

## Administrative Master Syllabus

### Course Information

<b>Course Title</b>	Public Speaking
<b>Course Prefix, Num. and Title</b>	SPCH 1315
<b>Division</b>	Communication & Fine Arts
<b>Department</b>	Speech
<b>Course Type</b>	Academic WCJC Core Course
<b>Course Catalog Description</b>	Application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students' speaking abilities, as well as ability to effectively evaluate oral presentations.
<b>Pre-Requisites</b>	TSI ELAR (Reading and Writing) requirements met or concurrent enrollment in INRW 0306 or INRW 0307 or ENGL 1301/NCBI 0300.
<b>Co-Requisites</b>	

### Semester Credit Hours

<b>Total Semester Credit Hours (SCH): Lecture Hours:</b>	3:3:0
<b>Lab/Other Hours</b>	
<b>Equated Pay Hours</b>	3
<b>Lab/Other Hours Breakdown: Lab Hours</b>	
<b>Lab/Other Hours Breakdown: Clinical Hours</b>	
<b>Lab/Other Hours Breakdown: Practicum Hours</b>	
<b>Other Hours Breakdown</b>	

### Approval Signatures

Title	Signature	Date
<b>Prepared by:</b>		
<b>Department Head:</b>		
<b>Division Chair:</b>		
<b>Dean/VPI:</b>		
<b>Approved by CIR:</b>		



**Topical Outline:** Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

Elements of public speaking, basic communication theory

Communication apprehension

Listening

Topic, purpose, thesis

Researching the speech topic

Audience Analysis

Organizational patterns

Introductions, conclusions, transitions

Outlining

Effective speech delivery

Developing the informative speech

Developing the persuasive speech

### **Course Learning Outcomes:**

**Learning Outcomes – Upon successful completion of this course, students will:**

1. Demonstrate an understanding of the foundational models of communication.
2. Apply elements of audience analysis.
3. Demonstrate ethical speaking and listening skills by analyzing presentations for evidence and logic.
4. Research, develop and deliver extemporaneous speeches with effective verbal and nonverbal techniques.
5. Demonstrate effective usage of technology when researching and/or presenting speeches.
6. Identify how culture, ethnicity and gender influence communication.
7. Develop proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative or persuasive).

### **Methods of Assessment:**

Students will prepare at least three oral presentations to demonstrate their comprehension and proficiency skills. The following outcomes are assessed during at least one presentation. The choice of which presentation/s varies according to the teaching style of the individual instructor. Outcomes assessed at least once (and may be assessed with each presentation) include: #1, #2, #3, #4, #5, #6, #7.

This course requires a departmental exit exam in which knowledge of theory and communication concepts are assessed. Outcomes assessed include: #1, #2, #3, #4, #5, #6, #7.

### **Required text(s), optional text(s) and/or materials to be supplied by the student:**

DK Guide to Public Speaking by Lisa A. Ford-Brown, Pearson, Custom Edition

### **Suggested Course Maximum:**

25

**List any specific or physical requirements beyond a typical classroom required to teach the course.**

Smart classroom with podium

**Course Requirements/Grading System:** Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

A minimum of three oral presentations will be delivered in front of an audience during the semester. At the discretion of the instructor, speeches may be recorded for grading/evaluation purposes. The speech presentations will represent 60%-83% of the overall average in the class. Written assignments will represent 17%-40%. Additionally, all students must take the departmental exit exam (persuasive presentation with rubric.) Examination items consist of one or more of the following: multiple choice, short answer, true/false, matching, fill-in-the-blank, and essay.

90-100 = A,

80-89=B,

70-79=C,

60-69=D,

below 60=F

or

1000-900 points = A, 899-800=B,

799-700=C,

699-600=D,

below 600=F

**Curriculum Checklist:**

**Administrative General Education Course** (from ACGM, but not in WCJC Core) – No additional documents needed.

**Administrative WCJC Core Course.** Attach the Core Curriculum Review Forms

Critical Thinking

Communication

Empirical & Quantitative Skills

Teamwork

Social Responsibility

Personal Responsibility

**WECM Course** -If needed, revise the Program SCANS Matrix and Competencies Checklist

**Core Curriculum Review Form**

**Foundational Component Area:** Core 090: Component Area Option

**Course Prefix & Suffix:** SPCH 1315

**Core Objective:**

**Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

**Student Learning Outcome Supporting Core Objective:**

For each core objective, there must be at least two different methods of assessment.

<b>SLO Status</b>	<b>Student Learning Outcome (SLO)</b>	<b>Learning Activity</b>	<b>Assessment</b>
State Mandated	Demonstrate effective usage of technology when researching and/or presenting speeches	Library orientation Informative speech Demonstration speech Lecture/Class Discussion	Orientation assessment Informative rubric Demonstration rubric quiz/exam
State Mandated	Apply elements of audience analysis	Informative speech Persuasive speech Audience analysis questionnaire Lecture/Class Discussion	Informative rubric Persuasive rubric Questionnaire quiz/exam
State Mandated			

### Core Curriculum Review Form

**Foundational Component Area:** Core 090: Component Area Option

**Course Prefix & Suffix:** SPCH 1315

**Core Objective:**

**Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication

**Student Learning Outcome Supporting Core Objective:**

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Research, develop and deliver extemporaneous speeches with effective verbal and nonverbal techniques.	Introduction, Demo, Significant Event, Policy Stance, Informative (individual/group), Persuasive, impromptu, and/or Special occasion speech Lecture/class discussion	rubric quiz/exam
State Mandated	Demonstrate an understanding of the foundational models of communication.	Lecture/class discussion	quiz/exam
State Mandated	Identify how culture, ethnicity, and gender influence communication.	Introduction, Demo, Significant Event, Policy Stance, Informative (individual/group), Persuasive, impromptu, and/or Special occasion speech Lecture/class discussion Audience analysis	rubric quiz/exam questionnaire

**Core Curriculum Review Form**

**Foundational Component Area:** Core 090: Component Area Option

**Course Prefix & Suffix:** SPCH 1315

**Core Objective:**

**Teamwork**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

**Student Learning Outcome Supporting Core Objective:**

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Develop proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative or persuasive)	Impromptu group analysis Informative speech Group presentation	workheet intragroup questionnaire teamwork rubric

**Core Curriculum Review Form**

**Foundational Component Area:** Core 090: Component Area Option

**Course Prefix & Suffix:** SPCH 1315

**Core Objective:**

**Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making

**Student Learning Outcome Supporting Core Objective:**

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Demonstrate ethical speaking and listening skills by analyzing presentations for evidence and logic	Class discussion/lecture Persuasive speech	Quiz/exam Rubric