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: eng 1010

textbook(s) and other reference materials basic to the course:

speak out!: a manual for public speaking (current edition) by thomas and blocher (required) the student also needs a course folder and note cards. additional materials may be necessary for visual aids.

i. week/unit/topic basis:

<table>
<thead>
<tr>
<th>week</th>
<th>topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>overview/getting to know you</td>
</tr>
<tr>
<td>2</td>
<td>purpose for speaking/planning the speech</td>
</tr>
<tr>
<td>3</td>
<td>researching the speech</td>
</tr>
<tr>
<td>4</td>
<td>outlining the speech</td>
</tr>
<tr>
<td>5</td>
<td>first informative speech</td>
</tr>
<tr>
<td>6</td>
<td>delivery</td>
</tr>
<tr>
<td>7</td>
<td>second informative speech</td>
</tr>
<tr>
<td>8</td>
<td>nonverbal communication</td>
</tr>
<tr>
<td>9</td>
<td>persuasion</td>
</tr>
</tbody>
</table>
II. Course Objectives*:

A. Understand and cope with anxiety and speech fright. II, IV

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. II, III, IV

C. Understand active and reflective listening. III, IV

D. Plan and effectively present visual aids. II, III, IV

E. Qualitatively and quantitatively develop and improve individual oral communication skills by understanding and participating in the communicative process. II, III, IV

F. Problem solve for oral communication distortion factors. III, IV

G. Understand large group communication through active and effective participation. II, III, IV

*Roman numerals after course objectives reference goals of the SPH program.

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, Personal Development Outcome, Information Literacy Outcome, Active Learning Strategy*

2. Participate in group discussion/group dynamics exercise(s). *Problem Solving and Decision Making 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 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. 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. Plan, research, and present an informative speech. B
12. Plan and present an effective persuasive speech. B
13. Plan, research, and present an effective "How to..." speech. B
14. Emphasize the major point of a speech by restatement of the thesis and main points. E
15. Help establish a group cohesion by being willing to learn and solve problems. G
16. Demonstrate reflective listening in group discussions. G
17. Understand, identify and analyze nonverbal communication behavior and the potential ramifications. C,E,F
18. Speak concisely to reduce misunderstanding. E,G
19. Convey oral messages in standard English. A,E,G

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

V. Evaluation:

A. Testing Procedures:

   In-class speaking assignments-60%
   Exams, quizzes, outlines and papers-40%

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:

<table>
<thead>
<tr>
<th>Letter Grades on Speaking Assignments</th>
<th>Number Grades on Written Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  = 4.0</td>
<td>94 - 100 = A</td>
</tr>
<tr>
<td>A- = 3.7</td>
<td>90 - 93 = B+</td>
</tr>
<tr>
<td>B+ = 3.5</td>
<td>84 - 89 = B</td>
</tr>
<tr>
<td>B  = 3.0</td>
<td>80 - 83 = C+</td>
</tr>
<tr>
<td>B- = 2.7</td>
<td>74 - 79 = C</td>
</tr>
<tr>
<td>C+ = 2.5</td>
<td>70 - 73 = D</td>
</tr>
<tr>
<td>C  = 2.0</td>
<td>BELOW 70 = F</td>
</tr>
<tr>
<td>C- = 1.7</td>
<td></td>
</tr>
<tr>
<td>D+ = 1.5</td>
<td></td>
</tr>
<tr>
<td>D- = 0.7</td>
<td></td>
</tr>
<tr>
<td>F = 0</td>
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</table>

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 (six MWF classes, 4 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. 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.