

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE  
MASTER SYLLABUS

**DEVELOPING SPEECH CONFIDENCE**  
**SPH 2000**

**Class Hours: 1.0**

**Credit Hours: 1.0**

**Laboratory Hours: 0.0**

**Date Revised: Spring**  
**99**

**Catalog Course Description:**

Techniques and practices for coping with apprehension about oral communications or stage fright. Recommended for those who are concurrently enrolled in SPH 2100 or 2400 courses and desire further work in dealing with speaker readiness.

**Entry Level Standards:**

The student should be familiar with the basic rules of outlining and research. The student should also be aware of his personal, social, and political environment.

**Prerequisites:**

While no prerequisites exist for SPH 2000, a student with deficiencies in English grammar and composition should consider completing Freshman Composition (ENGL 1010 and/or 1020) before taking SPH 2000.

**Textbook(s) and Other Course Materials:**

Textbook:

*Speak Out* (current edition) by Thomas and Blocher

Materials:

Speech folder (Harbrace Theme Folder) and note cards

Instructor supplied handouts on speaker apprehension, interpersonal communications, and group discussion

**I. Week/Unit/Topic Basis:**

<b>Week</b>	<b>Topic</b>
1	Overview; Explanation of the course and syllabus
2	Introduction; "Getting to know you"
3	The communicative process and human relations
4	The study of perceptions and the "ego"
5	Reflective listening
6	Impromptu speaking
7	Dealing with stage fright and oral inhibitions

- 8 Dealing with speaker apprehension; Midterm Exam
- 9 Group discussion
- 10 Interpersonal communications
- 11 Judgments
- 12 Attitude modification/sound attitudes
- 13 Bio feedback
- 14 Developing oral communication confidence
- 15 Human relations
- 16 Evaluation and catch up; Final Exam

## II. Course Objectives\*:

- A. Develop a relaxed speaker readiness attitude in dealing with anxiety and speech fright. II.1, II.2
- B. Understand active and reflective listening. I.1
- C. Understand and participate in the communicative process for better transmission of oral messages. I
- D. Understand and effectively participate in dyadic communication. I
- E. Know intrapersonal, interpersonal, and nonverbal processes effected by norms. I.5
- F. Know how biofeedback, physical and mental relaxation techniques improve oral communication. I.4, I.5
- G. Know how to conduct an interview and the development of an assertive personality. I
- H. Know how to cope with apprehension about communicating with others. I.4, I.5, II.1, II.2

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

## III. Instructional Processes\*:

Students will:

1. Show an understanding of speech fright, anxiety, and relaxation techniques. *Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome*
2. Practice relaxation techniques in dyadic groups, role play to lessen speech fright, and develop speakers readiness. *Communication Outcome, Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Active Learning Strategy, Transitional Strategy*
3. Evaluate the application of reflective listening. *Communication Outcome, Cultural Diversity and Social Adaptation Outcome*

\*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. Demonstrate active listening. C
2. Deliver several speeches from note cards (including value and persuasive speeches). A,C
3. Maintain eye contact with the audience during a persuasive speech. C,E
4. Accept primary responsibility for the communication process. C
5. As a listener, accept secondary responsibility for the communication process. B
6. Understand the communicative process and personality identification. F,G
7. Plan the format of an interview. D,G
8. As a group member, know how to meet the interpersonal needs of other members. H
9. Help establish group cohesion by being willing to learn, and problem solve. F,G
10. Demonstrate reflective listening in group discussions. B
11. Plan a dyadic discussion agenda. D,E,F
12. Understand, identify, and analyze nonverbal communication behavior and the potential ramifications. E
13. Speak concisely to reduce misunderstanding. F,H
14. Convey oral messages in standard English. F
15. Understand BioFeedback and explain the ramifications of stress and anxiety. F,G,H

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

#### **V. Evaluation:**

##### A. Testing Procedures:

Emphasis is placed on the learning of skills. Therefore evaluation favors the application of knowledge rather than just repeating information.

##### B. Laboratory Expectations:

None

##### C. Field Work:

None

##### D. Grade Breakdown:

Observation and Journal . . .	30%
Exercises . . . . .	20%
Participation . . . . .	10%
Tests . . . . .	25%
Quizzes . . . . .	15%

E. Grading Scale:

A	100
B+	93
B	89
C+	83
C	79
D	70
F	<65

**VI. Policies:**

A. Attendance Policy:

Class attendance is mandatory in SPH 2000 since this class is treated as a lab. No absences are excused. No exercises or pop quizzes can be made-up. A missed speaking assignment, missed examination, or late speech evaluation will result in a grade-letter-per-day-late penalty, and make-up speeches will be given lowest priority in the daily speaking roster. Excessive absences can result in the student's failing the course.

B. Academic Dishonesty:

Plagiarism, cheating, and other forms of academic dishonesty are prohibited