PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

DEVELOPING SPEECH CONFIDENCE
SPCH 2000

Class Hours: 1.0  Credit Hours: 1.0
Laboratory Hours: 0.0  Date Revised: Fall 10

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 and desire further work in dealing with 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:

None

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:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview; Explanation of the course and syllabus</td>
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<tr>
<td>2</td>
<td>Introduction; &quot;Getting to know you&quot;</td>
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<tr>
<td>3</td>
<td>The communicative process and human relations</td>
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<tr>
<td>4</td>
<td>The study of perceptions and the &quot;ego&quot;</td>
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<tr>
<td>5</td>
<td>Reflective listening</td>
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<tr>
<td>6</td>
<td>Impromptu speaking</td>
</tr>
<tr>
<td>7</td>
<td>Dealing with stage fright and oral inhibitions</td>
</tr>
<tr>
<td>8</td>
<td>Dealing with speaker apprehension; Midterm Exam</td>
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</tbody>
</table>
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, 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

*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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100</td>
</tr>
<tr>
<td>B+</td>
<td>93</td>
</tr>
<tr>
<td>B</td>
<td>89</td>
</tr>
<tr>
<td>C+</td>
<td>83</td>
</tr>
<tr>
<td>C</td>
<td>79</td>
</tr>
<tr>
<td>D</td>
<td>70</td>
</tr>
<tr>
<td>F</td>
<td>&lt;65</td>
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VI. 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 Academic Affairs.

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.
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 http://www.pstcc.edu/sswd/.