

Coffeyville Community College

#SPCH-121

COURSE SYLLABUS

FOR

PUBLIC SPEAKING: HONORS

Mark Frank

Instructor

COURSE NUMBER: SPCH-121 **COURSE TITLE:** Public Speaking: Honors

CREDIT HOURS: 3

INSTRUCTOR: Mark Frank

OFFICE LOCATION: 170 Arts and Sciences Building

OFFICE PHONE: 620-251-7000, ext. 2145

OFFICE HOURS: See schedule posted on door

PREREQUISITE(S): Student must be a member of CCC's Honors Program or have permission from the Program Coordinator.

**REQUIRED TEXT
AND MATERIALS:**

Public Speaking Concepts and Skills for a Diverse Society.
3rd edition. Clella Jaffe.
Notebook for Journal
3 x 5 note cards

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. It is designed to foster a more sophisticated level of skill development and theoretical understanding of the concepts presented in Public Speaking by using teaching strategies that focus upon the skills of Honors students.

Emphasis will be placed on **different** assignments that promote a deeper understanding of the concepts taught in the basic course. Public Speaking: Honors will have more group interaction exercises which lead to discovery learning. Speeches will be practiced in small groups in order to get feedback on content and development. Students in this class will also have a chance to read and discuss essays, articles, and famous speeches.

**EXPECTED LEARNER
OUTCOMES:**

Public Speaking: Honors is designed to give students an opportunity to participate in various public speaking situations. By the end of the course the student will:

I Speaking

1. Determine the purpose of oral discourse.
2. Choose a topic and restrict it according to the purpose and the audience.
3. Fulfill the purpose of oral discourse by formulating a thesis statement.
4. Fulfill the purpose of oral discourse by providing adequate support material.
5. Fulfill the purpose of oral discourse by selecting a suitable organizational pattern.
6. Fulfill the purpose of oral discourse by demonstrating careful choice of words.
7. Fulfill the purpose of oral discourse by providing effective transitions.
8. Employ vocal variety in rate, pitch, and intensity.
9. Articulate clearly.
10. Employ language appropriate to the designated audience.
11. Demonstrate nonverbal behavior that supports the verbal message.

II Listening

1. Recognize main ideas.
2. Identify supporting details.
3. Recognize explicit relationships among ideas.
4. Recall basic ideas and details.
5. Attend with an open mind.
6. Perceive the speaker's purpose and organization of ideas and information.
7. Discriminate between statements of fact and statements of opinion.
8. Distinguish between emotional and logical arguments.
9. Detect bias and prejudice.
10. Recognize the speaker's attitude.
11. Synthesize and evaluate by drawing logical inferences and conclusions.
12. Recall the implications and arguments.
13. Recognize discrepancies between the speaker's verbal and nonverbal messages.
14. Employ active listening techniques when appropriate.

*Taken from the National Communication Association

**LEARNING TASKS
& ACTIVITIES:**

This course consists of lecture and discussion from the required text. Speeches will be given on a regular basis. One of the speeches will be given for the public in the Coffeyville Community College Auditorium, while practicing using a podium and microphone. Students will also be encouraged and may be required to speak in public throughout the community and/or campus. A paper will be written analyzing the structure of famous speeches. Handouts and quizzes will be given to reinforce the lecture material and help prepare the student for unit tests. A personal journal will be kept in which the student will apply course content to the specifics of their major, their job, and/or their future profession. Group discussions, reviews of famous speakers and their speeches, and possible guest speakers will also be a part of this curriculum. At least one of your speeches given in this class will be videotaped.

Week 1	Syllabus/Chapter 1
Week 2	Chapter 2
Week 3	Chapter 3(J)/Speech 1
Week 4	Quiz 1
Week 5	Chapter 4(J)
Week 6	Chapters 5 and 6/Speech 2
Week 7	Chapter 7(J)
Week 8	Test 1/Chapter 8
Week 9	Chapter 9/Speech 3
Week 10	Chapter 10
Week 11	Chapter 11(J)
Week 12	Chapters 12 and 13(J)/Speech 4
Week 13	Quiz 2
Week 14	Chapter 14
Week 15	Chapter 15 and 16/Paper Due/Speech 5
Week 16	Test 2

(J) required journal entry. These are not the only journal entries, as students should be making entries throughout the term, but reactions to these concepts must be in the journal.

**ASSESSMENT OF
OUTCOMES:**

The final grade for the course will be based upon the percentage points earned: 92-100% = A, 83-91% = B, 74-82% = C, 65-73% = D (nontransferable), 0-64% = F.

All students will be held to the same standards regardless of their sex, race, creed, ethnic origin, disabilities, or primary language.

Incompletes will only be given if previously agreed upon by the student and instructor with a specific time designated for the completion of the incomplete work. Please note the college's policy on incompletes as stated in the college catalog.

Tests must be taken on the scheduled day. Only if arrangements are made with the instructor prior to the original test date will a student be allowed to take a test late, and then it must be taken before the second class period following the test.

A student's grade will be based on the following:

5 speeches/note cards/evaluations	1000
Introduction Speech	25
Note cards	25
Memorable Person	50
Note cards	50
Demonstrative Speech	100
Note cards	100
Informative Speech	150
Note cards	100
Persuasive Speech	200
Note cards	100
5-Self-Evaluations	100
1 paper	100
2 tests	200
16 lectures @ 25 points each	400
Attendance	<u>100</u>
TOTAL	1,800

All written work which contains the words or the ideas of another individual should include parenthetical documentation in the text and a works cited page at the end, following the MLA guidelines.

**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 field trips or other 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. Each student has 100 attendance points, from which 10 points will be deducted for each unexcused absence. A student may be withdrawn from any class for excessive absences. See Attendance Policy in the College Catalog.

PASS (Promoting Academic Student Success) will be used to report students who are absent, tardy, doing unsatisfactory work, or not handing in assignments.

**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.

**GENERAL
GUIDELINES:**

1. No chewing gum while giving a speech.
2. Students should be attentive and courteous while other classmates are giving speeches. The classroom will be designed to give positive support to each other.
3. Students will critique and give constructive criticism after each speech in the class has been given.
4. No hats while giving a speech.

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's understanding.
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 (extraverbal 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.