Wharton County Junior College

Administrative - Master Syllabus
COVER SHEET

Course Title – Public Speaking
Course Prefix and Number – SPCH 1315
Department - SPEECH   **Division** - CFA
Course Type: (check one)
☐ 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 –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

Prerequisites/Co-requisites - TSI satisfied in Reading or concurrent enrollment in READ 0306 or READ 0307

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

Prepared by Patrick Ralls   **Date** 4-4-13

Reviewed by Department Head Patrick Ralls   **Date** 4-4-13

Accuracy verified by Division Chair *gghunt*   **Date** 5/29/13

Approved by Academic Dean or Vice President of Instruction *gghunt*   **Date** 5/29/13

I.   **Topical Outline** – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, 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

II.   **Course Learning Outcomes**

Learning Outcomes **Upon successful completion of this course, students will:**	Methods of Assessment
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).	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: #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.

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.
        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 60%-83% of the overall average in the class. Written assignments will represent 17%-40%. Additionally, all students must take the departmental exit exam (which is one of the aforementioned presentations). Examination items consist of one or more of the following: multiple choice, short answer, true/false, matching, fill-in-the-blank, and essay.

A (90-100); B (80-89); C (70-79); D (60-69); F (Below 60)

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

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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.	1. Students develop outlines for their presentations. 2. Students develop speeches according to appropriate organizational patterns. 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.	The course requires students to: 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.	1. Students will participate in logical organization of ideas backed by supporting evidence in speech preparation 2. The course used "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.	

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Page 2: Perspectives

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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 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 behaviors 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 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.

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Page 3: Exemplary Educational Objectives

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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, expositive, 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.