



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title PUBLIC SPEAKING
Course Prefix and Number – SPCH 1315
Department - SPEECH
Course Type: (check one)

Division - CFA

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture hours# : Lab/other hours # **3:3:0**

Equated Pay hours for course - 3

Course Catalog Description – Designed to teach students the components of the human communication process. Students are taught to communicate clearly and effectively through the medium of speech. Special emphasis is on the organization, content, and delivery of extemporaneous speeches.

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 0

Prerequisites/Co requisites – THEA reading requirement met or concurrent enrollment in READ 0306 or READ 0307.

Prepared by Cynthia Knox

Date 7-11-11

Reviewed by department head Dr. Pam Speights

Date 7/22/2011

Accuracy verified by Division Chair Dr. Pam Speights

Date 7/22/2011

Approved by Dean of Vocational Instruction or Vice President of Instruction Lac

Date 11-9-12



I. Topical Outline – Each offering of this course must include the following topics:

- 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

II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
<ul style="list-style-type: none"> Describe the importance of public speaking as a communication process. 2. Recognize the basic responsibilities of a public speaker. 3. Display the qualities of good listening. 4. Apply appropriate communication apprehension strategies. 5. Define and implement thesis statements. 6. Demonstrate use of appropriate language during class, speeches, and activities. 7. Develop and use formal speech outlines. 8. Demonstrate the effective use of supporting documentation. 9. Organize the content of a speech. 10. Identify elements in audience analysis 11. Practice and deliver a speech. 12. Use visual aids effectively. 	<p>Students will prepare four to five 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: #3,#4,#5,#6,#7, #8, #9, #10, #11, #12.</p> <p>This course requires a departmental exit exam in which knowledge of theory and communication concepts are assessed. Outcomes assessed include: #1, #2, #5, #9, and #10.</p>

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

~~A textbook will be utilized that effectively discusses oral presentation of ideas, research and organization of materials, as well as basic communication theory. Currently, the required text is: The Pocket Guide to Public Speaking by Dan O’Hair.~~

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

IV. Suggested Course Maximum – 25

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

Smart classroom with podium.

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

Four or five oral presentations will be delivered in front of an audience during the semester. The speech presentations will represent at least 50% of the overall average in the class. Additionally, all students must take the departmental exit exam. Examination items consist of one or more of the following: multiple choice, short answer, true/false, matching, fill-in-the-blank, and essay.

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**
If needed, revise the Program SCANS Matrix & Competencies Checklist.



Page 1: Competencies

Course Prefix & Number: SPCH 1315	
Competency	Method of Assessment
READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents.	
WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.	<ol style="list-style-type: none"> 1. Students develop outlines for their presentations. 2. Students develop speeches according to appropriate organizational patterns. 3. Students communicate orally, as part of their presentations, a clear connection to the purpose, occasion, and their specific audience.
SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.	The student is required to demonstrate oral communication skills by presenting four to five speeches during the semester. Audience analysis, language appropriateness, and effective articulation of purpose and occasion are included in the teacher's rubrics.
LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.	<p>The course requires students to</p> <ol style="list-style-type: none"> 1. participate effectively in group discussions 2. apply active listening skills in interpersonal settings 3. apply active listening skills as audience members during other's presentations. 4. successfully pass written tests based upon listening to lecture materials
CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.	<ol style="list-style-type: none"> 1. Students will participate in logical organization of ideas backed by supporting evidence in speech preparation. 2. The course uses "hands on" approaches to teach concepts. These activities give students an opportunity to make judgments, make logical decisions, and analyze the credibility of documentation. 3. The course uses a variety of instructional methods in addition to lecture. These include collaborative group work, Socratic dialog, research projects, creative projects, thus promoting problem solving and construct analysis
COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.	



Page 2: Perspectives

Course Prefix & Number: SPCH 1315	
Perspective	Method of Assessment
1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he or she lives, and help the student to understand the responsibilities of living in a culturally- and ethically-diversified world;	Students will perform audience analysis as part of their preparation for speeches. Consequently, the cultural diversity of the audience becomes a factor considered.
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life to understand ways to be a responsible member of society;	1. A group assignment is mandatory in the course, demanding small group communication skill development. 2. Informative and persuasive speeches are chosen with current social and political issues in mind. Audience discussion and response is encouraged as a natural part of the feedback process.
3. Recognize the importance of maintaining health and wellness;	
4. Develop a capacity to use knowledge of how technology and science affect lives;	Presentations may be developed using computer generated visual aids. Students are encouraged to use powerpoint and media to enhance their effectiveness. Informative or persuasive speeches on topics related to technology and science are appropriate and encouraged.
5. Develop personal values for ethical behavior;	Ethical considerations in public speaking are presented and subsequently assessed via written exams. Additionally, the application of the principles for ethical behavior is observed in the speaking event.
6. Develop the ability to make aesthetic judgments;	By exposing the students to over 100 speeches by fellow classmates the student will develop a keen understanding of what visual aids are attractive and effective. Additionally they will develop an appreciation for the attention getting artistry of props and/or handouts. Subsequently, the student is assessed via presentational rubrics on their creative use and attractiveness of visual aids.
7. Use logical reasoning in problem solving;	1. Students will participate in logical organization of ideas backed by supporting evidence in speech preparation. Assessment occurs in the speech evaluation. 2. Class activities give students an opportunity to problem solve, make judgments, make logical decisions, and analyze the credibility of documentation.
8. Integrate knowledge and understanding of the interrelationships of the scholarly disciplines	This class is a performance based course, the skills of which are transferable to all other disciplines. Topic choices are chosen by the students and may encompass a wide variety of disciplines. Topic choice is assessed in the speech rubric.



Page 3: Exemplary Educational Objectives

Course Prefix & Number: SPCH 1315	
Component Area: Communications	
Exemplary Educational Objective	Method of Assessment
1. Understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.	Students are graded on outline development, organizational speech patterns, and delivery style via rubric and written testing.
2. Understand the importance of specifying audience and purpose, and select appropriate communication choices.	Students are assessed via the public speaking rubric for appropriateness to audience, purpose, and topic.
3. Understand and appropriately apply modes of expression (descriptive, expository, narrative, scientific, and self-expressive) in written, visual, and oral communication.	Differentiating between oral and written language styles is assessed during the speaking event by means of rubric.
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.	Listening is assessed as part of the exit exam. After the oral presentation of a standardized speech by the instructor, a written listening test is administered. Students participate in in-class group discussion as well as group coordination of a speaking event, subsequently graded via rubric.
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.	Students participate in logical organization of ideas backed by supporting evidence in speech preparation. Making judgments, logical decisions, and analyzing the credibility of documentation is assessed via the eventual success of their persuasive speeches.
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.	Four to five speeches are given and graded by rubric. Research, documentation, outlining, and organization are assessed in varying degrees according to the assignment.