

**PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS**

**PUBLIC SPEAKING
SPH 2100**

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Revised: Spring 2011

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. 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 SPH 2100.

Corequisites:

ENGL 1010

Textbook(s) and Other Course Materials:

Speaker's Compact Handbook, Sprague and Stuart, published by Cengage, latest 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

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| 8 | Persuasion |
| 9 | First persuasive speech |
| 10 | Group discussion |
| 11 | Review; exam |
| 12 | Second persuasive speech |
| 13 | Demonstration speech |
| 14 | Demonstration speech |
| 15 | Self evaluation; class evaluation; exam |

II. Course Goals*:

The course will

- A. Enable students to understand and cope with anxiety and speech fright. I. 1,2,3,4,5,6,7
- B. Expand students' research skills through the process of research, planning, and presentation of a variety of effective speeches for an audience they have analyzed. I. 3,4,6,7; VII. 3,4,5,6
- C. Equip students to understand and practice active and reflective listening. I. 1,7
- D. Foster students' ability to plan and effectively utilize visual aids. I. 1,3,4,6,7
- E. Guide student to qualitatively and quantitatively develop and improve individual oral communication skills by understanding and participating in the communicative process. I. 1,5,6
- F. Develop students' ability to recognize and design strategies for addressing oral communication distortion factors. I. 2,3,5
- G. Enhance students' skills for large group communication through active and effective participation. I. 1,3

*Roman numerals after course objectives reference goals of TBR. (Career Program Goals and General Education Goals are listed http://www.pstcc.edu/departments/curriculum_and_instruction/syllabi/)

III. Expected Student Learning Outcomes*:

Students will be able to:

- 1. Explain the cause of speech fright and describe strategies for dealing with it. A
- 2. Lessen speech fright complications by planning and rehearsing adequately. A, B
- 3. Explain and practice reflective listening. C
- 4. Encourage a speaker by engaging as 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, research, 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. Contribute to group cohesion by evidencing a willingness to learn and solve problems. G
17. Demonstrate reflective listening in group discussions. G
18. 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

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

IV. Evaluation:

A. 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.

B. Grade Breakdown:

1. Written Work:
 - a) At least one written examination (essay and short answer) which totals to 20% of final grade.
 - b) One formal paper (speech evaluation or similar) counts 10% of the final grade.
 - c) Outlines for speeches, quizzes, and exercises count 10% of the final grade.
2. Speaking:
 - a) Three speeches (informative, value, and first persuasive) each count 10% of the final grade.
 - b) Two speeches (second persuasive and demonstration) each count 15% of the final grade.

C. Grading Scale:

Letter grade/Number equivalent on

Grading standard

<u>Speaking Assignments</u>		<u>for final grade</u>	
A	=	100	
A-	=	95	94-100 = A
B+	=	93	90-93 = B+
B	=	89	84-89 = B
B-	=	85	80-83 = C+
C+	=	83	74-79 = C
C	=	79	70-73 = D
C-	=	75	BELOW 70 = F
D+	=	73	
D	=	70	
D-	=	70	
F	=	55	

NOTE: AN AUTOMATIC F ON A LATE ASSIGNMENT=55

V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of the Learning Division, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of the Learning Division.

B. Academic Dishonesty:

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.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one's own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
- Any of the above occurring within the Web or distance learning environment.

C. Accommodations for disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127, 132, 134, 135, 131 or by phone:

539-7153 or TTY 694-6429. More information is available at www.pstcc.edu/departments/swd/.

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.