



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) COMM 1H	(2) HONORS PUBLIC SPEAKING	(3) 3
Number	Title	Units

(4) Lecture / Lab Hours:	(8)Classification:	
Total Course Hours		
Total Lec hours: 54.00	Degree applicable:	X
Total Lab hours: 0	Non-degree applicable:	
Total Contact hours: 54.00	Basic skills:	
Lec will generate <u>0</u> hour(s) outside work.	(9)RC Fulfills AS/AA degree requirement: (area)	
Lab will generate <u>0</u> hour(s) outside work.	Competence in oral communication	
(5) Grading Basis: Grading Scale Only	General education category:	
Pass/No Pass option X	Area C Humanities	
Pass/No Pass only	Major:	
(6) Advisories:	(10)CSU Baccalaureate:	X
ENGL 1A - READING AND COMPOSITION	(11)Repeatable: (A course may be repeated three times)	0
(7) Pre-requisites(requires C grade or better):		
Corequisites:		
ENGL 1AH Eligibility for		

(12) Catalog Description:
 This course will cover theories and techniques of public speaking; experiences designed to enhance fundamental public speaking skills which include: research, organization, reasoning, listening and audience demographics. Particular emphasis will be on the logical organization, composition and delivery of informative and persuasive speeches. As part of the Honors courses this course will require a more advanced level of analysis, focus on critical thinking with the use of advocacy or debate, and explore prominent historical speakers.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- I. critically formulate and evaluate oral presentations at an advanced level.
- II. construct and deliver dynamic and competent presentations that are adapted to the purpose and audience.
- III. utilize research materials that incorporate sufficient, credible, and relevant evidence.
- IV. choose appropriate organizational patterns.
- V. analyze the effectiveness of communication through constructive critique.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- I. gain communicative competence and confidence as a result of the preparation, presentation, and analysis of oral messages.
- II. gain an understanding of the communicative process.
- III. develop skill in informative, persuasive and ceremonial speaking.
- IV. recognize the need for clear and concise organization of ideas.
- V. use supporting materials effectively.
- VI. analyze and adapt messages to address audience attitudes, needs and demographics at an advanced level.
- VII. recognize the role of culture in the production and management of spoken interaction.
- VIII. develop skill in extemporaneous speaking, students will present a minimum of three speeches in front of an audience.
- IX. enhance vocal skills (projection, diction, inflection and volume).
- X. improve listening skills.
- XI. critique and analyze their own and other students' speeches at an advanced level.
- XII. utilize practical assignments and exercises that will reinforce the theoretical concepts studied in class.

IV. COURSE OUTLINE:

Lecture Content:

1. Present ice-breaker speeches
2. Learn general communication principles
 - a. Ethos, Logos & Pathos
 - b. Communication Models
 - c. Rhetorical canons
3. Types of speeches and presentation styles
 - a. Informative, Persuasive, Ceremonial
 - b. Impromptu, Extemporaneous, Manuscript, Memorized
4. Building speaker confidence
 - a. Communication anxiety
5. Improve listening skills
6. The audience
 - a. Demographics
 - b. Motivation, Needs, Attitudes, Values
7. Select and research topics
 - a. Good research vs Bad research
 - b. Choosing appropriate topic based on purpose of speech
 - c. Modifying topic based on audience analysis
 - d. Research to support main ideas
8. Organization of speeches
 - a. Introduction, Body, Conclusion
 - b. Outlining
 - c. Formats or designs of presentation (may include any or some of the following)
 - i. Categorical, Comparative
 - ii. Problem Solution, Cause Effect
 - iii. Monroe's Motivated Sequence
 - iv. Spatial, Sequential
9. Visual aids
10. Discuss and practice delivery of speeches
 - a. Work on using language effectively
 - b. Learn and apply principles of persuasion
11. Critically evaluation of presentations
 - a. Professional presentations
 - i. In depth analysis for advanced evaluation
 - b. Student evaluations and self assessment

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

I. Sample Text Title:

1. Recommended - Fraleigh, D.M. & Tuman, J.S. *Speak up: An illustrated guide to public speaking*, Bedford St. Martins, Boston, 2009,

II. Other Readings

- Global or international materials or concepts are appropriately included in this course
- Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

As part of audience analysis, students learn to consider cultural factors in crafting their speeches. They are encouraged to avoid stereotyping while at the same time being sensitive to cultures other than their own which might be represented in the audience.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing			
Check either 1 or 2 below			
X	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.		
	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
X	a) essay exam(s)	X	d) written homework
X	b) term or other paper(s)		e) reading reports
	c) laboratory report(s)	X	f) other (specify)

Required assignments may include but are not limited to the following:

self-analysis papers evaluating student's own performance and experiences giving oral presentations to the class.

critiques of other students' oral presentations.

critiques of speeches seen outside of the classroom setting.

audience analysis papers demonstrating understanding of audience attitude, beliefs, and values toward an argument/topic.

historical speech analysis papers critiquing the structure and/or delivery of historical orators' speeches.

organized outlines for oral presentations.

B. Problem Solving			
Computational or non-computational problem-solving demonstrations, including:			
	a) exam(s)		d) laboratory reports
	b) quizzes		e) field work
	c) homework problems	X	f) other (specify):

Required assignments may include but are not limited to the following:

Students must collect data and ideas for speeches and shape that information into an organized format for communication to an audience.

To do this, students must discover information, brainstorm and evaluate different approaches, choose the appropriate or most artistic approach, and implement their own solutions.

C. Skill demonstrations, including:			
X	a) class performance(s)		c) performance exams(s)
	b) field work		d) other (specify)

Required assignments may include but are not limited to the following:

A. The preparation and delivery of oral presentations:

- informative speeches (demonstration, description or explanation)
- persuasive speeches (pro-con, urging action)
- ceremonial speeches.
- debates.
- impromptu speeches.

B. Verbal critiques of classmates' speeches.

D. Objective examinations including:			
X	a) multiple choice	X	d) completion
X	b) true/false	X	e) other (specify):
X	c) matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor’s grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor’s syllabus must reflect the criteria by which the student’s grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

Written work 20% Exams/quizzes 30% Presentations 50%

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	YES	NO
Textbook	<u> X </u>	<u> </u>
Reference materials	<u> X </u>	<u> </u>
Instructor-prepared materials	<u> X </u>	<u> </u>
Audio-visual materials	<u> X </u>	<u> </u>

Indicate Method of evaluation:

- Used readability formulae (grade level 10 or higher)
- Text is used in a college-level course X
- Used grading provided by publisher
- Other: (please explain; relate to Skills Levels)

<i>Computation Level</i> (Eligible for MATH 101 level or higher where applicable)	<u> </u>	<u> X </u>
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	<u> X </u>	<u> </u>
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	<u> X </u>	<u> </u>
Requires independent thought and study	<u> X </u>	<u> </u>
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	<u> X </u>	<u> </u>

List of Reading/Educational Materials

Recommended - Fraleigh, D.M. & Tuman, J.S. *Speak up: An illustrated guide to public speaking*, Bedford St. Martins, Boston, 2009,

Comments:

- This course requires special or additional library materials (list attached).
- This course requires special facilities:

Attached Files:

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

Check the appropriate spaces.

- Eligibility for Math 101 is advisory for the target course.
- Eligibility for English 126 is advisory for the target course.
- Eligibility for English 125 is advisory for the target course.

If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

ENGL 1AH HONORS READING AND COMPOSITION

ESTABLISHING PREREQUISITES OR COREQUISITES

Every prerequisite or corequisite requires content review plus justification of at least one of the seven kinds below. Prerequisite courses in communication and math outside of their disciplines require justification through statistical evidence. Kinds of justification that may establish a prerequisite are listed below.

Check one of the following that apply. Documentation may be attached.

1. ____ The prerequisite/corequisite is required by law or government regulations.
Explain or cite regulation numbers:
2. ____ The health or safety of the students in this course requires the prerequisite.
Justification: Indicate how this is so.
3. ____ The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.
Justification: Indicate how this is so.
4. ____ The prerequisite is required in order for the course to be accepted for transfer to the UC or CSU systems.
Justification: Indicate how this is so.
5. ____ Significant statistical evidence indicates that the absence of the prerequisite course is related to unsatisfactory performance in the target course.
Justification: Cite the statistical evidence from the research.
6. ____ The prerequisite course is part of a sequence of courses within or across a discipline.
7. ____ Three CSU/UC campuses require an equivalent prerequisite or corequisite for a course equivalent to the target course: