<table>
<thead>
<tr>
<th>Course Department and Number</th>
<th>Speech 1H</th>
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<tbody>
<tr>
<td>Program Description</td>
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<tr>
<td>Discipline(s) Speech</td>
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<td>Date: Spring, 1999</td>
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<thead>
<tr>
<th>Catalog Description</th>
<th>no change</th>
<th>revised/clarified</th>
<th>new (check one)</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>no change</td>
<td>revised/clarified</td>
<td>new (check one)</td>
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<tr>
<td>Corequisite:</td>
<td>no change</td>
<td>revised/clarified</td>
<td>new (check one)</td>
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<td>Advisory:</td>
<td>no change</td>
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Units, hours, repeatability, credit/no credit, number of weeks: [ ] no change [ ] revised [ X ] new (check one)
(If revised is checked, underline item(s) revised above.)

1 unit(s) 1 lecture hour(s) 0 laboratory hour(s) 0 number of repeats (maximum = 3)

Prerequisite: none
Corequisite: none

Advisory: GPA of 3.25 or better, or be in the Honors program. Eligibility for English 1A and concurrent enrollment in Speech 1 recommended.

Description: A seminar focusing on the rhetorical evaluation of historical and contemporary speeches and on the impact of public discourse in a democratic society.

Entry Level Skills: Upon entering the course, the student should be able to

- Write complete sentences.
- Select and order ideas to develop a topic.
- Write, revise and edit ideas.
- Use basic library sources.
- Use critical thinking in developing ideas.

Requested Credit Classification (Applicant)

[ X ] Degree Applicable
[ ] Nondegree Applicable
[ ] Course contains an international component.

[ ] No credit
[ ] Noncredit
[ ] Revised
Expected Outcomes/Objectives: Upon successful completion of the course, the student will be able to:

1. Demonstrate an understanding of the principles of rhetorical criticism.
2. Identify fallacious reasoning in speeches.
3. Employ speech evaluation strategies to historical and contemporary speeches.
4. Recognize appropriate public speaking strategies for use in the democratic arena.

Texts, Other Readings, and Materials:

Text(s)


[X ] Primarily College Level

[ ] Primarily not College Level

Professional Judgment

(How Determined)

Out-of-Class Assignments: 2 hours per week (or equivalent)

Permissible exceptions to the common interpretation as stated are as follows: (AR 7200) (1) (2) (3) (4) (circle one)

List types:
1. The student will read and assimilate textbook information.
2. The student will evaluate at least four speeches during the course of the semester.
3. The student will give written evaluations of speeches.

[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. Critically analyzing and evaluating oral messages.
3. Analyzing speaking strategies.
4. Evaluating audience analysis strategies.
5. Evaluating reasoning fallacies.
6. Analyzing political messages.
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<tr>
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<th>Not Primarily College Level</th>
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<td>[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.</td>
<td>[ ] Ratio of amount of work per unit of credit required by curriculum committee for a nondegree credit course is met.</td>
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Assessment:

Grades will be based upon:

[X] ESSAY*

[ ] COMPUTATION*

[ ] NONCOMPUTATIONAL PROBLEM-SOLVING*

Examples:

[X] SKILL DEMONSTRATION

Kind: Oral presentations and oral critiques.

[ ] MULTIPLE CHOICE

[ ] OTHER: Describe. (Examples: tests, quizzes, homework.)

*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. Why study speeches?
   A. The importance of public speaking in a democratic society
   B. The art of rhetoric
   C. Developing an appreciation for eminence in public speaking

II. The analysis of speeches
    A. The forms of speech
    B. Standards for the critical appraisal of public discourse
    C. Criteria for evaluating speeches

III. The role of the listener
     A. The importance of listening
     B. Barriers to effective listening
     C. Developing of critical listening skills

IV. Evaluation of specific speeches
    A. Speeches that affirm propositions of fact
    B. Speeches that affirm propositions of value
    C. Speeches that affirm propositions of policy
    D. Speeches that intensify social cohesion

Methods:

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

Revised 04/96