July 18, 2013

1. College: **Liberal and Applied Arts**
2. Department: **Languages, Cultures and Communication**
3. Course status: **existing; does not require modification**
4. Course prefix and number: **COM 111**
5. Course title: **Public Speaking**
6. Course catalog description: **Theory and practice in public speaking. Analysis of communication as a function of public speaking.**
7. Number of semester credit hours: **3**
8. Estimated total course enrollment per year: **1000**
9. Course prerequisites and/or required qualifications for enrolling in the class: **none**
10. Course **is not/will not be** available online.
11. Foundational Component Area: **Communication Oral Communication**
12. Explain why this course fits into this foundation component area: **This course meets the Coordinating Board's description of communication courses because it focuses on the application of written, oral, and visual communication through informative, persuasive and special occasion presentations. To prepare for in-class oral presentations, students research topic areas relevant to the speech purpose, conduct audience analysis to adapt to different demographic and psychographic audience profiles, creatively develop speech content, logically construct and support arguments, organize points and sub-points, plan figurative and clear language, and rehearse effective nonverbal delivery. Written speech outlines with documented research, oral presentations delivered from minimal notes, and visual aids using current technologies are evaluated by the instructor of record and peers for ongoing development of communication competencies. Students manage time appropriately to prepare for in-class presentations, utilize ethical speaking and listening principles during presentations, and interact respectfully with one another, even when disagreeing with arguments presented from a different socio-cultural and/or political viewpoint. In sum, as students engage in the development and delivery of presentations, they build communication competencies highly valued in the job market and professional careers.**
13. Core Objectives
    - Critical Thinking - To prepare organized and interesting speeches, critical thinking skills are applied to researching specified topic areas, generating ideas for support and speech development, ordering of points and parts of speeches, and adapting speech content to the audience. Faculty will instruct students in the process of synthesizing research, argumentation, and personal experience in order to prepare both informative and persuasive speeches for diverse audiences. This instruction takes place by means of class discussion and reading assignments. Students learn how their choices as speakers about relevant support, compelling evidence, and clarity of purpose directly impact how audiences perceive their credibility. Effective speakers learn to analyze audiences, customize speeches for audiences, and evaluate their effectiveness based on audience feedback. Audience-centered communication teaches students that they can deliver successful presentations across a variety of contexts by applying analytical skills

to learn about the audience make-up, their expectations of the speaker, and appropriately adapt. Student mastery of critical thinking will be demonstrated in research, writing, and delivery of Informative Speech #3 and Persuasive Speech #5.

- o Communication Skills - Students must demonstrate communication competencies threefold in public speaking courses. First, students learn to develop formal or full-sentence outlines that represent the content development of the introduction, body, and conclusion of informative and persuasive speeches. To equip students to construct high quality outlines, instruction focuses on writing thesis sentences and main points, applying organizational patterns appropriate for the specified speech purpose, conducting credible research on the topic, generating relevant support to add content and credibility to speeches, constructing logical arguments, developing figurative and clear language, and fulfilling the criteria set forth for introductions and conclusions. Second, students rehearse and present oral presentations in the classroom. Students are provided with constructive criticism of their oral communication performance based on standardized departmental rubrics that document communication strengths, areas for improvement, and ways to improve for the next presentation. Third, students are instructed on how to enhance oral presentations using a variety of visual and audio aids. Then, students are required to develop and utilize a presentational aid in at least one of their speeches that demonstrates mastery of effective visual and written design (i.e. graphics, charts, images, videos). Overall, all three components of communication skills are taught and evaluated as a part of the curriculum in public speaking.
- o Teamwork - Public speaking is inherently an audience-centered endeavor, and as such students are regularly providing feedback and commentary to each other. Instructors provide an overview of the audience-centered approach to public speaking and guidance in how to both ask for and request input. Students apply principles of teamwork through informal peer review during class discussions and through formal written peer review. In class activities, instructors give students direction on working together to find common ground with others while not compromising one's own position.
- o Personal Responsibility - Students actively engage in ethical decision making pertaining to source evaluation, message content, and message consequentiality. Speakers judiciously include accurate content based on quality and validity of information and exclude content based on lack of credibility. Oral and written source citation is a central principle taught in ethical speaking. More specifically, students are taught and apply APA formatting for speech outlines and oral source citations. In addition to using ethical principles as a speaker, students use ethical listening skills. As audience members, students learn to listen to a message in its entirety before judging it, assess the credibility of a speaker's sources, determine the soundness of reasoning, identify fallacies in reasoning, and evaluate the message rather than the speaker.

Contact person for questions about this submission:

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