

## COMM160 : Forensics Competition

### General Information

Author:	<ul style="list-style-type: none"><li>Nancy Traynor</li></ul>
Course Code (CB01) :	COMM160
Course Title (CB02) :	Forensics Competition
Department:	COMM
Proposal Start:	Fall 2025
TOP Code (CB03) :	(1506.00) Speech Communication
CIP Code:	(09.0101) Speech Communication and Rhetoric.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000574301
Curriculum Committee Approval Date:	04/09/2025
Board of Trustees Approval Date:	Pending
Last Cyclical Review Date:	07/01/2020
Course Description and Course Note:	COMM 160 teaches students to participate in competitive Speech and Debate activities and events which are commonly referred to as Forensics. Students learn the strategies, techniques and skills needed to prepare and deliver presentations before various audiences. Activities range from debate to public speaking to oral interpretation of literature. Students who repeat this course master communication skills through further instruction and practice. Regular participation in tournament, campus and community presentations is required. Note: Students can repeat this competition course three times (four total enrollments). If a student has taken SPCH 190, 191, 192 or 193 prior to Spring 2017, such classes will count towards the four total enrollment limit.
Justification:	Content Change
Academic Career:	<ul style="list-style-type: none"><li>Credit</li></ul>
Mode of Delivery:	No value
Author:	No value
Course Family:	No value

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>Speech Communication</li></ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

## File Upload

### File Upload

No Value

## Course Development

### Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Not applicable.

### Grading Basis

- Grade Only

### Course Support Course Status (CB26)

Course is not a support course

## General Education and C-ID

### General Education Status (CB25)

Not Applicable

### Transferability

Transferable to both UC and CSU

### Transferability Status

Approved

C-ID	Area	Status	Approval Date	Comparable Course
COMM	Communications Studies	Approved	08/29/2016	COMM 160 B - Forensics (Speech & Debate)

## Units and Hours

### Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162

### Credit / Non-Credit Options

#### Course Type (CB04)

Credit - Degree Applicable

#### Noncredit Course Category (CB22)

Credit Course.

#### Noncredit Special Characteristics

No Value

**Course Classification Code (CB11)**

Credit Course.

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

 Cooperative Work Experience Education Status (CB10)**Weekly Student Hours**

	<b>In Class</b>	<b>Out of Class</b>
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

**Course Student Hours**

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	0
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Studio	0
<b>Total</b>	54
<b>Course Out-of-Class Hours</b>	
Lecture	108
Laboratory	0
Studio	0
<b>Total</b>	108

**Time Commitment Notes for Students**

No value

**Units and Hours - Weekly Specialty Hours**

<b>Activity Name</b>	<b>Type</b>	<b>In Class</b>	<b>Out of Class</b>
No Value	No Value	No Value	No Value

**Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation****Advisory**

ESL151 - Reading And Composition V

**Objectives**

- Organize fully-developed essays in both expository and argumentative modes.
- Compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion.
- Employ basic library research techniques.

## Entry Standards

Entry Standards

Description

No value

No value

## Course Limitations

Cross Listed or Equivalent Course

Description

No value

No value

## Requisite Validation

**Upload Statistical Validation and/or other documents (if necessary)**

No Value

## Specifications

Methods of Instruction

Methods of Instruction

Lecture

Methods of Instruction

Discussion

Methods of Instruction

Multimedia

Methods of Instruction

Collaborative Learning

## Out of Class Assignments

- 1 Speech and/or debate preparation and practice;
- 2 performance of a speech and/or debate at a public event (e.g. tournament or campus showcase);
- 3 research assignments (e.g. Should a wall be built between Canada and the United States and Mexico and the United States to attempt to keep out all suspected terrorists entering the US illegally?);
- 4 reading assignments from textbooks and/or journal articles;
- 5 journaling (e.g. Since joining the Forensics team, what has been the most beneficial aspect of this experience?).

Methods of Evaluation	Rationale
Activity (answering journal prompt, group activity)	Discussions and active participation in group activities;
Exam/Quiz/Test	quizzes;
Presentation (group or individual)	performance of a speech and/or debate at a public event (e.g. tournament or campus showcase);
Exam/Quiz/Test	comprehensive final exam

Textbook Rationale
No Value

Textbooks				
Author	Title	Publisher	Date	ISBN
Richards, Edward.	Competitive Debate, The Official Guide.	Orlando: Alpha P,	2008	9781592576937
Jaffe, Clella.	Performing Literary Texts: Concepts and Skills.	New York: Wadsworth,	2005	978-0534620011
Gura, Timothy	Oral Interpretation.	New York: Routledge	2018	978-1138082205

Other Instructional Materials (i.e. OER, handouts)	
Description	Introduction to Policy Debate.
Author	Smelko, William
Citation	<a href="http://www.planetdebate.com/textbooks/view/8">http://www.planetdebate.com/textbooks/view/8</a> .
Online Resource(s)	No value

Learning Outcomes
Course Objectives
Deliver a speech with effective nonverbal communication, managing signs of visible nervousness;
identify different speech types with attention to purpose, structural components and organizational strategies;

write an outline or debate case on a socially significant topic that includes a clear message, purposeful organization, credible evidence, critical analysis, and other structural components;

specialize in at least one of the following four areas: a. Debate b. Platform Speaking c. Oral Interpretation d. Limited Preparation Speaking;

analyze and courteously critique speeches with attention to purpose, structural components and organizational strategies;

demonstrate mastery of speaking skills in competitive and/or community contexts.

## SLOs

### Perform a variety of speeches that require informative, persuasive, debate and interpretive oral communication skills

Expected Outcome Performance: 70.0

*ILOs* Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate  
*Core* creativity that leads to innovative ideas.  
*ILOs*

Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.

### Research and employ evidence so as to logically construct and confidently deliver a speech appropriate for an occasion

Expected Outcome Performance: 70.0

*ILOs* Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate  
*Core* creativity that leads to innovative ideas.  
*ILOs*

Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.

Recognize an information need and develop a research question or topic; strategically explore information in context using library and other resources; investigate the authority of information sources and the credibility of claims; locate, evaluate, and use information to create new knowledge in an ethical and legal manner.

## Additional SLO Information

### Does this proposal include revisions that might improve student attainment of course learning outcomes?

No Value

### Is this proposal submitted in response to learning outcomes assessment data?

No Value

### If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

### SLO Evidence

No Value

## Course Content

### Lecture Content

#### **Overview of Forensics Competition** (7 hrs)

- Etiquette, standards, and norms of speech competitions and tournaments
- Types of public speaking events
- Rules and norms of platform, oral interpretation, and debate events
- Selection of significant topics
- Judging criteria

#### **Types of Delivery** (4 hrs)

- Memorized
- Impromptu
- Extemporaneous

#### **Public Speaking Anxiety** (10 hrs)

- Understanding the elements of public speaking anxiety
- Identify the major strategies and techniques used to lessen anxiety
- Harnessing constructive criticism

#### **The Interpretive Strand** (10 hrs)

- Oral interpretation
- Selection of materials per event rules
- Creating an original program
- Effective use of voice
- Effective use of gesture, posture and movement
- Literature interpretation
- Prose
- Poetry
- Drama
- Blending prose, poetry and drama

#### **The Platform Strand** (10 hrs)

- Speech organization and preparation
- Effective delivery
- Fluid speech
- Effective modulation and rate control
- Effective gestures and facial expressions
- Effective posture
- Research and analyze issues of political, social and economic importance
- Elements of an extemporaneous presentation
- Elements of a speech to entertain
- Elements of a persuasive presentation
- Alan Monroe's Motivated Sequence model

#### **The Debate Strand** (13 hrs)

- Case construction and formal debates
- Policy debate format
- Value debate format
- Lincoln Douglas format
- Oxford (team) format
- Parliamentary Procedure format
- Analyze issues of political, social and economic importance
- Effective cross-examination skills
- Preparation, in advance, of question trees
- Crafting of impromptu questions
- Crafting effective responses
- Effective retrieval of data in a timed debate
- Persuasion skills
- Rebuttal skills
- Refutation skills
- Closing argument skills

**Total hours - 54**

### **Additional Information**

**Repeatability**

Not Repeatable

**Justification (if repeatable was chosen above)**

No Value

**Is it possible this course will have a material fee?**

No Value

**I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liaisons>):**

No Value

**What term(s) will this course be offered?**

No Value

**Will any additional resources be needed for this course? (Click all that apply)**

No Value

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value