

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	Basemeh Rihan	Date:	10/08/2020
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Department	Subject	Course Number	Title
Communication	Communication COMM	201	Advanced Public Speaking

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units	Total Units
3.00	3.00
Lecture Contact Hours	Total Contact Hours
48.00 - 54.00	48.00 - 54.00
Lecture Homework Hours	
96.00 - 108.00	

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

-none-

General Education Justification:

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Maximum Enrollment:	30
Maximum Enrollment Justification:	Course requires significant individualized instruction or assessment “ check all that apply: * Course requires 3 or more oral presentations by each student per semester. * Course relies on small group dynamics as a means of instruction or assessment. * Course requires that each student be evaluated individually on a set of skills more than twice per semester.

Justification: This course requires significant individualized instruction and assessment. This course requires 4 or more oral presentations by each student per semester. This course relies on small group dynamics and requires that each student be evaluated individually on a set of skills more than twice per semester.

Grading Method:

Letter Grade or P/NP

TOP code:

1506.00

Can be Taken

1

time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).

This course develops advanced principles and skills of public speaking including application of rhetorical theory, advanced research skills, in-depth audience analysis, and the art of clear, precise, and articulate delivery. In addition to fostering eloquence, consideration is paid to information competency, specific contexts of oratory and advanced critical analysis of public discourse.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).

This course develops advanced principles and skills of public speaking including rhetorical theory, research, audience analysis, and development of eloquence.

Need for the course:

Effective public speaking is a basic skill needed to develop a student’s self-confidence and success in and beyond college. The basic public speaking course goes only so far in developing oral presentation skills. Excellence in this area is often correlated with excellence professionally. It is important that MSJC has courses that go beyond the basics in pursuit of knowledge and skills that are of the highest caliber. Many students need advanced oral skills for various employment categories. Additionally, the forensics team will further cultivate a need for the refinement of oral skills. Lastly, this course is included in the following active awards: COMM - A.A.-T in Communication Studies and the IDS - Liberal Arts: Arts, Humanities & Communications Emphasis Associate in Arts.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details. (For further clarification, contact the Prerequisite Subcommittee)

- COMM 100 with a Grade of C or better.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Appraise the relationships among important elements of rhetorical theory, from ancient to contemporary, as evident in a particular piece of oratory.
2. Differentiate among various common types of public messages beyond the standard typology.
3. Select topics, goals, and strategies that are adapted to target unique audiences, situations, and the speaker’s background.
4. Collect, evaluate, and select information, examples, and expert opinion to illustrate and support points in various types of presentations.
5. Formulate strong and valid arguments to support assertions.
6. Examine the use of technology in oral presentations.
7. Deliver public messages extemporaneously, with a solid research foundation.
8. Select clear, vivid, and appropriate language to eloquently express meaning.
9. Develop clear persuasive strategies in an effort to motivate and convince.

Course Content:

(please number the outline of main topics and subtopics)

- Part I: Public Speaking.
1. The Evolving Art of Public Speaking.
- A. Rhetorical theory
- B. Aristotle
- C. Contemporary rhetorical theory
2. Building Confidence.
- A. Keys to the enhancement of eloquence
- B. Practical Skills
3. Listening.
- A. Listening for eloquence and articulation
- B. Evaluating oral argument
- C. Responding orally and nonverbally to a speaker
- D. Cultural influences on listening
- Part II: Developing and researching your speech.
4. Developing Your Purpose and Topic.
- A. Selecting topics and purposes for unique presentations
- B. Preliminary considerations (audience analysis, topic/purpose)
- C. Invention/Disposition/Style
- D. Presentation/Occasion types: Apathetic audience, epideictic presentation, after-dinner speech, promotional presentations, impromptu

- 5. Adapting to your audience.
 - A. Reaching your target audience
 - B. Using audience research data
 - C. Developing credibility with your audience
- 6. Researching your topic.
 - A. Finding research materials
 - B. Evaluating research materials
- 7. Supporting Your Ideas.
 - A. Definitions
 - B. Examples
 - C. Testimony
- 8. Organizing and Outlining Your Speech.
- 9. Beginning and Ending Your Speech.

Part III: Presenting yourself and your ideas.

- 10. Using Language Effectively.
 - A. Language fundamentals
 - B. Language and culture
 - C. Language and gender
- 11. Integrating Presentation Media.
 - A. Visual design
 - B. Visual and audio media
 - C. Review and analysis
- 12. Delivering Your Speech.
 - A. Delivery methods
 - B. Factors that influence the delivery
 - C. Voice and body during a speech

Part IV: Speaking situations.

- 13. Informative Speaking.
- 14. Persuasive Speaking.
- 15. Understanding Argument.
- 16. Special Occasion, Distance, and Group Speaking.

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
Integration: Lecture will focus on the objective of analyzing relationships among important elements of rhetorical theory, from the ancient to the contemporary. The emphasis of public speaking, along with advanced concepts on eloquence, perfecting delivery techniques and voice & diction etc. Lecture presentations are accessible and ADA compliant and available via CMS.
- **Method:** Discussion
Integration: Discussion with student groups with supporting visual materials introducing concepts and techniques throughout the course. Theory, cultural values, speech preparation and delivery methods with the objective of using technology in oral presentations.
- **Method:** Role Playing/Simulation
Integration: Small group activities with the objective of developing and applying rhetorical principles and skills which may involve role play. Students may select topics, goals, and strategies that are adapted to target unique

audiences, situations, and the speaker’s background.

- **Method:** Individual and Small Group Presentations
Integration: Presentations, with the objective of using appropriate language to effectively express meaning. Instructor evaluation and student feedback is provided. Students will deliver public messages extemporaneously, with a solid research foundation. This course requires a minimum of four graded presentations.
- **Method:** Projects
Integration: Preparation and speaking outlines of informative and persuasive presentations with the objective of informing and persuading. Students will collect, evaluate, and select information, examples, and expert opinion to illustrate and support points in various types of presentations. Additionally, they will formulate strong and valid arguments to support assertions. Outline assignments will be posted under assignments and submitted via CMS.
- **Method:** Critique
Integration: Videotaping of selected presentations for student analysis and evaluation. Critiques allow students to assess the role of language in eloquence and to identify effective persuasive strategies. Video presentations and media presentations are accessible and ADA compliant and available via CMS.
- **Method:** Lab Activities
Integration: Instructors may incorporate the Communication Studies Center into their teaching methodology. Two examples include 1) rehearsing & presenting oral presentations for self-evaluation or for review by CSC tutors or 2) viewing some of the varied media clips available for analysis of communication competency in a particular area. All media clips are accessible and must be ADA compliant and available via CMS.
- **Method:** Field Experience
Integration: Instructors have the option of requiring that students find and participate in a speaking situation outside of the classroom. This might include competing at the speech tournament, a presentation at a club meeting or some other comparable off campus venue. This will allow the student to differentiate among various common types of public messages.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Presentations
Integration: Detailed written evaluation of at least four substantial student presentations, focusing on the objective of selecting clear, vivid, and appropriate language to effectively express meaning. For example, word choice, topic, narrowing of focus, adapting to audience, development of argument, selection of verbal and visual content, use of reasoning, organization of points, and effectiveness of extemporaneous delivery. Evaluation rubric will be available for students in the assignments area, in CMS and the written evaluations provided by the instructor will be available in the grade book via CMS.
- **Method:** Papers
Integration: Full sentence outlines for persuasive and informative speeches are required with the objective of describing elements of rhetorical theory and concepts. Research is required. Paper and reports assignments will be posted under the assignments area in the CMS submitted via CMS. Grades and feedback provided by the instructor will be available in the grade book via CMS.
- **Method:** Exams/Tests
Integration: A combination of objective questions of important concepts and essay questions which show analysis and application of invention, organization, reasoning, and presentation skills. Grades and feedback provided by the instructor will be available in the grade book via CMS.
- **Method:** Quizzes
Integration: Periodic short objective tests of course-related concepts, with the objective of analyzing relationships among important elements of rhetorical theory, from the ancient to the contemporary, the communication process, cultural traditions and values, audience variables, articulate behavior, rhetorical theory, language selection, and elements of delivery, will be assessed according to textbook and instructor content. Grades and feedback provided by the instructor will be available in the grade book via CMS.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Sample major oral presentation: “Epideictic Speech: Prepare a 10-12-minute message which attempts to inspire. For the ancient Greeks, the epideictic (or “ceremonial”) oration was one of three major types of speeches significant in their culture. For them, it usually took place at funerals or on occasions when they honored a hero, thus it often dealt with the topics of praise or blame. When you think about it, special occasion speeches are still quite relevant in American culture. Most public occasions call for “remarks” by speakers-- graduations, funerals or memorials, toasts, “roasts,” presentation and acceptance of awards, celebrations of holidays, to name a few. You are to develop a “ special occasion speech” on one of the following specific types of occasions: Holiday, Memorial or Tribute.” This speech will be presented in class.
2. Sample informal paired presentation: “You are to create a product about something you assume most of us are apathetic about and promote it to the class. Your job is to establish a need for the project using logos, ethos, and pathos. The key to this assignment is the use of visual enhancements to the “selling” of the item. The speakers must demonstrate an ability to work well together, tag-teaming each other’s presentations. The time limit is 15 minutes.” This will be an in-class assignment.
3. Sample group discussion: “Articulate discussion: compare group experiences in educational influences upon articulate behavior. How does the current education system encourage/discourage articulate behavior? Brainstorm ways educators can improve articulate behavior.” These discussion prompts will be posted in the discussion area of Canvas or other CMS. Students will post an initial response and provide feedback to a minimum of two classmate’s posts within the week. Students will find feedback in the grade book section of Canvas or other CMS.

Textbooks:

- Coopman, S. J., Lull, J (2019). *Public Speaking: The Evolving 4th* Cengage. ISBN: 9781337107563
- Bowen, J (2019). *Public Speaking for Martial Artists: Beat your Public Speaking Fears*. Elite Publication. ISBN: 978-1694203922
- Loewenstein, J (2019). *Public Speaking: Speaking like a Professional* Loewenstein. ISBN: 978-109369996-8
- Oâ€™Hair,D., Rubenstein,H.,Stewart,R. (2019). *A Pocket Guide to Public Speaking,6th* Bedford/St. Martins. ISBN: : 9781319102784
- Acker, M (2019). *Speak with no fear* Steps to advance. ISBN: 978-1-7339800-0-5

Other Resources:

Minimum Qualification

- Communication Studies (Speech Communication) (Masters Required)