

I. CATALOG DESCRIPTION:

- A. Department Information:
Division: Humanities
Department: Speech
Course ID: Speech 100
Course Title: Elements of Public Speaking
Units: 3
Lecture: 3 Hours
Laboratory: None
Prerequisite: None
- B. Catalog Description: This course focuses on training in the application of the concepts, principles, and skills of effective public speaking. Concepts such as structure, adapting messages to culturally diverse audiences, research principles, and critical evaluation of evidence and arguments are explored. Delivery, listening, and feedback skills are also discussed and practiced in a variety of presentations.
- C. Schedule Description: Training in the application of the concepts, principles, and skills of effective public speaking.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon successful completion of the course, students should be able to do the following:

- A. Read and discuss public communication and speech construction theory
- B. Evaluate their own public speaking abilities
- C. Locate, read, and critically evaluate research (from traditional and electronic sources) to be used in the construction and support of arguments and main points
- D. Provide constructive feedback to other speakers
- E. Recognize and adapt to the challenges faced when speaking to diverse audiences
- F. Conduct an audience analysis
- G. Recognize and use principles of effective speech delivery
- H. Construct and present different types of speeches

IV. CONTENT:

- A. Overview of the communication process
 - 1. Models of communication
 - 2. Models of public communication
- B. Introduction to Public Speaking
 - 1. Goals of public speaking
 - 2. Methods of delivery
- C. Cultural sensitivity
 - 1. Cultural value differences
 - 2. Differences in logic systems
 - 3. Differences in communication styles
- D. Overcoming communication apprehension
 - 1. Causes of communication apprehension
 - 2. Methods of reducing communication apprehension
- E. Speaker credibility
 - 1. Ethical obligations of speakers
 - 2. Methods of enhancing speaker credibility
- F. Audience Analysis
 - 1. Demographic evaluation
 - 2. Psychographic evaluation
 - 3. Adapting speeches to specific audiences

- G. Active Listening
 - 1. Differences between active and passive listening
 - 2. Speaker's responsibilities to help audiences actively listen
 - 3. Audience members' responsibilities to ensure active listening
- H. Selecting a topic
 - 1. Brainstorming and narrowing topic ideas
 - 2. Specifying the purpose of the speech
- I. Researching a topic
 - 1. Traditional sources of research
 - 2. Electronic sources of research
- J. Supporting ideas
 - 1. Types of supporting material
 - 2. Evaluating the usefulness of supporting material
 - 3. Citing sources within a speech
- K. Principles of organization
 - 1. Organizational patterns
 - 2. Purpose and function of outlines
 - 3. Purpose and function of transitions
- L. Introductions and conclusions
 - 1. Structural elements of introductions
 - 2. Structural elements of conclusions
 - 3. Techniques to gain the audience's attention
- M. Principles of informative speaking
 - 1. Types of informative speeches
 - 2. Organization of informative speeches
 - 3. Strategies for improving the quality of informative speeches
- N. Principles of persuasive speaking
 - 1. Types of persuasive speeches
 - 2. Aristotle's proofs (ethos, logos, pathos)
 - 3. Organization of persuasive speeches
 - 4. Monroe's Motivated Sequence
 - 5. Strategies for improving the quality of persuasive speeches
 - 6. Refuting arguments
- O. Improving language use
 - 1. Concrete vs. abstract language
 - 2. Eliminating bias from language
 - 3. Showing strength in language (imagery, similes, metaphors)
 - 4. Formal vs. informal language
- P. Enhancing non-verbal communication and speech delivery
 - 1. Clothing
 - 2. Gestures
 - 3. Eye contact
 - 4. Vocal variation
- Q. Using visual aids
 - 1. Purpose of visual aids
 - 2. Types of visual aids
 - 3. Effective use of visual aids
- R. Understanding special occasion speeches
 - 1. Ceremonial speeches
 - 2. Entertaining speeches
 - 3. Question-answer sessions
 - 4. Speaking in groups
 - 5. Narrative speeches

V. METHODS OF INSTRUCTION:

The course is designed under the lecture/discussion format. The instructional methods to be used may include:

- A. Lecture
- B. Read text and other sources
- C. Class and group discussion
- D. Oral presentations
- E. Researching newspapers, magazines, books, and the internet
- F. Reviewing and critically evaluating videotaped speeches
- G. Critically evaluating peer speeches
- H. Self-evaluation

VI. TYPICAL ASSIGNMENTS:

- A. Read text and other sources
 - 1. Read the chapter on effective language use.
- B. Class and group discussion
 - 1. Class discussion: How might two individuals with different communication styles view each other?
 - 2. Group discussion: After reading the case study on communication apprehension, discuss the six questions that follow and prepare responses to those questions. Be prepared to present your group's findings to the class.
- C. Oral presentations
 - 1. Construct and present a Demonstration Speech. The purpose of this assignment is to help you prepare and deliver a speech demonstrating "how to do" something. Pick something you do all the time (e.g., a hobby, a skill, something at work, etc.) to demonstrate. Be sure to:
 - a) Have a visual aid
 - b) Present the steps clearly and systematically
 - c) Incorporate the "3x" theory into the structure of your speech
 - d) Rehearse your presentation
 - e) Prepare a detailed, typed, complete-sentence outline
- D. Researching newspapers, magazines, books, and the internet
 - 1. In preparation for your informative speech, locate a minimum of four different sources which explain your topic or support your main points. Remember that sources can include:
 - a) Newspapers
 - b) Magazines or journals
 - c) Books
 - d) Internet
 - e) Interviews of experts
 - 2. As you locate sources, be sure to critically evaluate both their credibility and their usefulness in your speech.
- E. Reviewing and critically evaluating videotaped speeches
 - 1. After watching Barbara Bush's "Choices and Change" speech, identify the clues which tell you that an in-depth audience analysis was completed by the speech writer.
- F. Critically evaluating peer speeches.
 - 1. I have assigned you to evaluate a classmate's persuasive speech. Complete the "peer evaluation" form which is contained in your packet. Be sure to be honest, fair, and tactful in writing your comments.

VII. EVALUATION(S):

- A. Methods of evaluation
 - 1. Objective and subjective examinations (for lecture and text assignments).
Typical questions include:
 - A. Monroe's Motivated Sequence is designed to be used with which type of persuasive speech?

- a) fact
 - b) value
 - c) policy
 - d) powerful
- B. List the four structural components which must be in the introduction of a speech.
2. Subjective evaluation of speeches (see sample grading forms contained in the Appendix). A minimum of four major speeches (at least one informative and one persuasive), two of which require outside research, must be presented.
 3. Self-Evaluation
 - a) Watch the videotape of your speeches. Write a 3-page paper evaluating your progress. Be sure to discuss 1) your overall progress, 2) where you believe you improved the most, 3) what you are most proud of, and 4) where you need to improve. Your paper is to be typed and double-spaced with 1" margins.
 4. Additional Feedback: Students receive the peer evaluation forms which were completed on their respective speeches. No student's speech grade, however, is affected by what peers write.
- B. Frequency of evaluation
1. One midterm examination
 2. One final examination
 3. Four major speeches presented throughout the semester
 4. Minor speeches presented throughout the semester (as time allows)
 5. End-of-term self-evaluation

VIII. TYPICAL TEXT(S):

DeVito, Joseph A., The Elements of Public Speaking (7th edition), New York, NY: Addison Wesley Longman, 2000.

Kearney, Patricia & Plax, Timothy G., Public Speaking in a Diverse Society (2nd edition), Mountain View, CA: Mayfield Publishers, 1999.

Jaffe, Clella, Public Speaking: Concepts and Skills for a Diverse Society (2nd edition), Belmont, CA: Wadsworth Publishing Company, 1998.

Osborn, Michael & Osborn, Suzanne, Public Speaking (3rd edition), Boston, MA: Houghton Mifflin Co., 1997.

Lucas, Stephen E., The Art of Public Speaking (5th edition). New York, NY: McGraw-Hill, Inc., 1995.

Hasling, John The Audience, The Message, The Speaker (5th edition). New York, NY: McGraw-Hill, Inc., 1993.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS:

Some instructors may require reading packets (obtained in the campus bookstore). In addition, some instructors require their students to purchase personal video tapes so that students have a visual record of their performance. Finally, students may need to purchase materials necessary for making visual aids (e.g., rent a video, posterboard, markers, etc.).