

Crafton Hills College Course Outline

1. Discipline: Communication Studies

2. Department: Communication And Language

3. Course Title: Elements of Public Speaking

4. Course I.D.: COMMST 100

5. Prerequisite(s): None

Corequisite(s): None

Departmental Recommendation(s):

Concurrent enrollment in ENGL 015 or eligibility for ENGL 101

6. Semester Units: 3

7. Minimum Semester Hours:

Method	In-Class Min	Out-of-Class Min
Lecture	48.00	96.00
Lab		
Activity		
Clinical		
Field		
Work Experience		
Independent		
Total	48.00	0

8. Need for the Course:

- A. Public speaking is a core class for communication majors and a class often required of non-majors; as such, it is an integral part of a comprehensive speech communication program.
- B. This course is associate degree applicable, fulfills a general education requirement for the associate degree and is a requirement for students earning an associate of arts degree in speech communication as well as those in the retail management certificate program.
- C. This course transfers to UC and CSU and fulfills the CSU GE and IGETC general education requirements for oral communication.
- D. This course provides students from all majors and programs the opportunity to develop the public speaking and other oral communication skills necessary to secure employment and advance within their chosen fields.

9. Goals for the Course:

- A. To introduce students to the study of communication and work toward enhancing their oral communication skills.

- B. To inform students of the basic elements of public communication including preparation, organization, research, argument, and delivery.
- C. To provide students with the opportunity to develop their proficiency in preparing and executing public presentations.
- D. To provide students organizational, research, and critical thinking skills applicable to and necessary for other college-level work.

10. Catalog Description:

Introductory study and training in public communication including the concepts, principles, and skills required to prepare relevant, audience-centered speeches. Development of skills including listening, organization, research, delivery, and critical evaluation of communication messages.

11. Schedule Description:

Introductory study and training in public communication.

12. Entrance Skills:

A. Requisite Skills: None

B. Recommended Skills:

It is highly recommended that students entering this course be able to:

- 1. apply the rules of punctuation, spelling, and mechanics.
- 2. write a coherent paragraph, sustaining one idea.
- 3. read and accurately summarize essays of several paragraphs in length.

13. Student Learning Outcomes:

Upon satisfactory completion of the course, students will be able to:

- 1. construct and organize coherent speeches.
- 2. deliver audience-centered speeches.
- 3. locate, read, organize and critically evaluate information for incorporation into both informative and persuasive presentation.
- 4. demonstrate effective listening behaviors, including comprehensive, critical and active listening.

14. Course Objectives:

Upon satisfactory completion of the course, students will be able to:

- 1. identify the various elements of the communication process and analyze their effect on the public speaking process
- 2. demonstrate effective listening behaviors
- 3. discuss the role of law and ethics have on the public communication process
- 4. demonstrate strategies to overcome communication apprehension
- 5. utilize effective brainstorming to generate speech topics
- 6. identify the purposes of public speaking and construct speeches in an effort to satisfy those purposes
- 7. compose well-written thesis statements
- 8. identify and employ appropriate strategies to organize ideas within a speech
- 9. compare and contrast the functions of an effective introduction, body, conclusion, and transitional statements within a speech
- 10. demonstrate effective outlining procedures
- 11. demonstrate effective research techniques
- 12. analyze and evaluate sources of information
- 13. compare and contrast the use of various forms of information including facts, statistics, testimony, examples, and narratives
- 14. document sources of information utilized to construct a presentation
- 15. identify, plan, create, and correctly utilize presentational aids
- 16. analyze the characteristics of the speaking occasion and audience
- 17. demonstrate effective use of language, nonverbal communication and voice in an effort to successfully communicate ideas to an audience
- 18. compare, contrast, and utilize appropriate styles and methods of delivery
- 19. develop effective arguments through support and refutation

20. compare and contrast appeals based on ethos, logos, and pathos
21. demonstrate effective reasoning in an effort to support a persuasive appeal
22. prepare and present informative, persuasive, and other types of speeches which are relevant, well-organized, well-rehearsed, and audience-centered
23. analyze their own strengths and weaknesses as speakers and improve upon areas of weakness
24. analyze and evaluate the speeches of others
25. demonstrate effective audience analysis through the delivery of speeches sympathetic and sensitive to the needs of the particular listening audience.

15. Representative Texts and Instructional Materials:

- Beebe, S.A. & Beebe, S.J. (2009). *Public Speaking: An Audience Centered Approach* (7/e). New York: Longman.
- DeVito, J.A. (2005). *The Essential Elements of Public Speaking* (2/e). New York: Longman.
- Jaffe, C. (2007). *Public Speaking: Concepts and Skills for a Diverse Society* (5/e). Belmont, CA: Wadsworth.
- Lucas, S.E. (2008). *The Art of Public Speaking* (10/e). Boston: McGraw Hill.
- McKerrow, R.E., Gronbeck, B. E., Ehninger, D. & Monroe, A.H. (2008). *Principles and Types of Public Speaking* (16/e). New York: Longman.
- Osborn, M. & Osborn, S. (2009). *Public Speaking* (8/e). Boston: Houghton Mifflin.
- Verderber, R.F. & Verderber, K.S. (2008). *The Challenge of Effective Speaking* (14/e). Belmont, CA: Wadsworth.
- Zarefsky, D.R. (2010). *Public Speaking: Strategies for Success* (6/e). New York: Longman.

16. Course Content:

- A. Public Speaking as Communication
 1. Defining communication
 2. Transactional and Interactional models of communication
 3. Listening as a communication behavior
 4. Law and ethics of public speaking
 - a. First Amendment rights and responsibilities
 - b. Plagiarism
- B. Communication Apprehension
 1. Differences between "state" and "trait" speech anxiety
 2. Causes of communication apprehension
 3. Diagnosing communication apprehension
 4. Strategies for overcoming speech anxiety
- C. Topic Selection
 1. Brainstorming
 2. Purposes of public speaking
 3. Writing and using purpose statements
 4. Connecting the topic and purpose
 5. Writing thesis statements
- D. Analysis of the Occasion and Audience
 1. Analysis of environmental factors including size, time, context, etc.
 2. Anticipating audience expectations
 3. Demographic audience analysis
 4. Analyzing audience attitudes, beliefs, and values
 5. Methods of collecting audience data
- E. Speech Organization
 1. Identifying main points
 2. Patterns of organization (e.g., topical, chronological, spatial, cause-effect, problem-solution, etc.)
 3. Organizing information within main points
 - a. Internal structure
 - b. Internal previews and reviews
 4. Constructing introductions
 5. Constructing conclusions

- 6. Transitional statements
- F. Outlining
- G. Research
 - 1. Sources of information
 - 2. Techniques for gathering sources
 - 3. Criteria for evaluating sources including recency, credibility, etc.
 - 4. Documenting sources
 - a. Bibliographic formats (e.g. APA, MLA, etc.)
 - b. Citing sources orally
- H. Presentational Aids
 - 1. Purposes and benefits of presentational aids
 - 2. Types of presentational aids
 - 3. Design principles and considerations
 - 4. Integrating presentation aids effectively into the speech
- I. Delivery
 - 1. Language use
 - 2. Nonverbal communication including eye contact, gestures, facial expression, posture, movement and personal appearance
 - 3. Vocal characteristics including rate, pitch, tone, volume, inflection, articulation, pronunciation, pauses, vocalized pauses, and projection
 - 4. Delivery style (e.g. formal delivery, conversational style, projecting authority, etc.)
 - 5. Methods of delivery including extemporaneous, impromptu, manuscript and memorization
- J. Informative Speaking
 - 1. Nature and purpose of expository speeches
 - 2. The purposes and forms of information including facts, statistics, testimony, examples, narratives, etc.
- K. Persuasive Speaking
 - 1. Role of persuasive speech in society
 - 2. Monroe's Motivated Sequence and/or other standard persuasive patterns of organization
 - 3. Argument and refutation techniques
 - 4. Ethos, logos and pathos
 - 5. Roles and effects of both positive and negative appeals
 - 6. Effective and ineffective reasoning
 - a. Deductive and inductive reasoning
 - b. Reasoning from analogy, cause, etc.
 - c. Logical fallacies
- L. Other Speaking Formats
 - 1. Introductory speaking
 - 2. Speaking for special occasions
 - 3. Impromptu speaking
 - 4. Group presentations
 - 5. Speech Critiques

17. Methods of Instruction:

- A. Lecture
- B. Audio Visual Presentations
- C. Collaborative Group Work
- D. Class Activities
- E. Class Discussions
- F. Other: -Individual and small group presentations
 - Written and oral feedback and evaluation of speeches
 - Analysis of videotaped student speeches
 - Film, television, CD-ROM, and videotaped speeches to illustrate and analyze pertinent concepts

18. Assignments and Methods of Evaluation:

1. Four to six substantive oral presentations including an informative speech and a persuasive speech (40-60%)
2. Other speaking activities and exercises (0-20%)
3. Written assignments including outlines, self critiques, and speech analyses (10-20%)
4. Quizzes, tests and/or exams (10-30%)
5. Active participation and listening behavior (0-10%)

19. Course Enrollment: 30

Crafton Hills Distributed Education Addendum

1. **Distance Ed Format:** The following format(s) are appropriate for this course:

A. Hybrid

Recommended Online Enrollment:

A. Hybrid - This course has online components and regularly scheduled face-to-face meetings

i. Please describe how this hybrid course will meet face-to-face below:

In its distributed format, this course will meet face-to-face four times during the semester. These sessions will be used for students to deliver all graded speeches and turn in any required written assignments. The online portion of the class will be used to facilitate lectures, assignments, class discussion and administer examinations.

2. **Course Outline:** The three methods that significantly change when teaching a distributed course are: **A. Methods of instruction B. Methods of communication C. Methods of evaluation.** Please describe how these methods will be adapted for the distributed education method(s) selected above.

A. Methods of Instruction - Copy the Methods of Instruction from the course outline into the space below. Specify any adaptations in instructional methodology resulting from offering this course in the distance learning mode(s) you selected above as opposed to the face-to-face mode assumed by the current course outline.

Methods of Instruction

- A. Lecture
- B. Distributed Education
- C. Audio Visual Presentations
- D. Collaborative Group Work
- E. Class Activities
- F. Class Discussions
- G. Other (specify):

-Individual and small group presentations -Written and oral feedback and evaluation of speeches -Analysis of videotaped student speeches -Film, television, CD-ROM, and videotaped speeches to illustrate and analyze pertinent concepts

DE Adaptation

Audio-visual presentations, including films, television, CD-ROM, and videotaped speeches, normally displayed in class will be accessed through the course management system. The discussion board will provide students a means to interact, participate in discussions, and collaborate on group assignments. Online lectures delivered via the course management system will assist in highlighting, clarifying, and guiding students through assigned reading in the text. Oral presentation and accompanying instructor feedback will be accomplished in the face-to-face portion of the course. Student feedback and additional instructor feedback will be managed through the discussion board in the course management system.

B. Methods of Communication - In traditional face-to-face courses interactions such as teacher to student and student to student occur throughout the face-to-face class time or during scheduled office hours. How will this course meet the communication/interactions necessary for effective learning and instruction

Current Methods of Communication

- A. E-mail

- B. Discussion Boards (asynchronous Dialogue)
- C. Chat (Synchronous Dialogue)
- D. On Campus Meeting Announcements
- E. Office Hours

DE Adaptation for Effectiveness

Four on-campus meetings will be used to maintain periodic face-to-face contact. Between these meetings, students will maintain regular and effective contact with the instructor through the use of e-mail and/or actual or virtual office hours. Students will interact with one another as well as the instructor through required asynchronous dialogue via the discussion board in the course management system. Synchronous dialogue will be made available to students wishign to use it for feedback and collaboration on group assignments.

C. Methods of Evaluation - Copy your methods of evaluation from the course outline into the space below and describe how the evaluation methods in the course outline will be adapted for use in the online environment.

Current Methods of Evaluation

- A. Four to six substantive oral presentations including an informative speech and a persuasive speech (40-60%)
- B. Other speaking activities and exercises (0-20%)
- C. Written assignments including outlines, self critiques, and speech analyses (10-20%)
- D. Quizzes, tests and/or exams (10-30%)
- E. Active participation and listening behavior (0-10%)

Online Adaptation:

All speeches will be delivered during the four face-to-face meetings. Directions for written assignments will be delivered online. Major assignments will be turned in during face-to-face sessions although some work, including peer evaluation and feedback will be accomplished through tools in the course management system. Quizzes, tests and examinations will be administered using the course management system. Participation will be determined on the basis of attendance at face-to-face sessions as well as participation in the discussion board.

3. Sample Assignment: Please give an example of an assignment that students will do in the distributed class format described in this document:

As per the chart below, please research the correlating item to the first letter in your last name. Please list four interesting researched facts about your subject matter complete with a full citation of where it was found in the Crafton Hills College library (complete with source name, call number, page number and any other information needed to locate it). Keep in mind many sources within the library can be accessed from a distance electronically. Your sources must come from four different types of sources (e.g. newspapers, magazines, periodicals, scholarly journals, reference books, etc.). The library has offered or verify the voracity of all citations...so be accurate! The assignment must be submitted to the appropriate discussion forum complete with the name of the librarian who assisted you.

- A. Apple production in Washington State
- B. Zoos in Florida
- C. Raisin production in Fresno

4. Accessibility: Accommodations regarding disabled student accessibility to distributed education

content must be made as prescribed in the Distance Education Guidelines regarding Section 508, as published by the California Community College Chancellor's office. Please describe, in the box below how this course will meet the Section 508 requirements:

Blackboard, the course management system, currently in use at Crafton Hills College has been designed to meet accessibility standards. Recommendations will be included to help students with special needs easily located and communicate with the Disabled Student Services office at Crafton Hills College.

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