

**SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES**

Humanities

Revision Date: 07-01-20

[Syllabus Statements](#)

I. CATALOG DESCRIPTION

Course Number: SPCH1110

Course Name: Public Speaking

Prerequisite: None

Catalog Description: This course will enable students to recognize and develop the skills required of speaking in today's workplace and society. This course will focus on the organization, preparation, research, and evidence needed for a presentation that is tailored to fit the audience. This course will also enhance the students' active and critical listening skills.

Credit Hours: 3.0

Contact Hours: 45

Lab Hours: 0

Total Contact Hours: 45

II. COURSE OBJECTIVES: *Course will:*

- A. Acquaint students with the communication process.
- B. Have students identify and perform skills necessary for selected types of public speeches.
- C. Provide students with an understanding of effective and appropriate language.
- D. Provide students with an understanding of effective and appropriate eye contact, voice, gestures, and presentational aids in public speaking.
- E. Have students utilize research for a variety of speeches.
- F. Incorporate information from outside source(s) ethically, effectively, and appropriately.
- G. Have students critically listen, analyze, and evaluate various types of speeches and readings within cultural context.
- H. Provide tools for students to effectively communicate in a variety of settings.

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES

A. Student Learning Outcomes: *Student will be able to:*

- 1. Describe and explain the basic speech communication models.
- 2. Develop an awareness of the impacts of mediated communication.
- 3. Define the role of the public speaker in relationship to the audience, the content of the speech, and the purpose of the speech.
- 4. Describe and participate in the process of preparing and presenting speeches.
- 5. Distinguish between the principles of informative and persuasive speaking.
- 6. Understand and utilize techniques to effectively manage speech anxiety.
- 7. Differentiate between and apply, as appropriate, for the speaking situation the various delivery methods: speaking extemporaneously (*i.e.* prepared and practiced in advance), speaking impromptu (*i.e.* spontaneously without preparation or notes), reading from a manuscript, and reciting from memory.
- 8. Prepare a preparation outline and/or speaking outline.
- 9. Prepare a reference list using APA or MLA citation style.
- 10. Evaluate the credibility of supportive material.
- 11. Cite sources properly when delivering the speech.
- 12. Demonstrate flexibility and adaptability with the available technology in the public speaking context.
- 13. Demonstrate the appropriate use of presentational aids while speaking.

14. Apply active listening skills to enhance the communication process.
 15. Critically evaluate the public discourse of others with awareness of cultural context.
 16. Demonstrate professionalism and tolerance for opposing viewpoints.
- B. General Education Learning Outcomes**
1. GELO #1: Oral Communication
 - Outcome: Develop a central idea for presentations.
 - Outcome: Organize information clearly and logically, in an outline format, citing sources when appropriate.
 - Outcome: Assess an audience and situation so as to adapt verbal and nonverbal messages to best meet the needs and expectations of the audience.
 - Outcome: Competently communicate messages - both verbally and nonverbally - to a variety of audience types and in a variety of situations.
 - Outcome: Utilize active and critical listening behaviors.
 2. GELO #2: Written Communication
 - Outcome: Develop a focused thesis statement and write with a clear purpose, using relevant examples, claims, and evidence.
 - Outcome: Identify and evaluate evidence from a variety of printed, visual, and electronic sources.
 - Outcome: Read and write in mechanically-sound, college-level English.

IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information*)

- A. Speech theory: communication models, ethics, communication anxiety, listening.
- B. Speech preparation: researching, analyzing the audience, writing the speech.
- C. Speech presentation: language, delivery methods, presentational aids.
- D. Public speaking variations: inform, persuade, special occasion.

V. INSTRUCTIONAL MATERIALS

- A. Required Text(s):
 1. For SCC sections: The Public Speaking Project.
<http://publicspeakingproject.org/psvirtualtext.html>
 2. For High School Dual Credit sections: Lucas, S. *The Art of Public Speaking*, 12th Ed., McGraw-Hill, 2015. ISBN: 978-0-07-352391-0.
- B. Other Resources:
 1. Supplemental handouts, videos, etc.: Supplied by instructor.
 2. Recording material: Supplied by student (requirement varies by instructor).
 3. Online textbook supplements: Supplied by student (requirement varies by instructor).
 4. Citation documentation guide (varies by instructor) examples include:
 - a. A college-level English handbook or public speaking guide that includes academic level citation/documentation APA and or MLA styles must be readily available for student use.
 - b. SCC Research and Writing Websites are located on The Hub > Student Services > Library (LRC). <https://thehub.southeast.edu>.
 - c. Other online sources are acceptable (*e.g.* APA Formatting and Style Guide – The OWL at Purdue: owl.english.purdue.edu/owl/resource/560/01; American Psychological Association APA Style <http://www.apastyle.org>).
 - d. The style formats provided within the textbook or textbook supplemental sources are acceptable.

VI. METHODS OF PRESENTATION/INSTRUCTION

- A. Methods of presentation typically include a combination of the following:
 1. Lectures

2. Small and large discussion groups
3. Collaborative projects
4. Guest speakers
5. Research
6. Peer response and evaluation
7. Self-evaluation of presentations
8. Journals
9. Essays
10. Conferences
11. Computer-assisted instruction
12. Interactive/creative methods
13. Multi-media
14. Field trips

VII. METHODS OF EVALUATION

A. SCC GRADING SCALE

A+	95 – 100%	C+	75 – 79%	F	Below 60%
A	90 – 94%	C	70 – 74%		
B+	85 – 89%	D+	65 – 69%		
B	80 – 84%	D	60 – 64%		

VIII. SPECIFIC COURSE REQUIREMENTS

- A. The students must present all assigned research-based speeches to a classroom audience (or one approved by the instructor) in order to successfully complete the course with a passing grade.
- B. Students in the traditional classroom will deliver a minimum of three major researched speeches: (1) one informative speech, (2) one persuasive speech and (3) one speech according to the instructor’s preference: Commemorative, Debate, Demonstration, Dyad presentation, Entertainment, Eulogy, Group presentation, Informative, Panel, Persuasive, Point-Counterpoint, or Tribute and two minor speeches of the instructor’s choice: (1) introduction, (2) presentation, (3) acceptance, (4) impromptu, or (5) non-researched versions of the major speeches. Students in the online environment will deliver the three major researched speeches. Analysis of speeches and discussion forums can be substituted for the two minor speeches.
- C. Because all of us have some degree of speaking anxiety or “stage fright” when it comes to giving speeches, those with high anxiety will find the traditional class environment permits the practices of desensitization and audience familiarity, two practices that do help reduce anxiety. Therefore regular class attendance is highly encouraged. In the on-line environment students are encouraged to interact through forums and may be asked to critique each other’s recorded speeches.
- D. Students are required to present speeches on the dates assigned. If a student becomes ill or an emergency occurs that prevents her/him from completing the speech on the assigned day, early contact with the instructor is important. The specific make-up policy for speeches varies by instructor.