

University of Houston-Downtown

Course Prefix, Number, and Title: COMM 1306 Beginning Public Speaking

Credits/Lecture/Lab Hours: 3/3/0

Foundational Component Area: Component Area Option-Oral Communication Focus

Prerequisites: None

Co-requisites: None

Course Description: This course is designed to teach basic skills in organization and delivery of speeches in a variety of settings. Students will learn ways to collect and incorporate verbal support, use patterns of speech structure, and identify successful techniques for handling stage fright. Additional topics include audience analysis, outlining content, platform presence, and use of voice.

TCCNS Number: SPCH 1315

Demonstration of Core Objectives within the Course:

Assigned Core Objective	Learning Outcome Students will be able to:	Instructional strategy or content used to achieve the outcome	Method by which students' mastery of this outcome will be evaluated
Critical Thinking Communication	Prepare an outline and text for presentations in which there is a clear thesis; an engaging introduction; multiple, focused supporting points; a logical and effective organization of ideas; and a conclusion that open up the argument to wider application.	Content: Organizing and outlining ideas; effective use of research and supporting material Instructional strategy: Students will be instructed on various types of speaking (informative, persuasive, commemorative, etc.) and their significance to relevant applications.	Instructors will develop rubrics for various types of outlines (i.e. full-sentence and key-word); identification of type of outline and parts will be included in multiple choice or T/F exam questions. Instructors will use rubric that includes a measurement for the quality of research and analysis. Content topics will be included in multiple or T/F exam questions.
Critical Thinking	Use and cite sources appropriately.	Content: Use of verbal support when crafting presentations and citing sources correctly during	Instructor will use a rubric that measures appropriate citation usage.

Communication		presentations Instructional strategy: Students will engage in exercises to learn these strategies	
Critical Thinking Communication	Use research and analysis to develop an oral presentation.	Content: Informative and persuasive speech; research and supporting material Instructional strategy: Students will research, analyze, and apply communication apprehension techniques as a vehicle for improving speaking effectiveness.	The instructor will use a rubric that includes a measurement for the quality of research and analysis. Students will write a self-evaluation that includes a critique of their level of speaking apprehension.
	Use nonverbal communication (gestures, dress, eye content, visuals, etc.) to reinforce communications and engage the audience.	Content: The speaker and the audience connection, nonverbal delivery Instructional strategy: Students will be asked to deliver three speeches that include an awareness of the use of nonverbal communication.	Instructor will evaluate the student speeches with a rubric that includes a measurement for the student's use of nonverbal communication.
	Assess the impact of oral and visual communication during presentations and provide feedback.	Content: Verbal Communication (symbolic nature of language, multiple meanings, language and thought, context, language as means of control, language as ritual, abstraction and meaning, situation and meaning); Nonverbal Communication (communicative nature of nonverbal behavior, spontaneous and unintentional nature of nonverbal communication, ambiguity in nonverbal communication, believability of nonverbal communication, culture and nonverbal communication) and Giving and getting peer feedback Instructional strategies: • Students will identify sources	Instructors will develop a speech rubric with section on speaker credibility and audience analysis Instructors will develop a speech rubric with section on effectiveness of visual aids (posters, graphs, etc.) Instructors will administer an exam with multiple choice and true/false questions Instructors will evaluate the quality of the feedback that is provided by the student to the assigned peer (the speaker).

		<p>in the content of the speech for credibility. Students will analyze their audience and provide relevant statistics, facts, and other data.</p> <ul style="list-style-type: none"> • Students will include appropriate visual aids that illustrate information. • Students will be asked to give feedback to their peers using a rubric that evaluates oral and visual communication. • Students will be required to use a rubric to provide feedback to peers as part of their own grade. 	
	Use active listening to respond to questions, summarize, clarify and facilitate understanding.	<p>Content: Giving and getting peer feedback; the speaker and the audience connection</p> <p>Instructional strategy: Students, in one of their speeches, will be asked to answer questions from the audience about their speech.</p>	Instructors will evaluate the speaker's ability to seek clarification, formulate a response, and execute this answer confidently.
	Identify strategies for presenting in alternative delivery situations, such as, culturally diverse audiences, teams, and distance presentations.	<p>Content: Avoid the Age Gap, Jettison the Gender Stereotypes, Determine How Much Your Audience Knows, Know the Group, Recognize the importance of Lifestyle Choices and Values, Determine your Audience, Using a Questionnaire, Observing and Interviewing, the importance of good listening skills, Reasons audiences stop listening, The Four Stages of Listening, evaluating Public Speeches</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Students, for one of their speeches, will be asked to turn in a paper that analyzes how they adapted to their 	<p>Instructors will evaluate students' written audience analyses using a rubric that identifies key strategies.</p> <p>Multiple choice and T/F exam.</p>

		diverse audience.	
	Connect choices, actions, and consequences to ethical decision-making.	<p>Content: Our Freedom of Speech, Ethics and Public Speaking, the Link between Ethics and Values, “Ethos” and Speaker Credibility, Engage in Dialogue with Audience, Promoting Ethical Speaking, Guidelines for Meeting Ethical Habits, Avoiding Unethical Practices</p> <p>Instructional strategies:</p> <ul style="list-style-type: none"> • Students will engage in exercises to help students learn a variety of ethical claims (coupled with methods in the use of human motivation), as an integral component to the persuasion unit. • Students will use verbal support when crafting presentations that are equivalent to examining ethical principles in case studies • Students will be asked to cite sources correctly in their speeches. 	<p>Instructors will evaluate the student’s speeches using a rubric that measures appropriate citation usage.</p> <p>Multiple Choice and T/F Exam will be used to assess content topics.</p>

Additional Course Outcomes:

After completing this course students will be able to:

- Use research and analysis to develop an oral presentation.
- Use non-verbal communication (gestures, dress, eye contact, etc.) to reinforce communications and engage the audience.
- Assess the impact of oral and visual communication during presentations and provide feedback.
- Use active listening to respond to questions, summarize, clarify and facilitate understanding.
- Discuss strategies for presenting in alternative delivery situations, such as, culturally diverse audiences, teams, and distance presentations.
- Connect choices, actions, and consequences to ethical communication.

Course Outline:

Expectations and Class Policies	<u>Read chapter 1 and syllabus.</u>
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Class Activity	All assignment information will be posted on Blackboard. Exam Review is already posted! Use it to guide your studying and listening in class!
Expectations and Class Policies	<u>Read chapter 1 and syllabus.</u>
Class Activity	All assignment information will be posted on Blackboard. Pass out Audience Analysis
Foundations of Public Speaking <u>Assign Introduction Speech</u>	<u>Review chapter 1</u>
Introduction Speeches	Be prepared to give your speech. Time limit: 2 minutes
<u>Assign Informative Speech and sign up for days/times.</u> Getting Started on Your Speech & Speaking to Inform	<u>Read Chapters 2 and 12</u>
The Speaker and Audience Connection	<u>Read Chapter 5</u>
Research and Supporting Material	<u>Read Chapter 6</u>
Research Continued Meet at Library	BEFORE YOU LEAVE CLASS TODAY: Please show me your completed "Library Research Worksheet" and "Internet Research Worksheet."
Organizing and Outlining your Ideas (Also review pages 25 – 26, in your textbook)	<u>Read Chapter 8</u>
Introducing, Concluding, and Transition statements Speaker Notes	<u>Read Chapter 9 and review pages 162 – 171.</u>
Ethics and the Speaker	<u>Read chapter 3</u>
Delivery	<u>Read chapter 11</u>
Giving and Getting Peer Feedback	PLANNING OUTLINES WITH WORKS CITED PAGE DUE
<u>INFORMATIVE SPEECHES DUE</u>	Speakers 1 – 9
<u>INFORMATIVE SPEECHES DUE</u>	Speakers 10 – 18
<u>INFORMATIVE SPEECHES DUE</u>	Speakers 19 – 25
<u>Assign Persuasive Speech and sign up for days/times</u> Speaking to Persuade	<u>Read Chapter 13</u>
<u>MIDTERM EXAM</u> Bring a green scantron sheet & #2 pencil – NOT OPEN BOOK	<u>MIDTERM EXAM</u>
<u>Assign Group Speech and sign up for days/times.</u> Chapter 10: Language	
Presenting Your Persuasive Speech	

Presenting Your Persuasive Speech	PERSUASIVE SPEECH WORKSHOP
Presenting Your Persuasive Speech	PERSUASIVE SPEECH WORKSHOP
<u>PLANNING OUTLINES DUE – Delivery practice</u>	BEFORE YOU LEAVE CLASS TODAY: You will show me three completed peer evaluation forms.
<u>PERSUASIVE SPEECHES and Q & A DUE</u>	Speakers 1 – 5
<u>PERSUASIVE SPEECHES and Q & A DUE</u>	Speakers 6 – 10
<u>PERSUASIVE SPEECHES and Q and A DUE</u>	Speakers 11 – 15
<u>PERSUASIVE SPEECHES and Q and A DUE</u>	Speaker 16 – 20
<u>PERSUASIVE SPEECHES Q and A DUE</u>	Speakers 20 – 25 <u>Reflection Essays DUE AT MIDNIGHT</u> (Directions in your handbook)
<u>REFLECTION PAPER</u>	REFLECTION PAPER DUE IN CLASS (must bring a hard copy to class to discuss – you are awarded points for being in class to discuss). <u>Take Home Exam Distributed</u>
	READING DAYS
FINAL EXAM	TBA

Grading/Course Content which Demonstrates Student Achievement of Core Objectives:

Course Grade	A: 90-100	B: 80-89	C: 70-79	D: 60-69	F: 0-59
Summary of Course Exams, Quizzes, Activities, and Final					
Presentations (4) – oral, written, aural					50%
Exams (2) - written					30%
Q&A – oral aural					10%
Participation – oral, aural, written					10%
					100%