

Coffeyville Community College

SPCH-111  
COURSE SYLLABUS  
FOR  
PUBLIC SPEAKING

\*Salina Meek\*  
Instructor

**COURSE NUMBER:** SPCH-111

**COURSE TITLE:** Public Speaking

**CREDIT HOURS:** 3

**INSTRUCTOR:** Salina Meek

**OFFICE LOCATION:** 214 Arts and Sciences Building

**OFFICE PHONE:** 251-7700 ext. 2066

**OFFICE E-MAIL:** salinam@coffeyville.edu

**OFFICE HOURS:** See schedule posted on door and in room A/S 314

**PREREQUISITE(S):** None

**REQUIRED TEXT AND MATERIALS:** Grice & Skinner. *Mastering Public Speaking – The Handbook*. Boston: Pearson, 2011.

Note cards 3 x 5 or 4 x 6  
Pen and Pencil

**COURSE DESCRIPTION:** This is a survey course in communication emphasizing platform speaking, public deliberations, and critical thinking. The course focuses upon public speaking, evaluation and the practical application of those experiences.

**EXPECTED LEARNER OUTCOMES:** Public Speaking is designed to give students an opportunity to participate in public speaking situations. By the end of the course the student will:

1. Determine the purpose of oral discourse by choosing a topic and restricting the thesis statement according to the purpose and the audience.
2. Fulfill the purpose of oral discourse by providing adequate support material a suitable organizational pattern and effective transitions.
3. Fulfill the purpose of oral discourse by demonstrating careful choice of words and employ language appropriate to the designated audience.

4. Employ vocal variety in rate, pitch, and intensity, while articulating clearly.
5. Demonstrate nonverbal behavior that supports the verbal message.

\*Taken from the National Communication Association

#### ASSESSMENT OF OUTCOMES:

All written and speaking assignments are to be completed by the date due. **WORK IS NEVER ACCEPTED LATE!** Students must be prepared to give speech on scheduled day. One makeup speech is allowed per make up day and only one speech per person may be presented. Ultimately you decide what your speech grade will be, based on how well you study, how much you practice and how well you present your topic.

The grading scale is as follows: 100-90% = A, 89-80% = B, 79-70% = C, 69-60% = D, 59-0% = F.

#### ATTENDANCE POLICY:

Students are expected to attend class each day. Regular class attendance is necessary for maximum success in college. It is the responsibility of the student to make definite arrangements for all work before going on college-sponsored trips. School-sponsored activities will be counted as excused absences providing the student completes all necessary assignments as designated by the instructor and the activity sponsor notifies the instructor at least three days prior to the day(s) the student will be absent. Excused absences are reserved for school-sponsored events arranged in advance, family emergencies, or sickness. You must notify instructor prior to the class period you will be missing. Students may lose a portion of their grade due to excessive absences. **Students must attend the final exam, if not, you will fail the class.** A student may be withdrawn from any class for excessive absences. See Attendance Policy in the College Catalog.

#### STUDENT STATUS:

If a student has been dismissed from school by the administration for any reason, that student will not be allowed to complete the class. The student will be assigned a failing grade, and missed class assignments, lectures, or test

cannot be made up. If a student is dismissed from school prior to the deadline to drop a class, a student can drop the class.

**PLAGIARISM:**

It is expected that all work, both written and oral, is the original work of the student. When using someone else's words or ideas, be sure that those passages are clearly cited. Plagiarism is a serious charge, but if work is determined to be **willfully** plagiarized, a failing grade for that assignment will be given and the final grade in the course will be jeopardized. Any form of cheating will not be tolerated.

**GENERAL GUIDELINES:**

1. No chewing gum while giving a speech.
2. Please be attentive and courteous while other people are giving speeches. In essence, we are a support group for each other, so give your classmates positive support! Your attitude as an audience member will impact upon your grade for the class.
3. After a speech is given, the class will critique the performance. **Constructive** criticism is essential and healthy.
4. Anytime you have a question or a problem concerning this class, call me or e-mail me.
5. Being late to class is inexcusable, but if you are **occasionally** late, look in the window before entering. If a classmate is giving a speech, STAY OUTSIDE until they are finished, and please, don't do anything to be distracting.
6. No hats worn while delivering a speech.

**ASSIGNMENTS:**

Points	
Brief Introduction Interview / Speech	10
Personal Experience Speech	20
Personal Experience Outline	10
Show & Tell	20
Informative Speech	100
Informative Speech Outline & Works Cited	50
Demonstration Speech	75
Demonstration Outline	25
Persuasive Speech w/ Power Point Presentation	100
Persuasive Outline and Annotated bibliography	50
Impromptu speeches (this will vary)	30
Mid-Term Self-Evaluation Critique	50

News Cast	50
Final Self-Evaluation Critique	50
Peer Critique Sheets	50
Attendance	100

**TOTAL** **approximately 690**

*\*Some point values may vary. Some assignments may change or be added.*

**NOTE:**

I do not tolerate rude behavior from the audience during a speech such as talking or snickering. Failure to be respectful to the speaker will result in the loss of your attendance points for that class period. In addition, I prefer no “visitors” be in the classroom for speeches and/or instruction.

*More detailed explanations of assignments will be provided at the appropriate time. This syllabus is subject to revision with proper notice to the student by the instructor.*

**\*COMPETENCIES:**

**I. SPEAKING**

**DETERMINE THE PURPOSE OF ORAL DISCOURSE.**

1. Identify the various purposes for discourse.
2. Identify the similarities and differences among various purposes.
3. Understand that different contexts require differing purposes.
4. Generate a specific purpose relevant to the context when given a general purpose.

**CHOOSE A TOPIC AND RESTRICT IT ACCORDING TO THE PURPOSE AND THE AUDIENCE.**

1. Identify a subject that is relevant to the speaker's role, knowledge, concerns, and interests.
2. Narrow the topic adapting it to the purpose and time constraints for communicating.
3. Adapt the treatment of the topic to the context for communication.

**FULFILL THE PURPOSE OF ORAL DISCOURSE BY FORMULATING A THESIS STATEMENT.**

1. Use a thesis as a planning tool.
2. Summarize the central message in a manner consistent with the purpose.

**FULFILL THE PURPOSE OF ORAL DISCOURSE BY PROVIDING ADEQUATE SUPPORT MATERIAL.**

1. Demonstrate awareness of available types of support.
2. Locate appropriate support materials.
3. Select appropriate support based on the topic, audience, setting, and purpose.

**FULFILL THE PURPOSE OF ORAL DISCOURSE BY SELECTING A SUITABLE ORGANIZATIONAL PATTERN.**

1. Demonstrate awareness of alternative organization patterns.
2. Demonstrate understanding of the functions of organizational patterns including:
  - a. Clarification of information
  - b. Facilitation of listener comprehension
  - c. Attitude change
  - d. Relational interaction
3. Select organization patterns that are appropriate to the topic, audience, context, and purpose.

**FULFILL THE PURPOSE OF ORAL DISCOURSE BY DEMONSTRATING CAREFUL CHOICE OF WORDS.**

1. Demonstrate understanding of the power of language.
2. Select words that are appropriate to the topic, audience, purpose, context, and speaker.
3. Use word choice in order to express ideas clearly, to create and maintain interest, and to enhance the speaker's credibility.
4. Select words that avoid sexism, racism, and other forms of prejudice.

**FULFILL THE PURPOSE OF ORAL DISCOURSE BY PROVIDING EFFECTIVE TRANSITIONS.**

1. Demonstrate understanding of the types and functions of transitions.
2. Use transitions to:
  - a. Establish connectedness
  - b. Signal movement from one idea to another
  - c. Clarify relationships among ideas

**EMPLOY VOCAL VARIETY IN RATE, PITCH, AND INTENSITY.**

1. Use vocal variety to heighten and maintain interest.
2. Use a rate that is suitable to the message, occasion, and receiver.
3. Use pitch (within the speaker's optimum range) to clarify and to emphasize.
4. Use intensity appropriate for the message and audible to the audience.

**ARTICULATE CLEARLY.**

1. Demonstrate knowledge of the sounds of the Standard American English language.
2. Use the sounds of Standard American English language.

**EMPLOY LANGUAGE APPROPRIATE TO THE DESIGNATED AUDIENCE.**

1. Employ language that enhances the speaker's credibility, promotes the purpose, and the receiver understands.
2. Demonstrate that the use of technical vocabularies, slang, idiomatic language, and regionalisms may facilitate understanding when communicating with others who share meanings for those terms, but can hinder understanding in those situations where meanings are not shared.
3. Use standard pronunciation.
4. Use standard grammar.
5. Use language at the appropriate level of abstraction or generality.

DEMONSTRATE NONVERBAL BEHAVIOR THAT SUPPORTS THE VERBAL MESSAGE.

1. Use appropriate paralanguage (extra-verbal elements of voice such as emphasis, pause, tone, etc.) that achieves congruence and enhances the verbal intent.
2. Use appropriate kinesic elements (posture, gesture, and facial expression) that achieve congruence and enhance the verbal intent.
3. Use appropriate proxemic elements (interpersonal distance and spatial arrangement) that achieve congruence and enhance the verbal intent.
4. Use appropriate clothing and ornamentation that achieve congruence and enhance the verbal intent.

II. LISTENING

RECOGNIZE MAIN IDEAS.

1. Distinguish ideas fundamental to the thesis from material that supports those ideas.
2. Identify transitional, organizational, and nonverbal cues that direct the listener to the main ideas.
3. Identify the main ideas in structured and unstructured discourse.

IDENTIFY SUPPORTING DETAILS.

1. Identify supporting details in spoken messages.
2. Distinguish between those ideas that support the main ideas and those that do not.
3. Determine whether the number of supporting details adequately develops each main idea.

RECOGNIZE EXPLICIT RELATIONSHIPS AMONG IDEAS.

1. Demonstrate an understanding of the types of organizational or logical relationships.
2. Identify transitions that suggest relationships.
3. Determine whether the asserted relationship exists.

RECALL BASIC IDEAS AND DETAILS.

1. Determine the goal for listening.
2. State the basic cognitive and affective contents, after listening.

ATTEND WITH AN OPEN MIND.

1. Demonstrate an awareness of personal, ideological, and emotional biases.
2. Demonstrate awareness that each person has a unique perspective.
3. Demonstrate awareness that one's knowledge, experience, and emotions affect listening.
4. Use verbal and nonverbal behaviors that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.

PERCEIVE THE SPEAKER'S PURPOSE AND ORGANIZATION OF IDEAS AND INFORMATION.

1. Identify the speaker's purpose.
2. Identify the organization of the speaker's ideas and information.

DISCRIMINATE BETWEEN STATEMENTS OF FACT AND STATEMENTS OF OPINION.

1. Distinguish between assertions that are verifiable and those that are not.

DISTINGUISH BETWEEN EMOTIONAL AND LOGICAL ARGUMENTS.

1. Demonstrate an understanding that arguments have both emotional and logical dimensions.
2. Identify the logical characteristics of an argument.
3. Identify the emotional characteristics of an argument.
4. Identify whether the argument is predominantly emotional or logical.

DETECT BIAS AND PREJUDICE.

1. Identify instances of bias and prejudice in a spoken message.
2. Specify how bias and prejudice may affect the impact of a spoken message.

RECOGNIZE THE SPEAKER'S ATTITUDE.

1. Identify the direction, intensity, and salience of the speaker's attitude as reflected by the verbal messages.
2. Identify the direction, intensity, and salience of the speaker's attitude as reflected by the nonverbal messages.

**SYNTHESIZE AND EVALUATE BY DRAWING LOGICAL INFERENCES AND CONCLUSIONS.**

1. Draw relationships between prior knowledge and the information provided by the speaker.
2. Demonstrate an understanding of the nature of inference.
3. Identify the types of verbal and nonverbal information.
4. Draw valid inferences from the information.
5. Identify the information as evidence to support views.
6. Assess the acceptability of evidence.
7. Identify patterns of reasoning and judge the validity of argument.
8. Analyze the information and inferences in order to draw conclusions.

**RECALL THE IMPLICATIONS AND ARGUMENTS.**

1. Identify the arguments used to justify the speaker's position.
2. State both the overt and implied arguments.
3. Specify the implications of those arguments for the speaker, audience, and society at large.

**RECOGNIZE DISCREPANCIES BETWEEN THE SPEAKER'S VERBAL AND NONVERBAL MESSAGES.**

1. Identify when the nonverbal signals contradict the verbal message.
2. Identify when the nonverbal signals understate or exaggerate the verbal message.
3. Identify when the nonverbal message is irrelevant to the verbal message.

**EMPLOY ACTIVE LISTENING TECHNIQUES WHEN APPROPRIATE.**

1. Identify the cognitive and affective dimensions of a message.
2. Demonstrate comprehension by formulating questions that clarify or qualify the speaker's content and affective intent.
3. Demonstrate comprehension by paraphrasing the speaker's message.

\*Taken from the National Communication Association