Credit Hours: 3

Catalog Course Description: The Speech Program in Scotland offers a unique experience to examine public discourse and debate in the place where the foundations for the education and parts of the judicial system in the United States first took form. The role of the speaking voice and the practice of public presentation in the form of discussions and debates in law, government, and religious history will be studied. The rich and diverse history of Scotland provides exposure to the political, forensic, and epideictic traditions of western culture. As cosmopolitan and multicultural cities, Stirling, Edinburgh, Glasgow, and Inverness are perfect settings for cross-cultural and cross-disciplinary investigations into oratory’s role in society.

How Program Site will be incorporated into the course: Parliament in Edinburgh and the Chambers in Glasgow can provide perfect opportunities to witness debate and discussion of policy and learn how to parse the structure of public speeches. Exercises, performances, papers and readings concerning the structure and impact of public oratory will be enhanced further by anticipated visits to various museums, ancient historical sites, and government venues. Active learning strategies will focus on language choice, organization, style, intonation, development and presentation of evidence, and various rhetorical strategies.

Prerequisites: ENGL 1010

Textbook(s) and Other Course Materials: Speaker’s Compact Handbook, Sprague and Stuart, published by Cengage.

I. Week/Unit/Topic Basis:

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<thead>
<tr>
<th>WEEK / UNIT #</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Research, Plan, Organize, Outline, Present Speech to Inform; Self Evaluation and Reflection</td>
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<tr>
<td>Unit 2</td>
<td>Delivery, Nonverbal Elements, Outline, Present Ethics/Values Speech; Self Evaluation and Reflection</td>
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<tr>
<td>Unit 3</td>
<td>Persuasion, Rhetorical Strategies, Outline, Present Speech to Convince; Self Evaluation and Reflection</td>
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<tr>
<td>Unit 4</td>
<td>Group Dynamics, Audiences, Persuasion, Outline, Present Speech to Actuate; Self Evaluation and Reflection</td>
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<tr>
<td>Unit 5</td>
<td>Visuals and Setting, Outline, Present Speech to Demonstrate; Self Evaluation and Reflection</td>
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**Depending on the limitations and resources at the sites, the specific purpose of speeches may be adapted to accommodate the needs of the students and objectives of the course.
II. Course Objectives*

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 students 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 TBR's general education goals.

III. Instructional Processes*:

Students will:

A. Research, outline, and deliver five formal extemporaneous speeches with a variety of purposes chosen from instructional, value, demonstration, and persuasive content areas. Communication Outcome, Technological Literacy Outcome, Active Learning Strategy

B. Participate in group discussion/group dynamics exercise(s). Communication Outcome, Technological Literacy Outcome, Active Learning Strategy

C. 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 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:

A. Explain the cause of speech fright and describe strategies for dealing with it. A

B. Lessen speech fright complications by planning and rehearsing adequately. A, B

C. Explain and practice reflective listening. C

D. Encourage a speaker by engaging as an active listener. C

E. Plan and deliver a speech using visual aids and incorporate a question and answer section. D
F. Deliver a speech from note cards. B, E  
G. Listen actively to a speech to perform a written and oral evaluation of this event. C, E  
H. Maintain eye contact with the audience during a persuasive speech. A, B, E  
I. As the speaker, accept primary responsibility for the communication process. E  
J. As a listener, accept secondary responsibility for the communication process. C  
K. Distinguish between observations and judgments. B, E, F  
L. Plan, research, and present an informative speech. B  
M. Plan, research, and present an effective persuasive speech. B  
N. Plan, research, and present an effective "How to..." speech. B  
O. Emphasize the major point of a speech by restatement of the thesis and main points. E  
P. Contribute to group cohesion by evidencing a willingness to learn and solve problems. G  
Q. Demonstrate reflective listening in group discussions. G  
R. Identify and analyze nonverbal communication behavior and the potential ramifications. C,E,F  
S. Speak concisely to reduce misunderstanding. E,G  
T. Convey oral messages in standard English. A,E,G  

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

V. Evaluation:  
A. Testing Procedures: At least one written examination (essay and short answer) which totals to 20% of final grade. Outlines for speeches, quizzes, and exercises count 10% of the final grade.  
B. Laboratory Expectations: Visiting famous sites and locations relevant to notable Scottish oratory. Attending assigned discussions and debates at the International Film Festival. Students are required to attend all cultural excursions.  
C. Research Paper: 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.  
D. Other Evaluation Methods: 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:** Please note that some TnCIS member institutions do not accept + and - grades, therefore all TnCIS grading scales must consist of only A, B, C, D, F letter grades.

- **A = 94-100**
- **B = 84-93**
- **C = 74-83**
- **D = 70-73**
- **F = Below 70**

VI. **Policies:**

A. **Attendance Policy:**

Attendance is of utmost importance in study abroad courses. There are no unexcused absences permitted. Unexcused absences are grounds for removal from the program. Being in class on time is also very important. Frequent tardiness will be considered an absence and appropriate action will be taken. Absences due to illness must be reported immediately to the program director.

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. 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.

VII. **Instructional Hours:**

Instructional time spent in a formal classroom setting and during excursions will total a minimum of 37.5 hours for this course.