

Syllabus
SPCH1110
Public Speaking

2016

Committee Members:

Peg Slusarski	Central Community College
No Representative	Little Priest Tribal College
Cindy Stover	Metropolitan Community College
Clay Grizzle	Mid-Plains Community College
No Representative	Nebraska Indian Community College
Melissa Lemke-Elznic	Northeast Community College
Sheri Blok	Southeast Community College
William Sheffield	Western Nebraska Community College

Melissa Lemke-Elznic
Facilitator: **Melissa Lemke-Elznic, Northeast Community College**
Date Reviewed: January 29, 2016

The Institution Agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

Please select one option

	<u>Adopt</u>	<u>Decline</u>	<u>Not Offered</u>	<u>Date</u>
<u>Deborah Brennan</u> Deb Brennan, Central Community College	X	_____	_____	5/19/16
<u>Betty Redleaf</u> Betty Redleaf, Little Priest Tribal College	X	_____	_____	5/19/16
<u>Tom McDermott</u> Tom McDermott, Metropolitan Community College	X	_____	_____	5/20/16
<u>Jody Tomaneck</u> Jody Tomaneck, Mid-Plains Community College	X	_____	_____	5/19/16
<u>Mary Johnson</u> Mary Johnson, Nebraska Indian Community College	X	X-29	_____	6-3-16
<u>John Blaylock</u> John Blaylock, Northeast Community College	X	_____	_____	5-19-16
<u>Dennis Headrick</u> Dennis Headrick, Southeast Community College	X	_____	_____	5/17/16
<u>Kim Dale</u> Kim Dale, Western Nebraska Community College	X	_____	_____	5.19.16

I. CATALOG DESCRIPTION

SPCH1110

Public Speaking

Prerequisite: None

Course Description:

This course will enable students to master the skills required of speaking in today's workplace and society. This course will focus on the organization, preparation, research, and evidence needed for a presentation that is tailored to fit the audience. This course will also enhance the students' listening skills which will assist them in everyday situations.

4.5 quarter hours

3.0 semester hours

II. COURSE OBJECTIVES/COMPETENCIES

Course will:

1. Acquaint students with knowledge of the communication process.
2. Have students identify and perform skills necessary for selected types of public speeches.
3. Provide students with an understanding of effective and appropriate language.
4. Provide students with an understanding of effective and appropriate eye contact, voice, gestures and presentational aids in public speaking.
5. Have students utilize research for a variety of speeches.
6. Incorporate information from outside source(s) ethically, effectively, and appropriately.
7. Have students respond critically to questions raised by readings and speeches.
8. Have students listen, analyze, and evaluate various types of speeches within their cultural context.
9. Provide tools for students to make a difference in a variety of communication settings.

III. STUDENT LEARNING OUTCOMES:

Students will:

1. Describe and explain the basic speech communication models.
2. Define the role of the public speaker in relationship to the audience, the content of the speech and the purpose of the speech.
3. Describe and participate in the process of preparing and presenting speeches.
4. Understand and utilize techniques to effectively manage speech anxiety.
5. Differentiate between and apply, as appropriate, for the speaking situation the various delivery methods: speaking extemporaneously (*i.e.* prepared and practiced in advance), speaking impromptu (*i.e.* spontaneously without preparation or notes), reading from a manuscript, and reciting from memory.
6. Prepare a preparation outline and/or speaking outline including a reference list using APA or MLA citation style.
7. Cite sources properly when delivering the speech.

8. Demonstrate flexibility and adaptability with the available technology in the public speaking context.
9. Demonstrate the appropriate use of presentational aids while speaking.
10. Apply active listening skills to enhance the communication process.
11. Critically evaluate the public discourse of others with awareness of cultural context.
12. Demonstrate professionalism and tolerance for opposing viewpoints.

IV. COURSE CONTENT/TOPICAL OUTLINE

- A. Speech theory: communication models, ethics, communication anxiety, listening
- B. Speech preparation: researching, analyzing the audience writing the speech
- C. Speech Presentation: language, delivery methods, presentational aids
- D. Public Speaking Variations: inform, persuade, special occasion, analysis of speeches

V. INSTRUCTIONAL MATERIALS

- A. Suggested texts: [This list of texts should be reviewed annually. The instructor may choose additional materials as supplements.]

Beebe & Beebe. Public Speaking Handbook. Pearson Education.

Fraleigh and Tuman. Speak Up. Bedford/St. Martin's.

Lucas, Stephen. The Art of Public Speaking. McGraw-Hill.

Ross and Leonard. Introduction to the Speechmaking Process. BVT Publishing.

The Public Speaking Project, Public Speaking: the Virtual Text,
www.publicspeakingproject.org

Brief texts:

Beebe & Beebe. Concise Public Speaking Handbook. Pearson Education.

O'Hair, Rubenstein, & Stewart. A Pocket Guide to Public Speaking. Bedford St. Martin.

- B. Supplemental texts
 A college-level citation handbook or public speaking guide that includes academic level citation/documentation APA and or MLA styles must be readily available for student use. Online citation sources are acceptable.
 The style formats provided within the textbook or textbook supplemental sources are acceptable.

VI. METHOD OF PRESENTATION

Instructors should make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups, collaborative projects, guest speakers, research, peer response and evaluation, self-evaluation of presentations, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multi-media and field trips.

METHODS OF EVALUATION

Course grades, at the determination of the instructor, will be based on speech presentations, written evaluations, class and group participation, daily work, exams, projects, papers and/or a portfolios. Instructor will distribute and discuss evaluation tools and his/her grading policies with students at the beginning of each term.

SPECIFIC COURSE REQUIREMENTS

- A. Students, in both online and face-to-face classes, will deliver a minimum of three major speeches that incorporate a minimum of 3 credible sources, each with a final outline and works cited page. (1) one informative speech, (2) one persuasive speech and (3) one speech according to the instructor's preference: Commemorative, Debate, Demonstration, Dyad presentation, Entertainment, Eulogy, Group presentation, Informative, Panel, Persuasive, Point-Counterpoint, or Tribute **and** one minor speeches of the instructor's choice: (1) introduction, (2) presentation, (3) acceptance, (4) impromptu, (5) non-researched versions of the major speeches or (6) storytelling
- B. All speeches must be delivered before a live audience.
 1. Must contain no less than 4 audience members.
 2. Audience members must be a minimum of 16 years of age.
 3. The specific requirements of audience members must meet institutional standards.