

# CMST A150: FORENSICS WORKSHOP

Item	Value
Curriculum Committee Approval Date	12/02/2020
Top Code	150600 - Speech Communication
Units	1-4 Total Units
Hours	36-144 Total Hours (Lecture Hours 9-36; Lab Hours 27-108)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	Yes; Repeat Limit 3
Grading Policy	Standard Letter (S)
Associate Science Local General Education (GE)	• OCC Humanities - AS (OSC2)
California State University General Education Breadth (CSU GE-Breadth)	• CSU C2 Humanities (C2)

## Course Description

Competitive forensics. May be taken for 1, 2, 3 or 4 units depending on the number of hours and the number of events in which the student participates. This course may be taken four times. Transfer Credit: CSU. C-ID: COMM 160B. C-ID: COMM 160B.

## Course Level Student Learning Outcome(s)

1. Execute proper research, writing and practice techniques needed to improve skills in preparation for effective intercollegiate competition.
2. Recognize and explain the distinctions between the major categories of competitive speeches, including Oral Interpretation of Literature, Platform Speaking, Limited Preparation, and Debate.
3. Self-analyze flaws in presentation and incorporate written and oral feedback from others to determine adjustments to enhance performance.
4. Demonstrate good audience behavior, including attentive listening, confirming nonverbal behaviors, and ability to recall salient details.

## Course Objectives

- 1. Employ speech delivery skills.
- 2. Demonstrate good listening skills and appropriate audience behavior.
- 3. Identify and choose topics appropriate to occasion and assignment.
- 4. Recognize speech constraints including type of speech, time limits, audience knowledge and disposition toward topic.
- 5. Distinguish between writing for the eye and writing for the ear.
- 6. Develop styles of writing appropriate to competitive speech events.
- 7. Manage communication apprehension (public speaking anxiety) through the use of relaxation techniques, visualization techniques, and positive coping techniques.
- 8. Employ effective use of vocal rate, pitch, volume, and quality to communicate messages.

- 9. Foster personal growth as a result of the competitive forensics experience.
- 10. Distinguish major types of competitive speeches.
- 11. Interpret and employ individual coaching feedback.
- 12. Use research techniques for speech preparation.
- 13. Compete in intercollegiate speech competitions.
- 14. Apply rookie competitive skill principles (150A).
- 15. Apply novice competitive skill principles (150B).
- 16. Apply junior competitive skill principles (150C).
- 17. Apply senior competitive skill principles (150D).

## Lecture Content

Speech 150A - Rookie Level Competitor I. Introduction  
Introductory speech Contract grading Introduction of vocabulary Team history Event descriptions Schedules Arrange 1st appointment with coaches Preliminary establishment of rookie goals II. Events Limited preparation events Platform events Interpretation events Debate events Role modeling ; Choosing 1st rookie events Researching, writing, editing, memorizing, practicing 1st rookie event with extensive coach assistance III. Preparing for Tournaments Pre-tournament preparation skills for rookie competitors Information competency: research, analysis, and writing Rookie tournament skills Post-tournament skills IV. Leadership Skills Self-direction and decision making Time management V. Listening Skills Audienceship Judging at intramural tournament (fall), high school tournament (spring) VI. Ethics Individual/team Integrity VII. Practice ; Individual Coaching by volunteer, coaches, peers VIII. Tournaments Competing successfully at the rookie level Speech 150B - Novice Level Competitor I. Introduction Introductory speech Contract grading Development of vocabulary Event descriptions Schedules Arrange 1st appointment with coaches Preliminary establishment of novice goals II. Events Limited preparation events Platform events Interpretation events Debate events Role modeling Choosing novice level events Adding second or third events to novice level repertoire Writing, editing, memorizing, practicing novice events with supervised coach assistance III. Preparing for Tournaments Pre-tournament preparation skills at novice level Tournament skills at novice level Post-tournament skills IV. Leadership Skills Self-direction and decision making Time management V. Listening Skills Audienceship Peer feedback VI. Ethics Individual/team Integrity VII. Practice Individual Coaching by volunteers, coaches, peers VIII. Tournaments Successful competition at the novice level Speech 150C - Junior Level Competitor I. Introduction Introductory speech Contract grading Mastery of vocabulary Event descriptions Schedules Arrange multiple appointment with coaches Preliminary establishment of junior goals II. Events Limited preparation events Platform events Interpretation events Debate events Role modeling Choosing junior level events Adding third or fourth events to junior level repertoire Writing, editing, memorizing, practicing junior events with limited coach assistance

III. Preparing for Tournaments	Pre-tournament preparation skills at junior level	Tournament skills at junior level
Post-tournament skills and decision making management skills or club committee member	IV. Leadership Skills	Self-direction nb Conflict
Peer feedback	Assertiveness skills	Team officer
Individual/team	Time management	Audienceship
Coaching by volunteers, coaches, peers	V. Listening Skills	Peer coaching
modeling speeches for Speech 110 classes	Peer coaching	VI. Ethics
Successful competition at the junior level	Integrity	VII. Practice
Level Competitor	Individual	Role
I. Introduction	VIII. Tournaments	
Contract grading	Speech 150D - Senior	
Event descriptions	Introductory speech	
appointments with coaches	Mastery of vocabulary	
II. Events	Schedules	Arrange multiple
Platform events	Establishment of senior goals	
events	Limited preparation events	
competitors	Interpretation events	Debate
fourth or fifth events to senior level repertoire	Role modeling events for rookie, novice, and junior	
editing, memorizing, practicing senior events with little coach assistance	Choosing senior level events	Adding
III. Preparing for Tournaments	s p;	Writing,
skills at senior level	Designing and preparing team	
Post-tournament skills and decision making management skills or club committee member	Audienceship	Peer
activities	Peer coaching	Individual/team
Coaching	VI. Ethics	
Role modeling speeches for Speech 110, 120, 130, 140, 150 classes	VII. Practice	Individual
VIII. Tournaments	Individual	
at the senior level	Successful competition	
IX. Transfer	Preparing for transfer to four-year programs	Scholarship opportunities

## Lab Content

Faculty input required.

## Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- Lab (04)
- DE Live Online Lab (04S)

## Instructional Techniques

1. Lecture and application of ideas. Typically, lecture time is divided between content and analysis of speaking events developed by students for tournament competition. The amount of time on a particular topic may vary on a given day due to the unit of instruction. 2. Discussion is a frequently used methodology. 3. Individual writing assignments, research assignments, and speaking assignments are used to prepare for tournaments. Individuals also critique classroom works in progress both orally and in writing. 4. Peer feedback 5. Video-tape 6. Oral and written feedback is frequent and comprehensive.

## Reading Assignments

Assigned reading from instructor handouts

## Writing Assignments

As previously cited in both the sections labeled Course Content and Scope/Topic Outline, and Method of Evaluation, the course will include

written composition. The written assignments are central to every competitive event. The application of critical thinking is frequent, direct, and continuous in the written work. The writing skills demanded require the development of a sophisticated, yet clear and accessible style. The nature of competitive forensics demands an inherent link between skilled writing and critical thinking.

## Out-of-class Assignments

Written assignments, speech preparation.

## Demonstration of Critical Thinking

A. Completion of student contract1. Includes number of tournaments and events2. Includes number of individual coaching hours3. Includes participation in intramural (fall) or high school (spring) tournamentB. Participation1. Attends class2. Asks questions3. Listens4. Becomes involved in class discussions5. Completes assignments; is able to respond to questions6. Attends tournaments, observes and competes7. Is involved in co-curricular activitiesC. Research, Organization, Language, Delivery Skills1. Invention of topics evaluated by coaches2. Audience analysis evaluated by coaches3. Data evaluated by coaches4. Organizational patterns evaluated by coaches5. Drafts written by students; edited and evaluated by coaches6. Delivery practiced by students, evaluated by coaches7. Independent judgment of all of the above by tournament judges

## Required Writing, Problem Solving, Skills Demonstration

As previously cited in both the sections labeled Course Content and Scope/Topic Outline, and Method of Evaluation, the course will include written composition. The written assignments are central to every competitive event. The application of critical thinking is frequent, direct, and continuous in the written work. The writing skills demanded require the development of a sophisticated, yet clear and accessible style. The nature of competitive forensics demands an inherent link between skilled writing and critical thinking.

## Other Resources

1. Selected handout materials will be provided and distributed by the instructor: vocabulary list, assignment sheets for each speech, models of good composition, sample speeches, judge generated ballots.