**Course Department and Number** Speech 1

**Course Title** Introduction to Public Speaking

**Program** Speech Communication

**Date:** 3/01/96

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_3_ unit(s) _3_ lecture hour(s) _0_ laboratory hour(s) _0_ number of repeats (maximum = 3)

__credit/no credit only__

**Prerequisite:** None

**Corequisite:** None

**Advisory:** Eligibility for English A, 53, or 54D recommended.

**Description:** Theory and techniques of public speaking. Emphasis on the logical organization and composition of informative and persuasive speeches; practice in clearly stating and developing ideas. (CAN SPCH 4)

**Entry Level Skills:**

Upon entering the course, the student should be able to:

- Read and understand college level material.
- Relate and apply textbook information to classroom activities and assignments.
- Organize ideas.
- Write a coherent essay.

**Requested Credit Classification (Applicant)**

| [X] Degree Applicable | [ ] Noncredit |
| [ ] Non-Degree Applicable | [ ] Revised |

| [ ] Course contains an international component. |
Expected Outcomes/Objectives:

Upon successful completion of the course, the student will be able to:

1. Select a topic, research it, and deliver an effective speech.
2. Employ accurate and supportive listening skills.
3. Identify effective speaking techniques.
4. Recognize organizational patterns, supporting evidence, and concrete illustrations in an oral presentation.
5. Relate a subject to an audience.
6. Demonstrate a personal style of delivery.

Texts, Other Readings, and Materials:

Text(s) - The instructor should select a current edition of a standard text written for this class and published by a reputable house. Examples would be:


[X] Primarily College Level
[ ] Primarily not College Level

Assignments: 6 hours per week (or equivalent)

[ ] Permissible exceptions to the common interpretation as stated are as follows: [ ] ( ) [ ] ( ) [ ] ( ) [ ] ( ) [ ] ( )

List types:

1. The student will read and assimilate textbook information.
2. The student will prepare for at least four speeches during the course of the semester, each of which will involve, in varying degrees, making an audience analysis, researching the material, organizing the information, practicing the speech, and receiving feedback on one’s performance after making the speech.
3. The student will participate in the evaluation of at least one speech that he/she hears.
4. The student will write at least two essay assignments.
5. The student will write reports of library and field research.

[X] Class participation and assignments require and develop critical thinking (see Expected Outcomes/Objectives). Describe how:

Critical thinking is developed by:

1. Reading and analyzing the textbook.
2. Organizing and constructing a speech.
3. Critically evaluating oral messages.
5. Analyzing speaking strategies.
6. Applying audience analysis techniques.
7. Preparing oral presentations.
[X] Primarily College Level

[X] 2 hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent, per unit.

[ ] Not Primarily College Level

[ ] Ratio of amount of work per unit of credit required by curriculum committee for a non-degree credit course is met

Assessment:

Grades will be based upon:

[X] ESSAY*

[ ] COMPUTATION*

[ ] NON-COMPUTATIONAL PROBLEM-SOLVING*

Examples:

[X] SKILL DEMONSTRATION

Kind: Oral presentations.
   Since the purpose of Speech 1 is to develop the skills of public speaking, the primary method of evaluation should be oral expression rather than written expression.

[X] MULTIPLE CHOICE

[ ] OTHER: Describe

*For degree credit: At least one of the first three boxes above must be checked, and if "essay" is not checked, it must be explained why essays are an inappropriate basis for at least 25% of the grade in the course.
Expanded Description of Content and Methods:

Content:

I. Introduction and Adjustment
   A. An awareness of the nature, purpose, and value of effective speech
   B. A recognition of the conversational quality of speech
   C. An objective awareness of the constructive value of class criticism

II. Stage fright and the First Speech
   A. An insight and understanding of stage fright and how to conquer it
   B. Proper training on how to prepare for a speech
   C. A feeling of confidence and poise and how to acquire it

III. Finding and Developing Speech Ideas
   A. Audience analysis including the appropriateness of speech topics and cultural and situational considerations.
   B. An introduction to source materials and references
   C. A basic plan of organization for speeches
   D. An awareness of support materials and how they are used

IV. Physical Communication
   A. An awareness that body, face, and hands are a natural and integral part of speech
   B. An awareness that poise and appearance are important
   C. The development of meaningful body action

V. Vocal Communication (including fluency and language)
   A. The importance of clear articulation and pronunciation
   B. The importance of well-chosen, vivid language
   C. The development of volume and effective use of the voice
   D. The importance of correct usage and appropriateness

VI. The Role of the Listener
   A. The importance of listening and anticipating what will come
   B. The courtesy and etiquette of listening and being a good critic

VII. Types of speeches
   A. Introductions
   B. Informative speeches
   C. Persuasive speeches
   D. Impromptu speeches
   E. Panel reports
   F. Demonstrations

Methods:

  I. Lecture/Demonstration
  II. Video illustration
  III. Classroom discussion
  IV. Classroom presentations
  V. Field observations of live public speakers