PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE

MASTER SYLLABUS

BUSINESS AND PROFESSIONAL SPEAKING

SPH 2400

Class Hours: 3.0  Credit Hours: 3.0
Laboratory Hours: 0.0  Date Revised: Spring 03

Catalog Course Description:

Principles and practices of oral communication within business and civic organizations including public speaking, group decision making through consensus building and parliamentary procedure, how to interview for information, and reflective listening.

Entry Level Standards:

The student is expected to be able to read on a college level, write using correct spelling and coherent paragraphs free of major grammatical errors, and employ primary research techniques to gather information. Business and Professional Speaking is designed as an entry level course, as is its companion course Public Speaking (SPH 2100). Only in rare instances should a student take both courses. In general, both courses substitute for each other by petition at area four year colleges. The college transfer student is advised to consult his/her advisor and/or the core requirements at the four year institution he/she is applying to before enrolling in either SPH 2400 or SPH 2100.

Corequisite: ENGL 1010

Textbook(s) and Other Reference Materials Basic to the Course:


I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Overview/getting to know you</td>
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<tr>
<td>2</td>
<td>Purposes for speaking/planning the presentation</td>
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<td>3</td>
<td>Researching the presentation/interview techniques/listening</td>
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<td>4</td>
<td>Organizing the presentation/group organization/group presentation</td>
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<td>5</td>
<td>Group planning/ group presentation</td>
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<tr>
<td>6</td>
<td>Techniques in delivering the presentation</td>
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<tr>
<td>7</td>
<td>Individual presentations/visual aids</td>
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II. Course Objectives*:

A. Comprehend the basic principles of communication theory. I.5
B. Understand the practices of oral communication within organizations, industry and small business. I
C. Understand and cope with anxiety and speech fright. II.1, II.2
D. Plan and effectively present visual aids. I
E. Demonstrate and understand active and reflective listening. I.1
F. Understand nonverbal communication. I
G. Know how to conduct an interview. I
H. Understand the theory and process of parliamentary procedure. I.5

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Research, outline, and deliver five formal extemporaneous speeches with a variety of purposes chosen from instructional, value, demonstrative, and persuasive content areas. Communication Outcome, Personal Development Outcome, Cultural Diversity and Social Adaptation Outcome, Technological Literacy Outcome, Information Literacy Outcome, Active Learning Strategy

2. Participate in group discussion/group dynamics exercise(s). Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Transitional Strategy, Active Learning Strategy

3. Practice active and reflective listening in evaluating speeches, both in-class and out-of-class, to develop life skills applicable in a “real” world setting. Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Transitional Strategy, Active Learning Strategy

*Strategies and outcomes listed after instructional processes reference Pellissippi State's goals for strengthening
general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Understand the importance of speaker readiness in organizations and industry. B
2. Participate in role-playing to understand human creativity and stress reduction. C
3. Give a value speech using visuals and understand the proper/correct usage of these visuals. A, D
4. Demonstrate an understanding of non-verbal symbols through the use of effective costuming. D
5. Cope with speech fright. C
6. Improve communication skills by understanding and practicing reflective listening. E
7. Encourage a speaker by being an active listener. A, E
8. Plan and deliver a persuasive speech using visuals and incorporate a question/answer session in the parliamentary situation. D
9. Deliver a speech from note cards. B, E
10. Listen actively to a speech and perform written and oral evaluation of this event. C,G
11. Maintain eye contact with the audience during a speech. F
12. As an orator, accept primary responsibility for the communication process. A,F
13. As a listener, accept secondary responsibility for the communication process. E
14. Distinguish between observation and judgment and utilize both effectively to support a position. B
15. Plan, research, and present an informative speech. E
16. Plan, research, and present an effective 8-9 minute persuasive speech using visual aids. E
17. Plan, research, and present an effective "How to..." demonstration speech. E
18. Emphasize the major point of a speech by restatement of the subject sentence or major theme. A, F
19. Understand the communicative process in an interview for information. C
20. As a group member, meet the interpersonal needs of other members. A
21. Help establish group cohesion by being willing to learn and problem solve. A
22. Demonstrate reflective listening in group discussions. H
23. Comprehend, master, and direct parliamentary procedure, B,H
24. Understand, identify, and analyze nonverbal communication behavior and the potential ramifications. G
25. Speak concisely to reduce misunderstanding. F
26. Convey oral messages in standard English. F
27. Research, prepare, and deliver as a contributing member a group presentation on a current issue. C,F

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures: 40% of grade

Students are evaluated primarily on written examinations, papers, and outlines (40%). There will be a written examination encompassing lecture, text, and handouts. The test will cover both theory and practical application. Quizzes may be given at the discretion of the instructor.

B. Laboratory Expectations:

Days when speaking assignments are due are considered laboratory days. The student is expected to participate when not speaking by actively listening and critically evaluating speakers.

C. Field Work: 60% of grade

Students are evaluated on in-class speaking assignments.

D. Grade Breakdown:

Student evaluation in SPH 2400 is divided into 40% written work and 60% speaking:

Written Work:
* At least one written examination (essay and short answer) which totals 20% of final grade (may be divided into two examinations).
* One formal paper (speech evaluation or similar) counts 10% of the final grade.
* Outlines for speeches, quizzes, and exercises count 10% of final grade.

Speaking:
* Three speeches (informative, value, and first persuasive) each count 10% of the final grade.
* Two speeches (second persuasive and demonstration) each count 15% of the final grade.

E. Grading Scale:

Each instructor may devise a grade scale for his/her sections -- subject to approval by the lead teacher and/or program coordinator -- with the minimum grade for passing being 70.

VI. Policies:

A. Attendance Policy:

Class attendance is mandatory in SPH 2400. No absences are excused. No exercises or quizzes can be made-up. A missed speaking assignment will result in a minimum grade-letter late penalty and make-up speeches will be given lowest priority in the daily speaking roster. Excessive absence (25% of assigned classes) will usually result in the student's failing of the course. All classes missed over two weeks (six MWF classes, four TR classes, or two night classes) must be made up for a student to receive a passing grade. Make-up assignments are at the discretion of the instructor.
B. Course Folder:

No student will receive a grade in SPH 2400 until a completed course folder is filed with the instructor. The folder must include all student originated written materials: speech outlines, examinations, speech evaluations, exercises, quizzes, etc. The folder must also include any and all evaluations made by the instructor. Replacement of lost materials is the responsibility of the student. The folders are not returned to the student.