

COURSE OUTLINE **Public Speaking**

Course Description

SP 100. Public Speaking. 3 hours credit. This course will enable the student to communicate effectively in a variety of public speaking venues, utilizing nonverbal as well as verbal skills. The student will be able to critically assess information on both a verbal and research level. This course will enable the student to recognize the importance of self concept in oral communication, to interview effectively and to work in groups confidently.

Course Relevance

Documented year after year as the number one skill sought by employers for hiring, retention and promotion, oral communication skills are critical for success in life.

Required Materials

Gregory, Hamilton. (2005). *Public speaking for college and career*. (Custom edition). Boston, MA: McGraw Hill Custom Publishing.

Learning Outcomes

The intention is for the student to be able

1. To communicate confidently, credibly and articulately in public, group, interview and other job related situations

Primary Learning PACT Skills that will be DEVELOPED and/or documented in this course

Through the student's involvement in this course, he/she will develop his/her ability in the following primary PACT skill areas:

1. Speaking
 - Through a variety of assessment tasks, impromptu and extemporaneous speaking assignments, the student will analyze his/her speaking strengths and weaknesses in order to demonstrate effective communication skills in the persuasive speaking assignment

Secondary skills (developed but not documented):

Nonverbal Communication
Internet Use
Listening
Critical Thinking

Major Summative Assessment Task(s)

These learning outcomes and primary Learning PACT skills will be demonstrated by

1. Completion of a persuasive speaking assignment which demonstrates application of Monroe's Motivated Sequence and mastery of advanced technological support through visual aids. The speaker will deliver a 5-8 minute presentation using a minimum of 5 credible sources (including at least 1 interview). The speech will be extemporaneous in nature, utilizing appropriate presentation skills learned throughout the course.

Course Content

- I. Themes – Key recurring concepts that run throughout this course:
 - A. Communication model
 - B. Rhetorical theory
 - C. Reflective thinking
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
 - A. Evaluation of sources
 - B. Effective delivery
 - C. Biased VS unbiased sources
 - D. Responsibilities of a public speaker
 - E. Informative VS persuasive strategies
 - F. Speech anxiety
- III. Concepts – Key concepts that must be understood to address the issues:
 - A. Critical thinking
 - B. Rhetoric and argument
 - C. Critical listening
 - D. Semantics
 - E. Poise and confidence
 - F. Diction
 - G. Monroe's Motivated Sequence
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
 - A. Outlining
 - B. Research
 - C. Internet use
 - D. Listening skills
 - E. Organization/planning
 - F. Working in groups
 - G. Impromptu speaking
 - H. Extemporaneous speaking
 - I. Interviewing skills

Learning Units

- I. Introduction and communication model
- II. Controlling nervousness
- III. Listening

- IV. Researching the audience
- V. Selecting topic, purpose and central idea
- VI. Research
- VII. Using information wisely and ethically
- VIII. Support materials
- IX. Visual aids
- X. The Body of the speech
- XI. Introductions and conclusions
- XII. Outlining the speech
- XIII. Wording the speech
- XIV. Delivering the speech
- XV. Speaking to inform
- XVI. Speaking to persuade
- XVII. Persuasive strategies
- XVIII. Special types of speeches
- XIX. Speaking in groups
- XX. Interviews

Learning Activities

Classroom: Learning activities will engage the student in the whole process of communication, from self-analysis, to research, listening, presentation and analysis of others. Lectures, discussion, worksheets, small group projects, research assignments, quizzes, and presentations should adequately prepare the student to successfully complete the major summative assessment.

Online: Independent study of online materials augmented by text and other materials as required by the instructor, study guide, collaboration and participation with class members and instructor via the internet. Faculty role is one of facilitator to the learning experiences. The student will be required to meet face to face in a classroom setting

five times throughout the semester to give their respective speeches and participate in their group project.

Grade Determination

The student will be graded on assessment tasks, research papers, tests, daily work, class participation, attendance, out-of-class assignments, outlines, public speeches, group work, and other methods of evaluation at the discretion of the instructor.