

Cañada College
Official Course Outline

1. **COURSE ID:** COMM 110 **TITLE:** Public Speaking
Semester Units/Hours: 3.0 units; a minimum of 48.0 lecture hours/semester
Method of Grading: Grade Option (Letter Grade or P/NP)
Recommended Preparation:
 Eligibility for ENGL 100.

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
 Cañada GE Area A: ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING: A1:
 Oral Communication Requirement
CSU GE:
 CSU GE Area A: ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING: A1 - Oral
 Communication
IGETC:
 IGETC Area 1: ENGLISH COMMUNICATION: C: Oral Communication (CSU requirement only)

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 This course provides a practical and theoretical introduction to the fundamental principles of public speaking through an audience-centered approach, and a forum for practicing public speaking skills. Students discover, develop, and criticize ideas in public discourse through research, reasoning, organization, composition, presentation, and evaluation of various types of speeches, including informative and persuasive speeches. Critical thinking & listening skills are realized through speaker and audience analysis. Speeches are delivered in both impromptu (spontaneous) and extemporaneous (prepared) modes.
Schedule of Classes Description
 Theory and techniques of public speaking in a democratic society, including discovery, development, and criticism of ideas in public discourse. Focus is on various types of speeches, including informative and persuasive.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 - A. Use critical thinking to identify socially significant and intellectual topics that will be researched, developed, and organized in speech outlines
 - B. Analyze the role of the audience, both from a speaker's perspective and from the audience perspective, engaging in critical and analytical listening
 - C. Present extemporaneous speeches that incorporate both verbal and nonverbal elements of delivery.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 - A. Use critical thinking to identify socially significant and intellectual topics that are researched, developed, and organized in speech outlines.
 - B. Analyze the role of the audience, both from a speaker's perspective and from an audience perspective, engaging in critical and analytical listening.
 - C. Develop greater confidence to effectively present extemporaneous speeches that incorporate both verbal and nonverbal elements of delivery.
 - D. Understand and explain general principles of communication

6. **COURSE CONTENT:**
Lecture Content:
 1. Research of Principles of Human Communication
 Identification of significant topics
 Investigation of appropriate resources, including secondary sources such as library research and/or interviews
 Synthesis of research into well-developed outlines

2. Audience Analysis
 - Identification of audience needs, including understanding audience values in society Demonstration of audience awareness by selection of appropriate and necessary information and ethical awareness
 - Demonstration of critical and analytical listening by incorporating response to audience feedback
3. Theory and Techniques of Public Speaking
 - Use of organizational strategies in crafting extemporaneous speeches
 - Illustration of control through practice
 - Control of nonverbal elements of delivery
 - Impact of disfluencies on delivery
4. Critique of public speaking
 - Self-critique
 - Analysis of peer speeches
 - Analysis of famous speeches, and critical analysis of public discourse
5. Elements of effective group presentations
 - Roles and types of public speaking
 - Cohesive style and design
6. Visual Aids
 - Clarity of design
 - Visual appeal
 - Usefulness and appropriateness
7. Critical Listening Skills

Honors Content:

1. Research
 - Identification of significant topics
 - Investigation of appropriate resources, including secondary sources such as library research and/or interviews
 - Synthesis of research into well-developed outlines
2. Audience Analysis
 - Identification of audience needs, including understanding audience values
 - Demonstration of audience awareness by selection of appropriate and necessary information and ethical awareness
 - Demonstration of critical and analytical listening by incorporating response to audience feedback
3. Delivery
 - Use of organizational strategies in crafting extemporaneous speeches
 - Illustration of control through practice
 - Control of nonverbal elements of delivery
 - Impact of disfluencies on delivery
4. Critique of public speaking
 - Self-critique
 - Analysis of peer speeches
 - Analysis of famous speeches
5. Elements of effective group presentations
 - Roles
 - Cohesive style and design
6. Visual Aids
 - Clarity of design
 - Visual appeal
 - Usefulness and appropriateness
7. Honors
 - Extended research on a current significant topic
 - Incorporation of multiple perspectives in group presentations
 - Incorporation of theories from classical rhetoric
 - Significant development of critical peer response

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture

- B. Critique
- C. Discussion
- D. Guest Speakers
- E. Individualized Instruction
- F. Observation and Demonstration

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

- A. Compose full-sentence outlines and/or speech plans.
- B. Prepare effective speech notes.
- C. Prepare written peer feedback.
- D. Prepare self-critique of presentation and/or written goals for improvement.

Reading Assignments:

- A. Study required text assignments.
- B. Research and gather supporting materials.
- C. Review sample speaking plans and outlines.

Other Outside Assignments:

- A. Conduct appropriate research and/or oral interviews.
- B. Rehearse and deliver at least four speeches, including informative and persuasive.
- C. Provide peer feedback
- D. Apply critical listening skills to media analysis.

To be Arranged Assignments (if applicable):

Not applicable

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance
- C. Class Work
- D. Exams/Tests
- E. Final Class Performance
- F. Final Performance
- G. Final Public Performance
- H. Group Projects
- I. Oral Presentation
- J. Papers
- K. Quizzes
- L. Research Projects
- M. At least four speech presentations will be required, including at least one informative and one persuasive. Topic selection, delivery, research, content development, use of visual aids, speech outlines/plans, and critiques of speeches will be evaluated according to the principles outlined in the text. Presentations will range from 3-7 minutes each, and must be delivered in front of a live audience. Written full-sentence speech outlines and/or speech plans. College-level research and properly cited published materials (MLA or APA) are required. Assignments such as quizzes, exams, essays, speech analyses, peer feedback, and self-evaluations may be assigned in order to assess student comprehension and mastery of class lectures, in-class group activities, readings, and homework.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Lucas, S. E.. *The Art of Public Speaking*, 11th ed. New York, NY: McGraw Hill, 2012
- B. O'Hair, D., Rubenstein, H. & Stewart, R. . *A Pocket Guide to Public Speaking*, 4th ed. Boston, MA: Bedford/St. Martin's, 2012
- C. Jaffe, C.. *Public Speaking: Concepts and Skills for a Diverse Society*, 7th ed. Belmont, CA: Thomsom/Wadsworth, 2013
- D. Bebee, S. A., & Bebee, S. B.. *Public Speaking Handbook*, 4th ed. Upper Saddle River, NJ: Pearson, 2013
- E. O'Hair, D., Stewart, R., & Rubenstein, H.. *A Speakers Guidebook*, 5th ed. Boston, MA: Bedford/St.

Martin's, 2012
F. Bebee, S. A., & Bebee, S. B.. *Public Speaking: An Audience-Centered Approach*, 8th ed. Boston, MA:
Pearson/Allyn & Bacon, 2012

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Course Originator: Jessica Kaven