effective.”
- “I wasn't sure how taking a coms class online was going to be, but I still found it extremely helpful. In this digital age, it may be even more helpful than an in person class. In my work life I have had to speak often in front of webcams or on the phone and much less frequently in front of people.”
- “The format for public speaking as an online class was different than I envisioned, but overall I thought the video chat room for an online lecture was very effective. Although not as effective as an in-person class, I thought the format was enough to keep me motivated on making my speeches and producing good material.”