

General Education Course Proposal

Proposed Course: Spch 003 Fundamentals Public Comm Units 3
Prefix No. Title

Department: Speech Communication School: Arts and Humanities

GE Category (Indicate one category only):

Foundation: A1 x; A2 ; A3 ; B4
Breadth: B1 ; B2 ; C1 ; C2 ; D ; E
Integration: B ; C ; D ; International/Multicultural

Existing Course xx; Revised Course ; New Course

Course Included in Current GE Program yes

New courses require the Undergraduate Course Proposal form in addition to this form.
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Theories of human communication and their function in contemporary public settings; experiences designed to enhance fundamental communication skills - research, organization, reasoning, listening, and problem solving - through a series of oral presentations. General Education CORE. (CAN SPCH 4)

Enrollment limit per section: 30

Expected number of sections per semester - Year 1 21; Year 3 22

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Robert A. Powell 2-19-98 Kim Morin 2-26-98
Department Chair Date School Curriculum Committee Date

Chad Jaine 2-25-98 Peter [unclear] 12/15/98
School Dean Date General Education Subcommittee Date

Brandt Kehoe 12/22/98
Associate Provost Date

1/14/98

FEB 27 1998

Attachment 2 Common Elements

Common objectives:

All sections of this course will have the following objectives:

1. Students will increase their skill in creating public messages for extemporaneous delivery in different contexts and situations.
2. Students will increase their ability to discover ideas, offer supporting evidence, organize the ideas, and use effective language.
3. Students will develop their critical listening skills.

Common content/ time:

All sections of this course will study the following items; those marked with a bullet are common to Speech 7 and Speech 8 as well. Each topic is the subject of at least one lecture and discussed throughout the semester, especially as it relates to the students' speeches:

1. The importance of public speaking
2. Public speaking in a diverse world
- 3. Public speaking and ethics
- 4. Critical listening
5. The speech communication process
6. Selecting topics and purposes
- 7. Analyzing audiences
8. Gathering materials
9. Supporting ideas
- 10. Organizing presentations
- 11. Outlining
12. Using language
- 13. Delivery
- 14. Using visual aids
15. Speaking to inform (theory and practice)
- 16. Speaking to persuade (theory and practice)

The attached syllabus gives some idea of how these items can be covered during the course of a semester. Note that most of these items are discussed during critiques of student speeches as well as in a lecture-discussion format.

Revised 7/10/98

Required Activities:

All Speech 3 students will make at least three oral presentations, turn in a full sentence outline with each speech, write at least one paper evaluating a public speech, take at least a midterm and final exam. In the course of the semester they will write at least 2000 words. Because of the nature of the course, attendance and participation will be closely monitored. A student must achieve a "C" for general education credit.

Representative texts:

The department coordinating committee will approve any text used in Speech 3, but the following seem appropriate:

Beebe, Steven. *Public Speaking: An Audience-Centered Approach*. 3rd ed. Allyn & Bacon, 1997.

Brydon, Steven and Michael Scott. *Between One and Many: The Art and Science of Public Speaking*. 2nd ed. Mayfield Publishing, 1996.

DeVito, Joseph. *Elements of Public Speaking*. 6th ed. Longman, 1996.

Gronbeck, Bruce and Kathleen German. *Principles of Speech Communication*. 13th ed. Addison-Wesley, 1997.

Gronbeck, Bruce and Ray McKerrow. *Principles and Types of Speech Communication*. 13th ed. Longman, 1996.

Kearney, Patricia and Timothy Plax. *Public Speaking in a Diverse Society*. Mayfield Publishing, 1997.

Lucas, Stephen. *The Art of Public Speaking*. 6th ed. McGraw-Hill, 1998.

O'Hair, Dan and Gustav Friedrich. *Competent Communication*. 2nd ed. St. Martin's Press, 1996

Rodman, George and Ronald Adler. *The New Public Speaker*. Harcourt Brace, 1997.

Verterber, Rudolph. *The Challenge of Effective Speaking*. 10th ed. Wadsworth, 1997.

Weaver, Richard L. II. *Essentials of Public Speaking*. Gorsuch Scarisbrick, 1996.

Attachment 3-Syllabus
Department of Speech Communication
Speech 3

Instructor: Dr. Hal W. Bochin

Phone: 278-2875

Office: Speech Arts 7

Office hours: T-Th 9-11 am; T-Th 2-3 pm; or by appointment

Text: Lucas, Stephen. *The Art of Public Speaking*, 6th edition

Purpose of the course: The aim of this course is to teach the basic principles and skills of public speaking. This involves understanding of and skill in the preparation, presentation, and evaluation of the common forms of public address.

- Objectives:**
1. Students will learn how to construct public messages for extemporaneous delivery in different contexts and situations.
 2. Students will practice discovering ideas, offering supporting evidence, organizing their materials, and using language effectively.
 3. Students will develop critical listening skills.

Course Requirements:

1. Each student will prepare and deliver at least four original speeches. A complete outline of each speech must be given to the instructor before the speech is given. The outline should contain an analysis of the audience and a bibliography of at least five sources.
2. Students are expected to speak on the day assigned. There will be no "Make-up" speeches. Excused absences will be handled individually.
3. Students are expected to attend class regularly. Listening to and evaluating the speeches of others is an important part of your training in public address. More six unexcused absences may result in an incomplete or worse.
4. Time limits on assigned speeches should be carefully observed to guarantee equal opportunity for all class members.
5. Both oral and written appraisals will be made of all student speeches.
6. This class has a writing requirement of 2000 words.
7. A grade of "C" is required to obtain general education credit.

Assignments:

First Speech

Speech to inform

5 minutes

Select a topic in which you have a serious interest and in which you believe the class may be interested. Visual aids are encouraged. Time the speech in advance

for you will be strictly limited to five minutes. The audience will be encouraged to ask you questions.

Second Speech **Speech to inform** **9 minutes**

Prepare a speech to teach through demonstration that involves some audience participation and/or performance (e.g. tennis or golf shots, a dance, a card trick, cooking a food item, etc.). Do a careful demonstration for your listeners to follow; check difficulties and give personal assistance where needed. You can use the entire audience or bring a few volunteers up to the front of the room, but there must be audience participation.

Third Speech **Speech to persuade** **5 minutes**

Select a significant problem and persuade us that it is in fact a significant problem. If you desire you may talk about the causes of the problem. You must present evidence that the problem is significant.

Fourth Speech **Speech to persuade** **5 minutes**

After reminding us of the problem for about 1 minute, you must offer a carefully supported solution to the problem you discussed in your third speech. Your solution must change the way things are done now. Persuade us that your solution should be adopted.

Written Assignment:

Written project (CR/NC) A speech critique 4 typed pages

Write an evaluation of a lecture given by one of your professors (other than this one). The paper is due on April 28, 1998. You must use the criteria we have discussed in class and justify your overall evaluation of the speech.

Grading:

First speech	050 points; outline	10 points
Second speech	100 points; outline	20 points
Third speech	100 points; outline	20 points
Fourth speech	150 points; outline	30 points
Midterm exam	150 points	
<u>Final Exam</u>	<u>150 points</u>	
Total	780 points possible	

Schedule of Assignments:

	<u>Date</u>	<u>Assignment</u>
1	1/27	Orientation
2	1/29	Introductions; Read: Chapter 1 "Speaking in Public"
3	2/3	Models of communication; Read: Chapter 2, "Ethics and Public Speaking"
4	2/5	Theories of rhetoric and criticism; Read: Chapter 3, "Listening"
5	2/10	Delivery; Read: Chapter 12 "Delivery"
6	2/12	Invention; Read: Chapters 4 & 5
7	2/17	Organization and Style; Read: Chapters 10 "Outlining"& 11 "Style"
8	2/19	Prepare for First Speech; Read: Chapter 14 "Speaking to Inform"
9-12	2/24-3/5	First speeches
13	3/10	MIDTERM EXAM; Prepare for Second Speech
14-18	3/12-3/26	Second speeches; Read: Chapter 13 "Using Visual Aids"
19	3/31	Persuasion; Read: Chapters 15 & 16 "Speaking to Persuade" and "Methods of Persuasion"
20-24	4/2-4/23	Third speeches and Spring Break; Read: Chapters 7 "Supporting Materials"
25-28	4/28-5/12	Fourth speeches; PAPER DUE (4/28)

The schedule and procedures above are subject to change in the event of extenuating circumstances.

Attachment 4 Costs

There are no special cost factors associated with this class.