

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE

MASTER SYLLABUS

PUBLIC SPEAKING

SPH 2100

Class Hours: 3.0**Credit Hours: 3.0****Laboratory Hours: 0.0****Revised: Spring 05****Catalog Course Description:**

Principles and practices of the oral communication process with a primary emphasis on extemporaneous public speaking. The course incorporates research and planning, audience demographics, topic selection, small and large group communication, listening, reasoning, and evaluation skills.

Entry Level Standards:

The student is expected to be able to read on a college level, write using correct spelling free of major grammatical errors, and employ primary research techniques to gather information. Public Speaking (SPH 2100) is designed as an entry level course, as is its companion course Business and Professional Speaking (SPH 2400). The college transfer student is advised to consult his/her advisor and/or the core speech requirements at the four year institution he/she is applying to before enrolling in either SPH 2100 or SPH 2400.

Corequisites: ENGL 1010**Textbook(s) and Other Course Materials:**

Responsibly Spoken by Thomas, Blocher and King. Kendall/Hunt Publishers, 2002 edition.

I. Week/Unit/Topic Basis:

Week	Topic
1	Overview/getting to know you; purpose for speaking
2	Researching the speech /planning the speech
3	Outlining the speech
4	First informative speech
5	Delivery
6	Second informative speech
7	Nonverbal communication
8	Persuasion
9	First persuasive speech
10	Group discussion
11	Review/examination

12	Second persuasive speech
13	Demonstration speech
14	Demonstration speech (cont.)
15	Self-evaluation/class evaluation; exam

II. Course Objectives*:

- A. Understand and cope with anxiety and speech fright. I. 1,3,7
- B. Develop and implement good research skills through the process of research, planning, and presentation of a variety of effective speeches for a demographic audience. I. 3,4,6,7
- C. Understand active and reflective listening. I. 1,5
- D. Plan and effectively present visual aids. I. 1,3,4,6,7
- E. Qualitatively and quantitatively develop and improve individual oral communication skills by understanding and participating in the communicative process. I. 1,5,6
- F. Problem solve for oral communication distortion factors. I. 2,3,5
- G. Understand large group communication through active and effective participation. I. 1,3

*Roman numerals after course objectives reference TBR's general education goals.

III. Instructional Processes*:

Students will:

- 1. Research, outline, and deliver five formal extemporaneous speeches with a variety of purposes chosen from instructional, value, demonstration, and persuasive content areas. *Communication Outcome, Technological Literacy Outcome, Active Learning Strategy*
- 2. Participate in group discussion/group dynamics exercise(s). *Communication Outcome, Technological Literacy Outcome, Active Learning Strategy*
- 3. Practice active and reflective listening in evaluating speeches they hear, both in-class and out- of-class to develop life skills applicable in a "real" world setting. *Communication Outcome, Transitional Strategy*

*Strategies and outcomes listed after instructional processes reference TBR'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 speech fright. A
- 2. Lessen speech fright complications by planning and rehearsing adequately. A, B
- 3. Improve communication skills by understanding and practicing reflective listening. C
- 4. Encourage a speaker by being an active listener. C

5. Plan and deliver a speech using visual aids and incorporate a question and answer section. D
6. Deliver a speech from note cards. B, E
7. Listen actively to a speech to perform a written and oral evaluation of this event. C, E
8. Maintain eye contact with the audience during a persuasive speech. A, B, E
9. As the speaker, accept primary responsibility for the communication process. E
10. As a listener, accept secondary responsibility for the communication process. C
11. Distinguish between observations and judgments. B, E, F
12. Plan, research, and present an informative speech. B
13. Plan and present an effective persuasive speech. B
14. Plan, research, and present an effective "How to..." speech. B
15. Emphasize the major point of a speech by restatement of the thesis and main points. E
16. Help establish a group cohesion by being willing to learn and solve problems. G
17. Demonstrate reflective listening in group discussions. G
18. Understand, identify and analyze nonverbal communication behavior and the potential ramifications. C,E,F
19. Speak concisely to reduce misunderstanding. E,G
20. Convey oral messages in standard English. A,E,G

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

V. Evaluation:

A. Testing Procedures:

See grade breakdown

B. Laboratory Expectations:

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

C. Grade Breakdown:

Written Work:

- * At least one written examination (essay and short answer) which totals to 20% of final grade.
- * One formal paper (speech evaluation or similar) counts 10% of the final grade.
- * Outlines for speeches, quizzes, and exercises count 10% of the 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.

D. Grading Scale:

Grading standard for final grade:

94 – 100 = A
90 – 93 = B+
84 – 89 = B
80 – 83 = C+
74 – 79 = C
70 – 73 = D
Below 70 = F

NOTE: AN AUTOMATIC F ON A LATE ASSIGNMENT=55

VI. Policies:

A. Attendance Policy:

Class attendance is mandatory in SPH 2100. 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 the lowest priority in the daily speaking roster. Excessive absence (25% of assigned classes; PSTCC policy) will result in the student's failing the course. All classes missed over two weeks (5 MWF classes, 3 TR classes, or 2 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. Academic Honesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices: Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments. In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign either (1) an F or zero for the assignment or (2) and F for the course.

C. Accommodations for disabilities:

If you need accommodation because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Privately after class or in the instructor's office.

To request accommodations students must register with Services for Students with Disabilities: Goins 127 or 131, Phone: (865) 539-7153 or (865) 694-6751 Voice/TDD.

D. Other Policies:

Course Folder:

No student will receive a grade in SPH 2100 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.

Conduct:

Students are expected to demonstrate respectful behavior towards their instructor and their classmates. Conduct that disrupts the learning environment could result in a student's expulsion from the class. For more information, please refer to the "Student Disciplinary Rules" section of the college catalogue.