

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

BUSINESS AND PROFESSIONAL SPEAKING
SPH 2400

Class Hours: 3.0

Credit Hours: 3.0

Lab Hours: 0.0

Revised: Spring 05

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 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 speech
2	Planning the speech; researching the speech; interview techniques/listening
3	Organizing the presentation/group organization/group presentation
4	Group planning/ group presentation
5	Techniques in delivering the presentation
6	Individual presentations/visual aids
7	Nonverbal communication
8	Persuasion/ sales techniques
9	Parliamentary procedure
10	Parliamentary exercise/group dynamics

11	Review/examination
12	Second persuasive presentation
13	Demonstration/sales presentation
14	Demonstration/sales presentation (cont.)
16	Self-evaluation; class evaluation; exam

II. Course Objectives*:

- A. Comprehend the basic principles of communication theory. I. 1,3. III. 1,2
- B. Understand the practices of oral communication within organizations, industry and small business. I. 1,3,4,7. III. 1,2
- C. Understand and cope with anxiety and speech fright. I. 1,3,7
- D. Plan and effectively present visual aids. I. 1,3,4,6,7
- E. Demonstrate and understand active and reflective listening. I. 1,3. III. 1,2
- F. Understand nonverbal communication. I. 1,3. III. 1,7
- G. Know how to conduct an interview. I. 1,3
- H. Understand the theory and process of parliamentary procedure. I. 1,2,3,4. III. 1,2

*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, demonstrative, and persuasive content areas. *Communication Outcome, Technological Literacy Outcome, Social/Behavioral Sciences Outcome, Active Learning Strategy*
- 2. Participate in group discussion/group dynamics exercise(s). *Communication Outcome, Social/Behavioral Sciences 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, Social/Behavioral Sciences Outcome, Transitional Strategy, Active Learning 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 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:

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 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 (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) an 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 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.

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.