SOUTH CAROLINA STATE UNIVERSITY
DEPARTMENT OF ENGLISH AND MODERN LANGUAGES
SPEECH 150 - FUNDAMENTALS OF SPEECH COMMUNICATIONS

INSTRUCTOR:
LOCATION
OFFICE HOURS
TELEPHONE
E-MAIL

TEXTBOOKS: (REQUIRED)
WELLS, LYNN K. THE ARTICULATE VOICE. CUSTOM EDITION FOR SOUTH CAROLINA STATE UNIVERSITY
DOYLE, TERRENCE. COMMUNICATION UNBOUND.

I. COURSE DESCRIPTION
This is a course in the basic principles of oral communication. It is designed to prepare students to communicate effectively in a culturally diverse global society. Students will improve their speech proficiency, poise, and self-confidence in oral communication situations. The course will include not only a study of voice and articulation but also the techniques for analyzing, researching, preparing and delivering speeches. A grade of at least "C" is necessary for satisfactory completion of the course.

II. COURSE RATIONALE AND OBJECTIVES
Speech communications 150 is a part of a well-planned sequence of speaking and communication experiences that include critical and practical knowledge gained from experience in the broad field of communication. Writing
is a powerful means of communication. The art of writing allows one to make unexpected connections among the various academic disciplines.

It is the objective of this course to introduce student to the principles and skills of effective oral communication, speech writing, and organization and to provide the student with an appreciation of the interactive nature and uses of speech. The student will be expected to acquire organizational, delivery and speaking skills necessary for effective communication in a culturally diverse global society.

III. COURSE RATIONALE AND OBJECTIVES

This course addresses itself to the accomplishment of the follow competencies:

A. To make students more aware of the importance of appropriate speech communication in a culturally diverse global society;

B. To develop in students an understanding of the necessity to developing an aura of credibility for their ideas;

C. To help students perceive, evaluate, and carry out their responsibilities to society in a multi-cultural global society;

D. To acquaint students with the basic principles, theory and practice of human motivation;

E. To provide an opportunity for students to apply the basic principles of speech communication through the creation and presentation of original communicative messages;

F. To foster in students a desire to give and receive purposeful, constructive criticism;
G. To increase students' awareness of the occurrence of communication breakdowns and how to avoid them;
H. To explain the basic process of voice production and articulation;
I. To give students specific and prescriptive advice for improving articulation, diction and voice quality and
J. To write an acceptable paper, the assignment may involve a speech manuscript, a speech analysis, a critique of an editorial or advertisement, or a project individually negotiated with the instructor.

IV. EXPECTED MEASURABLE OUTCOMES
A. To prepare and deliver a persuasive, informative, special occasion and/or entertaining speech with a minimum of 3-5 references;
B. To prepare a sentence and/or topic outline for use in organizing and delivering each speech. Outlines will be prepared using the computer Writing Center, TH 371;
C. To identify the anatomical structures used in speech production;
D. To pronounce, articulate correctly all 5 phonemes used in General American Speech;
E. To require students to write a paper which meets the specific Writing Across the Curriculum (WAC) guidelines.

CHAPTER OUTLINES

I. An Introduction
   A. Terms
   B. Communication: A Discussion
      1. Speech as a learned process
      2. Communication Tenets
   C. Influences on Your voice and speech
1. FRIENDS
2. PHYSICALITY
3. PSYCHOLOGY
4. ENVIRONMENT

D. Improving your voice
   1. What is a good voice?
   2. Instructions and Exercises for Specific Aspects of Voice

II. Mechanisms for speech
    A. Terms
    B. Breathing
    C. Phonation
    D. Resonation
    E. Articulation

III. Articulation
    A. Terms
    B. Definitions
       1. Articulation/Pronunciation
       2. Phoneme
       3. Vowels
       4. Diphthongs
       5. International Phonetic Alphabet
    C. Co-articulation
    D. Individual Differences/Dialects
    E. Programs for Improvement
    F. Exercises: Flexibility
       1. Neck/Jaw
       2. Lips
       3. Tongue
       4. Velum
       5. Integration
IV. Consonants
   A. Terms
   B. Approach to Consonant Study
   C. Bilabial Consonants
   D. Labio-dental Consonant
   E. Ligua-dental Consonant
   F. Lingua-alveolar Consonants
   G. Lingua-palatal Consonants
   H. Velar Consonants
   I. Glottal Consonants
   J. Additional Drill

V. Vowels
   A. Terms
   B. Approach to vowel study
   C. Front Vowels
   D. Back Vowels
   E. Mid Vowels
   F. Diphthongs

VI. Views of Communications
   A. Transmission view: How Information is Exchanged
      1. Sending and receiving messages
      2. Messages and Channels
      3. Feedback, Feed forward, and interaction
      4. Communication Environment and Noise
   B. The Symbolic View: How meanings are symbolized
      1. Symbols as vehicles of conception
      2. The Communicative Goals of speech acts
   C. The Relational View of Communication: Relational Contexts for Creating Meaning
      1. The Relational Community Model
2. Relational Contexts
3. Relational Rules
4. Relational Histories
5. Relational and Content Messages
6. Relational Roles

VII. Language and Perception
   A. Speech Communities
   B. Phonetic Rules: The Sounds of Language
      1. Phonemes as Distinct Sounds of a Language
      2. Pronunciation and Dialects
   C. Semantic Rules: Words and Meaning
      1. Denoting Meaning
      2. Connoting Meaning
      3. The Semantic Triangle
      4. Metaphors
   D. Syntactic Rules: Language and Structure
   E. Perception and Selectivity
   F. Organizing and Interpreting Information in Meaningful Ways
      1. Gestalt as a Perception of an Interconnected Whole
      2. Semantic Categories and Perception
      3. Personal Construct Theory

VIII. Nonverbal Communication and Listening
   A. Nonverbal Communication as the Physical Context of Language.
      1. Paralanguage: Vocal Nonverbal
      2. Behavior Kinesics: Physical Behavior
      3. Haptics: Use of Touch
      4. Proxemics: Use of Space and Territoriality
      5. Chronemics: Meaning of Time
6. Olfactics: Perception of Smells
7. Artifacts: Meaning of Objects

B. Nonverbal Communication as Symbolic Spontaneous and Pseudo-Spontaneous
   1. Symbolic Nonverbal Communication
   2. Spontaneous Nonverbal Communication
   3. Pseudo-Spontaneous Nonverbal Communication

C. Nonverbal Communication and Relational Messages
   1. Nonverbal Communication of Immediacy
   2. Nonverbal Communication of Responsiveness
   3. Nonverbal Communication of Control

D. Listening
   1. Listening to Receive Information
   2. Listening to Construct Meaning
   3. Listening to Relate

E. Listening to Receive Information

F. Listening to Construct Meaning
   1. Structure Building Framework Theory
   2. Structure Building as Dialogue
   3. Writing and Collaborative Structure Building
   4. Difficult Conversations

G. Listening to Relate
   1. Create a Nonverbal Presence and Sense of Responsiveness and Immediacy
   2. Verbalize Attentiveness in Order to Deepen Dialogue
   3. Respond and Acknowledge the Whole Message
   4. Coordinate Turn Taking
   5. Create Mutual Meanings

IX. Self and Relational Communities
   A. Introduction: Self and Relational Communities
   B. The Pragmatic View: The Self and Consciousness
1. The Three Part Theory of the Self
2. Symbolic Interaction
   C. The Dramatistic View: Enacting Roles
      1. Self-Presentation
      2. The Role-Identity Model
   D. The Humanistic View: Self Actualization
   E. The Cultural Dimensions View: Cultural Values
      1. Individualism and Collectivism
      2. Vertical and Horizontal Dimensions
   F. The Relational View: The Self in a Postmodern World
      1. Connection and Autonomy
      2. Postmodernism

X. Interpersonal Communication
   A. Defining the Context of Interpersonal Communication
      1. Interpersonal Communication May Be Personal or Impersonal
      2. Interpersonal Communication May Be Formal or informal
      3. Interpersonal Communication May Be Exclusive of Inclusive of Larger Social Networks
   B. Defining Relationships from Personal Constructs
      1. Friendship
      2. Family Relationships
      3. Romantic Relationships
   C. Relational Growth
      1. Personal and Relational Narratives
      2. Information Exchange: Uncertainty Reduction
      3. Self-Disclosure: Social Penetration
   D. Relational Maintenance
      1. Relational Stability and Well-Being
      2. Destabilized Relationships in Distress
3. Defensive and Supportive Communication
   Climates
E. Managing Dialectical Tensions
   1. Internal Tensions within a Relationship
   2. External Dialectical Tensions in Relationships with Social Networks
F. Managing Conflict
   1. Defining Conflict
   2. Conflict and Motive
   3. Destructive Conflict: Aggression and Passive Aggression
G. Ending Relationships
   1. Relationships Fail
   2. Phases of Relational Dissolution
H. Implications for Communication: Ending a Relationship Constructively
   1. Try Hard before Conceding to Dissolution
   2. Take Mutual Responsibility for the Outcomes of Dissolution
   3. Learn and Grow from Relational Dissolution

XI. Professional Communication
A. Interviewing
   1. Types of Interviews
   2. The Interview as a Type of Interpersonal Communication
   3. Types of Questions
   4. Strategies for Answering Questions
B. Small-Group Communication
   1. Purposes for Organizing Small Groups
   2. Place in the Larger Organizational System
   3. Channels of Communication
C. Group Communication and Equilibrium
1. Task Cohesion and Social Cohesion
2. Task-Centered Roles and Social-Centered Roles
3. Group Norms an Individual Needs
4. Cooperation and Competition: Conformity and Dissension

D. Leadership
   1. Leadership as Influence
   2. Emergent Leadership
   3. Relational Leadership

E. Techniques for Problem-Solving Discussions
   1. Developing a Problem-Solving Agenda
   2. Organizing a Public Discussion Format

F. Implications for Communication: Use Effective Problem-Solving Techniques
   1. Use an Orderly Method of Problem Solving
   2. Choose the Format That’s Appropriate for a Private or a Public Discussion

XII. Public Speaking
   A. Choosing a Topic and Identifying the Goal of Your Speech
      1. Brainstorming Possible Topics
      2. Clarifying Your Speaking Goal
      3. Persuasive Speaking
      4. Informative Speaking
      5. Between Persuasive and Informative Speaking
      6. Entertainment Speeches

   B. Analyzing Your Audience
      1. Demographic Audience Analysis
      2. Psychological Audience Analysis

   C. Analyzing Your Speaking Situation
      1. Assessing the Occasion
      2. Identifying the Exigence and Constraints
3. Assessing Speaker Credibility

D. Conducting Research
   1. Develop a Research Question
   2. Develop a Research Plan
   3. Evaluate the Evidence
   4. Develop an Argument

E. Organizing Your Ideas
   1. The Introduction
   2. The Partition
   3. The Body
   4. The Conclusion

F. Deciding on a Presentation Style
   1. A live Performance versus a Mediated Presentation
   2. Three styles of Presentation for a Live Audience
   3. Delivery with Presentation Aids
   4. A Mediated Presentation

XIII. Method of Evaluation

A. Grading System
   1. Examinations, including mid-term and final exam - 30%-40%
   2. Speeches, including speeches to inform, persuade, entertain and/or special occasion speeches and discussions and interviews - 40%-50%
   3. Class participation, special projects, laboratory assignments, and other meaningful experiences - 10%-20%

B. Grading Scale
   1. 90-100 - A
   2. 80-89 - B
3. 70-79 - C
4. 60-69 - D
5. 0-59 - E

C. Expectations and Guidelines

A fundamental of Speech Communications is a participation course. You will be present in class for all discussions, speeches, evaluations and lectures. Only three unexcused absences are allowed. Excessive absences will result in failure. Failure to complete all assignments will result in final grade of “F.” Speech Projects and outside assignments must be presented on the date assigned. Late assignments may result in reduction in points or may not be accepted by the professor. The Writing Center, Turner Hall 371, will be utilized.

Revised: May 2007