

I. CATALOG DESCRIPTION:

- A. Department Information:
Division: Humanities
Department: Speech
Course Number: SPEECH 910
Course Title: Preparation for Public Speaking
Units: 3
Lecture: 3 Hours
Prerequisite: None
- B. Catalog Description: Intended for those students who need improvement in basic communication skills prior to enrollment in a transfer-level speech course. Pronunciation drills, interviewing techniques, basic research methods, small group discussion, organizational skills, and techniques for controlling stagefright are addressed. Individual and group presentations are included. *Not applicable to the Associate Degree*
- C. Schedule Description: Intended for those students who need improvement in basic communication skills. Addresses pronunciation, interviewing, research, group discussion, organizational techniques, and stagefright and includes individual and group presentations. *Not applicable to the Associate Degree*

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. Practice correct pronunciation, enunciation, and grammatical use
- B. Record and learn new vocabulary words or phrases
- C. Identify and research speech topics
- D. Construct an individual extemporaneous presentation
- E. Construct a coherent, coordinated group presentation
- F. Recognize and use active listening skills
- G. Compose interview questions and conduct an interview
- H. Formulate responses as an interviewee

IV. CONTENT:

- A. Introduction to communication
 - 1. The speech process
- B. Listening
 - 1. Listening and communication concepts
 - 2. Active vs. passive listening
 - 3. Listening clearly and actively
- C. Communication apprehension
 - 1. Causes of stage fright
 - 2. Treating stage fright
 - a) Deep breathing exercises
 - b) Changing thoughts
 - c) Muscle relaxation
 - d) Visualization
- D. Speech Patterns and Accents
 - 1. Standard American speech patterns
 - 2. Regional speech patterns
 - 3. Accents
 - 4. Formal vs. informal language

- E. Voice and Articulation
 - 1. Rhythm
 - a) Sounds
 - b) Stops and continuants
 - c) Voicing and syllable length
 - 2. Words
 - a) Word stress patterns
 - b) Consonants
 - c) Vowel stress length
 - d) Vowel clarity
 - e) Content words
 - f) Structure words
 - 3. Intonation
 - a) Pitch pattern used for emphasis
 - b) Emphasizing structure words
 - c) Pitch direction of questions
- F. Interviews
 - 1. Types of interviews
 - 2. The interviewing process
 - 3. Being the interviewee
 - 4. Being the interviewer
 - 5. Types of questions
 - 6. Reporting the results of an interview
- G. Organizing Ideas
 - 1. Identifying information (research)
 - 2. Identifying your main points
 - 3. Outlining and subordination
- H. Small Group Discussion
 - 1. Types of small groups
 - 2. Participating in small groups
 - 3. Leader responsibilities
 - 4. Keeping the discussion on track
 - 5. Organizing the presentation

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/exercises
- D. Modeling
- E. Interviewing
- F. Individual oral presentations
- G. Group oral presentations
- H. Audio and/or written journals

VI. TYPICAL ASSIGNMENTS:

- A. Read text and other sources
 - 1. Read the chapter on interviewing in your text.
- B. Class and group discussion
 - 1. Class discussion: What are some methods you can use to reduce your stage fright?
 - 2. Group discussion/exercises: In small groups of 5-7 students, brainstorm a list of possible speech topics. Narrow your list to five topics and discuss the types of audiences for whom the topics would be best suited. Be prepared to report your findings to the class.

- C. Modeling: Although not a typical assignment for the student, the instructor should model various elements within the course including pronunciation, articulation, proper grammar, organization of ideas, outlining, etc. The modeling should include a clear, step-by-step description of the behavior.
- D. Interviewing:
 - 1. Interviewee: Prepare for a simulated job interview in which you discuss your qualifications, work history, and other relevant information.
 - 2. Interviewer: Interview a classmate and introduce him or her to the class. Be sure to include items such as educational goals, cultural background, occupational goals, etc.
- E. Individual oral presentations
 - 1. "Home Town Speech" - Research your home town and prepare a 4-5 minute speech. Be sure to have a visual aid (e.g., map, art, photo, or food item) for use in your speech as well as a typed outline.
- F. Group oral presentations
 - 1. Group Symposium - As a group, decide on a controversial topic for discussion which you will research and present to the class. Be sure to do the following:
 - a) Divide work assignments evenly among group members
 - b) Establish rules for reaching consensus or voting
 - c) Ensure that all group members participate
 - d) Prepare a 30-minute group presentation in which you discuss the issue, field questions from group members and the audience. Each group member should speak from 4-5 minutes with a moderator introducing the topic and transitioning between speakers.
 - e) Prepare a typed outline of the group's presentation
- G. Audio and/or Written Journals
 - 1. Audio Journal: Tape record yourself doing the following: Exaggerate the production of each word on the following list so that you feel the articulation of "t" and "d": internal, interface, interlace, enter, cantaloupe, intermix, reenter, interlude, antics, enterprise, frantic, entertain, holding, underneath, wonder, blond, hand. Your instructor will review your tape individually with you and provide suggestions for improvement.
 - 2. Written Journal: Write down daily any words or phrases that you do not know in your journal. Bring your journals to class and write your words or phrases on the board. In the time allotted, your instructor will explain these words and phrases to the class.

VII. EVALUATION:

- A. Methods of evaluation
 - 1. Subjective evaluation. All evaluations conducted in the course will be subjective in nature. The emphasis of the course is practice in pronunciation and basic skills. Students will be graded on their participation in activities, the extent to which they develop improved language fluencies, their ability to organize and outline basic ideas, and their ability to present those ideas orally in individual or group presentations. The slow pace of the course allows for individual consultations with the instructor for each student.
 - 2. Self-evaluation. Within the context of individual consultations with the instructor, students will provide self-evaluation of language abilities and improvement during the course. Students should discuss the areas in which they have improved, areas which remain problematic, etc.
 - 3. Peer Review: After students have composed outlines for their speeches, peer review in small groups may be used to check for grammatical errors, spelling, language appropriateness, and vocabulary.
- B. Frequency of evaluation.
 - 1. One individual oral presentation
 - 2. One opportunity to serve as interviewer
 - 3. One opportunity to serve as interviewee
 - 4. One small group presentation
 - 5. A minimum of three individual consultations with instructor

VIII. TYPICAL TEXT(S):

Textbooks for this course are limited. Checks were conducted through most major publishers as well as Amazon.com. Most texts are for the traditional, transfer-level public speaking course. Although dated, the below texts were the only possible ones suitable for this course. Instructors are free to compile their own instructional packets with readings, exercises, assignments, etc.

Porter, Patricia A. and Grant, Margaret. Communicating effectively in English: Oral communication for non-native speakers. Belmont, CA: Wadsworth, 1992

Hahner, Jeffrey C., Sokoloff, Martin A., and Salisch, Sandra L. Speaking clearly: Improving voice and diction. New York, NY: McGraw Hill, 1997.

Gilbert, Judy. Clear Speech: Pronunciation and listening comprehension in North American and English. (Book and audio cassettes). New York, NY: Cambridge University Press, 1993.

Cummings, Martha Graves. Listen, speak, present: A step-by-step presenter's workbook. Florence, KY: Heinle & Heinle, 1991.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: Some instructors may require students to use an audio tape recorder for vocal pronunciation exercises and journals.