

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

Upon completion of course, students will be able to:

1. Knowledge of Course Content – Identify/describe concepts and theories related to public speaking.
2. Research, Organize, & Present – Prepare, present, and evaluate an audience-based informative and persuasive speech containing an organized outline, credible research, and a citation page.
3. Delivery & Evaluation – Demonstrate and evaluate verbal and nonverbal delivery skills in concert with course instructions.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Analyze the function and application of communication models.
Quizzes
2. Organize a speech employing purpose, thesis statement, audience analysis, and reliable sources of information.
Presentation
3. Analyze and demonstrate good listening skills.
Class Performance
4. Analyze the causes of and methods for controlling communication apprehension.
Written homework
5. Analyze and employ sound evidence.
Presentation
6. Analyze the function and organization of an informative speech.
Presentation
7. Demonstrate effective performance techniques in the following areas:
 - a. eye contact
 - b. stance
 - c. body control
 - d. hand movements
 - e. leg movements
 - f. vocal variation
 - g. visual aidsClass Performance
8. Analyze the function and organization of a persuasive speech and differentiate persuasive speaking from other forms of communication.
Written homework
9. Organize, analyze, and apply inductive and deductive reasoning to the organizational format of a persuasive speech.
Presentation
10. Demonstrate impromptu speaking ability.
Class Performance

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	Orientation to Public Speaking A. History B. Current practices
Lecture	2	II	Ethics of Public speaking A. Definition and Principles of Ethics B. Ethical Speaking C. Ethical Listening D. Fair Use Guidelines & Plagiarism
Lecture	4	III	Communication Models: A. The parts of the models B. Types of communication barriers C. Combatting communication barriers
Lecture	6	IV	Speech Organization and Supporting Materials: A. Selection of topics B. Organizational formats C. Effective introductions D. Effective conclusions E. Proper reasoning and evidence F. Using visual aids
Lecture	3	V	Listening Skills: A. Focusing attention B. Active listening C. Retaining information D. Listening critically
Lecture	6	VI	Techniques of Effective Delivery: A. Controlling communication apprehension B. Effective eye contact C. Gestures and platform movement D. Vocal techniques
Lecture	12	VII	Preparation and Presentation of an Informative Speech: A. Defining informative speech communication B. Organization C. Delivery

Lecture	12	VIII	Preparation and Presentation of a Persuasive Speech: A. Defining a persuasive speech B. Organization C. Delivery
Lecture	6	IX	Preparation of Optional Forms of Speeches: A. Defining speech area (such as demonstration, sales speech, welcoming, and entertainment) B. Organization C. Delivery
Total Lecture Hours	54		
Total Laboratory Hours	0		
Total Hours	54		

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Skills demonstrations

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

1. In this assignment, you must present an eight to ten minute persuasive presentation using no less than four sources of information:
 - a. Select a persuasive topic among the available sources discussed by the instructor
 - b. Select at least four pieces of evidence based on the criteria presented by the instructor
 - c. Submit a three page outline, cover sheet, and bibliography
 - d. Deliver the speech using appropriate delivery techniques as discussed in class
 - e. Use a visual aid fulfilling all criteria discussed in class
 - f. Evaluate your videotaped speech based on organization, delivery, evidence, and reasoning.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Organize and deliver an informative speech. As part of this assignment:
 - a. select appropriate evidence
 - b. apply the test questions of evidence to each piece
 - c. decide which pieces of evidence can be used for speech presentation
 - d. present this evidence both in outline form and in performance
 - e. defend the selection of evidence in a question and answer period
2. Organize and deliver a persuasive speech. As part of this assignment:
 - a. analyze the inductive and deductive reasoning used
 - b. apply tests of reasoning
 - c. present no less than two arguments and no more than five
 - d. examine each premise presented in support of arguments, and demonstrate the type of reasoning used
 - e. during a question and answer period following the presentation, defend the lines of reasoning used

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams

Performance exams
Written homework
Laboratory reports
Class Performance
Multiple Choice
Completion
Matching Items
True/False

V. INSTRUCTIONAL METHODS

Demonstration
Discussion
Group Activities
Lecture
Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Skill practice
Required reading
Written work
Observation of or participation in an activity related to course content

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Sprague, Jo & Stuart, Douglas. The Speaker's Compact Handbook. ~~3rd ed.~~ 5th ed. Cengage Learning, 2014-2016.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation eligibility for English 1A	Students who are eligible for English 1A possess the knowledge of English required to satisfy the minimum requirements for the papers and presentations needed to pass this course.

D. Recommended Skills

Recommended Skills
Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.
Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.
Plan, write, and revise 500-word multi-paragraph expository essays including an introduction and conclusion, exhibiting coherence and unity, avoiding major grammatical and mechanical errors that interfere with meaning, and demonstrating awareness of audience, purpose, and language choice.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact

Course created by S. Wilson on 10/01/1958.

BOARD APPROVAL DATE: 04/20/2009

LAST BOARD APPROVAL DATE: 12/17/2019

Last Reviewed and/or Revised by: Larry Leach