

# Syllabus

## SPCH1110 Public Speaking

2013

### Committee Members:

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Date Reviewed: 1/25/13

### NCCA Council of Instructional Officers

Chair: [Signature]

Date Approved: 3-15-13

## **I. CATALOG DESCRIPTION**

SPCH1110

Public Speaking

Prerequisite: None

Course Description:

This course will assist the student to master the skills required of speaking in today's workplace. 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 enhance the student's 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 the knowledge of the importance of effective language, voice, gestures and presentational visual aids in public speaking.
4. Have students demonstrate research for a variety of speeches.
5. Incorporate information from outside source(s) ethically, effectively, and appropriately.
6. Have students Respond critically to questions raised by readings and speeches.
7. Have students listen to, analyze, and evaluate various types of speeches within their cultural context.
8. 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. 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.
5. Prepare a preparation outline and/or speaking outline including a reference list using APA or MLA citation style.
6. Cite sources orally when delivering the speech.
7. Demonstrate flexibility and adaptability with the available technology in the public speaking context.

8. Demonstrate the appropriate use of presentational aids while speaking.
9. Apply listening skills that assist the communication process.
10. Critically evaluate the public discourse of others with awareness of cultural context.
11. Demonstrate professionalism and tolerance for opposing viewpoints.

#### **IV. COURSE CONTENT/TOPICAL OUTLINE**

- A. Speech theory: communication models, ethics, communication anxiety, listening
- B. Speech preparation: research, audience analysis, writing the speech
- C. Presenting the speech: language, delivery methods, presentational aids
- D. Varieties of public speaking: 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.

##### **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.

## **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, 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, class and group participation, daily work, exams, projects, papers and/or a portfolio. Instructor will distribute and discuss evaluation and his/her grading policies with students at the beginning of each term.

## **SPECIFIC COURSE REQUIREMENTS**

- A. Students in will deliver a minimum of three major researched speeches: (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** two 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. Students in the online environment will deliver speeches according to the requirements in A or the three major speeches with audience analysis assignments.