

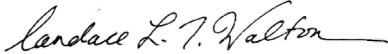

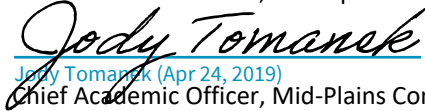
Syllabus
SPCH 1110
Public Speaking
2019

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
Jacob Bonander, Southeast Community College
Bill Sheffield, Western Nebraska Community College

Facilitator: Melissa Lemke-Elznic

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

 Candace L. T. Walton Chief Academic Officer, Central Community College	Adopt
 Manoj Patil (Apr 24, 2019) Chief Academic Officer, Little Priest Tribal College	Adopt
 Thomas J McDonnell (May 13, 2019) Chief Academic Officer, Metropolitan Community College	Adopt
 Jody Tomasek (Apr 24, 2019) Chief Academic Officer, Mid-Plains Community College	Adopt
 Kristine Sudbeck (May 16, 2019) Chief Academic Officer, Nebraska Indian Community College	Adopt
 Lyle Kathol (Apr 24, 2019) Chief Academic Officer, Northeast Community College	Adopt
 Dennis Headrick (Apr 25, 2019) Chief Academic Officer, Southeast Community College	Adopt
 Kim Kuster Dale (Apr 25, 2019) Chief Academic Officer, Western Nebraska Community College	Adopt

I. CATALOG DESCRIPTION

SPCH1110

Public Speaking

Prerequisite: None

Course Description:

This course will enable students to recognize and develop 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' active and critical listening skills.

4.5 quarter hours

3.0 semester hours

II. COURSE OBJECTIVES/COMPETENCIES

Course will:

1. Acquaint students with 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 critically listen, analyze, and evaluate various types of speeches and readings within cultural context.
8. Provide tools for students to effectively communicate in a variety of settings.

III. STUDENT LEARNING OUTCOMES:

Students will be able to:

1. Describe and explain the basic speech communication models.
2. Develop an awareness of the impacts of mediated communication.
3. Define the role of the public speaker in relationship to the audience, the content of the speech and the purpose of the speech.
4. Describe and participate in the process of preparing and presenting speeches.
5. Distinguish between the principles of informative and persuasive speaking.
6. Understand and utilize techniques to effectively manage speech anxiety.
7. 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.
8. Prepare a preparation outline and/or speaking outline.
9. Prepare a reference list using APA or MLA citation style.
10. Evaluate the credibility of supportive material.
11. Cite sources properly when delivering the speech.

12. Demonstrate flexibility and adaptability with the available technology in the public speaking context.
13. Demonstrate the appropriate use of presentational aids while speaking.
14. Apply active listening skills to enhance the communication process.
15. Critically evaluate the public discourse of others with awareness of cultural context.
16. 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

V. INSTRUCTIONAL MATERIALS

- A. Suggested texts
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

Hybels and Weaver. Communicating Effectively. McGraw-Hill.

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.

VII. 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 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. For online speeches, all audience members must be present during the entire speech, and audience members must be accounted for via video before and after the speech.
 - 4. The specific requirements of audience members must meet institutional standards.

VIII. INSTITUTIONAL DEFINED SECTION

(To be used at the discretion of each community college as deemed necessary.)












SPCH1110 - Public Speaking - 2019
















Final Audit Report

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