REQUIRED TEXTBOOK:


COURSE PLAN:

This is a lecture-performance course. Regular attendance is essential; because each student needs to speak to a large audience, if possible, and to profit from the overt and covert responses that listeners can provide. All assignments must be completed on time. Written assignments must be computer generated and may be prepared in the Writing Lab, Turner Hall 371.

I. COURSE DESCRIPTION

The underlying philosophy of this course in public speaking is that an educated person not only has knowledge but also can communicate that knowledge accurately, objectively, concisely, and effectively. Therefore, this course in public speaking has been designed to help each student realize his/her full potential as a link in the communication chain. Thus, each student will strengthen present abilities and develop additional skills as an intelligent speaker, listener, and responder. A grade of at least “C” is necessary for satisfactory completion of the course.

II. COURSE RATIONALE AND OBJECTIVE

Speech Communication 250 is 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.

It is the objective of this course to introduce students to the principles and skills of effective oral communication and to provide the student with an appreciation of the interactive nature and uses of speech. The student will be expected to acquire the organizational, delivery, and speaking skills necessary for effective communication.
III. GENERAL OBJECTIVES OF PUBLIC SPEAKING

It is the objective of Public Speaking to assist the student to become more articulate, discriminatory, and more effective as a communicator. Further, it is the aim of this course to further the overall design by describing for the student the essential components of the public communication process and directing the student toward ways of participating effectively and intelligently in that process.

IV. BEHAVIORAL OBJECTIVES AND RATIONALE

Upon completion of this course, students will be able:

A. to use proper research skill;
B. to evaluate speech topics for effectiveness;
C. to give effective communication presentations;
D. to demonstrate knowledge of speaking techniques;
E. to analyze the composition of the audience;
F. to know the rhetorical and specific purposes of speech;
G. to assess one’s own strengths and weaknesses;
H. to use knowledge of self for improvement;
I. to produce changes in speaking techniques on the basis of peer and professional criticism;
J. to be familiar with the different forms of discussion/group processes;
K. to apply the knowledge of discussion to effective participation in such groups.
L. to be able to analyze arguments for validity;
M. to recognize inductive and deductive arguments;
N. to be able to use and analyze logical, emotional, and personal proof;
O. to analyze the contents of a speech for arrangement, presentation and language use and to be able to use basic refutational techniques.
P. to become more sensitive to the need for critical thinking, negotiation, and compromise in the decision-making process;
Q. to communicate effectively in a diverse and multicultural society; and
U. to have a better appreciation for the thought patterns and languages of diverse cultures.

V. COURSE COMPETENCIES

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

A. to develop a greater appreciation for the personal and social benefits of public speaking;
B. to make students more aware of the importance of appropriate speech communication in today’s multicultural society;
C. to develop in students an understanding of the necessity of developing an aura of credibility for their ideas;
D. to acquaint students with the basic principles, theory, and practice of human motivation;
E. to help students perceive, evaluate, and carry out their responsibilities to society;
F. to provide an opportunity for students to apply the basic principles of speech communication through the creation and presentation of original communicative messages;
G. to foster in students a desire to give and receive purposeful, constructive criticism; and
H. to use support and logic in defense of one’s ideas.

VI. ASSIGNMENTS
Each student will research, prepare and deliver a minimum of four speeches and participate in one discussion project. Of the four speeches, one must be informative, one persuasive and one must utilize charts, diagrams, and other audio-visual aids. Topics and/or research techniques involved will be chosen in consultation with the instructor. There will be several small written assignments related to gathering evidence, constructing arguments, doing research and beginning/ending speeches in different ways.

This course does not involve only active participation. Speaking involves the communication of a message; indeed, when politicians, salespersons, or religious authorities speak, they often do so to stimulate some specific response or to establish or confirm some belief. Therefore, what is often mistakenly called “the passive” role of the listener will also be stressed in this course. Students will be asked to evaluate their peers’ speeches for purpose, language usage, values, logical and emotional appeal, motivating factors, arrangements and pattern to ideas, and the speaker’s own prejudices and beliefs.

VII. CHAPTER OUTLINES

1. Getting Started
   A. Say Something Worthwhile
   B. Say it in an Easy Way
   C. The Truth about Nervousness
   D. Developing Self-Confidence
   E. Visual Imagery for Confidence in Public Speaking
   F. A Script for Using Visual Imagery to Develop Confidence in Speaking
   G. The Communicative Act
   H. Listening
   I. Barriers to Listening
   J. Ways to Improve Listening
   K. Note-Taking Tips

2. Determine Your Purpose and Subject
   A. Selecting a Subject
   B. Specific Purpose
   C. The Central Idea

3. Audience Analysis
   A. Who Exactly Is My Audience?
   B. What Response Can I Reasonably Expect from My Audience?
   C. Will My Audience Find This Subject Useful?
   D. Will My Audience Find This Subject Interesting?
   E. What is My Audience’s Knowledge of My Subject?
   F. What Demographic Characteristics Should I Consider
about My Audience?
G. Is My Audience’s Attitude Favorable, Indifferent, or Opposed?

IV. Supporting Your ideas

A. Examples
B. Explanations
C. Statistics
D. Testimony
E. Comparison/Contrast
F. Visual Aids
G. Combined Supports

V. Gathering Supportive Material

A. Personal Experience and Knowledge
B. The Library
C. Electronic Services
D. Interviewing
E. Writing away for Materials
F. Bibliography Cards
G. Taking Notes
H. Bibliography

VI. Preparing the Content of Your Speech

A. Organizing Your Speech
B. Planning the Body
C. Decide on Main Points
D. Arranging Central Idea and Main Points
E. Body of Speech
F. Transitions

VII. The Introduction and Conclusion

A. Objectives of Introductions
B. Attention Step in Introductions
C. Types of Conclusions
D. Outlining Your Speech
E. Sample Full-Sentence Outline for a Speech to Actuate
F. Bibliography

VIII. Preparing for Delivery

A. Sample Delivery Outline
B. Using Note Cards
C. Extemporaneous Method
D. Practicing the Speech
IX. **Delivery**
   A. Impromptu Speeches
   B. Manuscript Speeches
   C. Memorized Speeches
   D. Extemporaneous Speeches
   E. Nonverbal Communication
   F. Kinesis
   G. Paralanguage
   H. Poxemics

X. **Types of Speeches**
   A. Informing
      1. Demonstration Speeches
      2. Definition Speeches
      3. Description Speeches
      4. Exposition Speeches
   B. Persuasion
      1. Persuasion Defined
      2. Personal Proof
      3. Psychological Proof
      4. Logical Proof
      5. Deductive Reasoning
      6. Inductive Reasoning
      7. Other Forms of Reasoning
      8. Types of Persuasive Speeches
      9. Sample Speech and Commentary

XI. **Group Communication**
   A. The Functions of Discussion
   B. Types of Discussion
   C. Participation in Discussion
   D. Moderating the Discussion
   E. A Pattern for Problem Solving
   F. Evaluating Discussions
   G. Using Case Problems
   H. The Job Interview

VIII. **LIBRARY ASSIGNMENTS**

   Students will be expected to use the resources of the library to research supporting material for the speech topics, which they have chosen.

IX. **METHOD OF EVALUATION**

   A. Grading Scales for Oral Presentations

      1. An “A” means superior content, outstanding organization,
distinctive delivery and correct outline.

2. A “B” means significant content, good organization, memorable delivery and correct outline.

3. A “C” means common content, adequate organization, acceptable delivery and correct outline.

4. A “D” means the speech was significantly weak in one or more of the following areas: content, organization, delivery or the outline.

5. An “F” means the speech was plagiarized, did not meet the requirements of the assignment, lacked meaningful content or organization, was delivered unacceptably, or lacked the outline.

B. Grading System

1. Examination including Midterm and Final 40%

2. Speeches, including speeches to inform, persuade, inspire, and/or a special occasion Speech and discussion and interviews 40%

3. Class Participation 10%

4. Special projects, laboratory assignments, and other meaningful experiences 10%

D. University Grading Scale

1. 90 – 100 = A
2. 80 – 89 = B
3. 70 – 79 = C
4. 60 – 69 = D
5. 0 – 59 = F

F. Expectations and Guidelines

Public Speaking 250 is a participation course. You will need to be present in class for all discussions, speeches, evaluations, and lectures. Failure to complete all assignments will result in a final grade of “F”. Speeches/projects must be presented on the assigned day. Exact class content and progress will vary slightly from class
to class because of class size and the need to provide students with individual attention. The Computer-Assisted Writing Center, Turner Hall 371-373 may be utilized for written assignments.

REFERENCES


