Butler Community College
Fine Arts and Communication Division
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Revised Fall 2009
Implemented Fall 2009

COURSE OUTLINE
Public Speaking

Course Description
SP 100. Public Speaking. 3 hours credit. This course will enable the student to communicate effectively in a variety of public speaking venues, utilizing nonverbal as well as verbal skills. The student will be able to critically assess information both on a verbal and research level. This course will enable the student to recognize the importance of self concept in oral communication, to interview effectively and to work in groups confidently. The learning outcomes and competencies detailed in this outline meet, or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as approved by the Kansas Board of Regents (Transfers as COM1010).

Course Relevance
Documented year after year as the number one skill sought by employers for hiring, retention, and promotion, oral communication skills are critical for success in life.

Required Materials
For complete material(s) information, refer to: https://bookstore.butlercc.edu

Learning Outcomes
The intention is for the student to be able to:
1. Communicate confidently, credibly, and articulately in a public speaking environment
2. Communicate confidently, credibly, and articulately in group situations.
3. Communicate confidently, credibly, and articulately in interview and other job related situations.

Learning PACT Skills that will be developed and documented in this course
Through involvement in this course, the student will develop ability in the following PACT skill area(s):

Communication Skills
1. Creation and delivery of messages
   • Through a variety of assessment tasks, impromptu and extemporaneous speaking assignments, the student will analyze his/her speaking strengths and weaknesses in order to demonstrate effective communication skills in the persuasive speaking assignment. The student will demonstrate their knowledge of standard English wording, phrasing, spelling, punctuation and grammar. The student will utilize appropriate organizational strategies, fulfill their speech goal and demonstrate an effective and appropriate visual
Analytical Thinking Skills
1. Critical thinking
   - Through a variety of assessment tasks, the student will demonstrate his/her ability to identify the topic to be analyzed, choose an appropriate organizational pattern, demonstrate sound research skills, draw logical conclusions, support conclusions with evidence and reason and apply relevant principles and concepts to the chosen topic.

Personal Development Skills
1. Personal management
   - Through a variety of assessment tasks, the student will identify the nature and depth of their specific speech apprehension, take personal responsibility for addressing the apprehension and utilize available opportunities to improve his/her anxiety.

Major Summative Assessment Task(s)
These learning outcome(s) and the Learning PACT skill(s) will be demonstrated by:
1. Completion of a persuasive speaking assignment which demonstrates application of Monroe’s Motivated Sequence and mastery of advanced technological support though visual aids. The speaker will deliver a 5-8 minute presentation using a minimum of 5 credible sources (including at least 1 interview). The speech will be extemporaneous in nature, utilizing appropriate presentation skills learned throughout the course.

Course Content
I. Skills or Competencies – Actions that are essential to achieve the course outcomes:
   A. Outlining
   B. Research
   C. Internet use
   D. Listening skills
   E. Organization/planning
   F. Working in groups
   G. Impromptu speaking
   H. Extemporaneous speaking
   I. Interviewing skills
II. Themes – Key recurring concepts that run throughout this course:
   A. Communication model
   B. Rhetorical theory
   C. Reflective thinking
III. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
   A. Evaluation of sources
   B. Effective delivery
   C. Biased vs unbiased sources
   D. Responsibilities of a public speaker
E. Informative vs persuasive strategies  
F. Speech anxiety  
IV. Concepts – Key concepts that must be understood to address the issues:  
   A. Critical thinking  
   B. Rhetoric and argument  
   C. Critical listening  
   D. Semantics  
   E. Poise and confidence  
   F. Diction  
   G. Monroe’s Motivated Sequence  

Learning Units  
I. Speaking with Confidence  
II. Previewing the Audience-Centered Speechmaking Process  
III. Speaking Freely and Ethically  
IV. Listening to Speeches  
V. Analyzing Your Audience  
VI. Developing Your Speech  
VII. Gathering Supporting Material  
VIII. Using Supporting Material  
IX. Organizing Your Speech  
X. Introducing and Concluding Your Speech  
XI. Outlining and Editing Your Speech  
XII. Using Words Well: Speaker Language and Style  
XIII. Delivering Your Speech  
XIV. Using Presentation Aids  
XV. Speaking to Inform  
XVI. Understanding Principles of Persuasive Speaking  
XVII. Using Persuasive strategies
XVIII. Speaking for Special Occasions and Purpose

XIX. Speaking in Small groups

XX. Interviews

Learning Activities
Classroom: Learning activities will engage the student in the whole process of communication, from self-analysis, to research, listening, presentation and analysis of others. Lectures, discussion, worksheets, small group projects, research assignments, quizzes, and presentations should adequately prepare the student to complete the assessment task(s).

Online: Independent study of online materials augmented by text and other materials as required by the instructor, study guide, collaboration and participation with class members and instructor via the internet. Faculty role is one of facilitator to the learning experiences. The student will be required to meet face to face in a classroom setting five times throughout the semester to give their respective speeches and participate in their group project.

Grade Determination
The student will be graded on assessment tasks, research papers, tests, daily work, class participation, out-of-class assignments, outlines, public speeches, group work, and other methods of evaluation at the discretion of the instructor.