

Course Outline of Record

Los Medanos College 2700 East Leland Road Pittsburg CA 94565 (925) 439-2181

Course Title: **Speech Communication** Subject Area/Course Number: **SPCH-110**

New Course OR Existing Course

Instructor(s)/Author(s): Shiela M. Rodolfo

Subject Area/Course No.: **SPCH-110** Units: **3**
Course Name/Title: **Speech Communication**
Discipline(s): **Communication Studies**

Pre-Requisite(s): **None**
Co-Requisite(s): **None**

Advisories: **Eligibility for ENGL-100**

Catalog Description: This course covers the fundamentals of public speaking with an emphasis on: selection and research of subjects; organization and support of ideas; and development and delivery of various forms of speeches.

Schedule Description: Develop skills toward being a more effective public speaker and a critical listener. Learn to be clear, focused, direct, and interesting in a variety of context. This is an introduction to basic concepts and principles of public speaking, including methods of obtaining and organizing material for clarity of thought and development of both imaginative and discursive modes of verbal and nonverbal expression.

Hours/Mode of Instruction: Lecture 54 Lab 18 Composition _____ Activity _____ Total Hours 72
(Total for course)

Credit	<input checked="" type="checkbox"/> Credit Degree Applicable (DA)	Grading	<input type="checkbox"/> Pass/No Pass (P/NP)	Repeatability	<input checked="" type="checkbox"/> 0
	<input type="checkbox"/> Credit Non-Degree (NDA)		<input checked="" type="checkbox"/> Letter (LR)		<input type="checkbox"/> 1
	(If Non-Credit desired, contact Dean.)		<input type="checkbox"/> Student Choice (SC)		<input type="checkbox"/> 2
					<input type="checkbox"/> 3

Please apply for:

LMC General Education Requirement and/or Competency & Graduation Requirement(s):

(Please list the proposed area(s) this course meets, or indicate "none") Communication/Critical Thinking

Transfer to: CSU UC IGETC LDTP Course is Baccalaureate Level: Yes No

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Signatures:

Department Chair _____ Date _____
Librarian _____ Date _____
Dean/Sr. Dean _____ Date _____
Curriculum Committee Chair _____ Date _____
President/Designee _____ Date _____
CCCCD Approval Date (Board or Chancellor's Office) _____ Date _____

For Curriculum Committee Use only:

STAND ALONE COURSE: **YES** **NO**

FOR OFFICE OF INSTRUCTION ONLY. DO NOT WRITE IN THE SECTION BELOW.

Begin in Semester _____	Catalog year 20____/20____	Class Max: _____
Dept. Code/Name: _____	T.O.P.s Code: _____	Crossover course 1/ 2: _____
ESL Class: Yes / No _____	DSPS Class: Yes / No _____	Coop Work Exp: Yes / No _____
Class Code	SAM Code	Remediation Level
<input type="checkbox"/> A Liberal Arts & Sciences	<input type="checkbox"/> A Apprenticeship	<input type="checkbox"/> B Basic Skills
<input type="checkbox"/> B Developmental Preparatory	<input type="checkbox"/> B Advanced Occupational	<input type="checkbox"/> NBS Not Basic Skills
<input type="checkbox"/> C Adult/Secondary Basic Education	<input type="checkbox"/> C Clearly Occupational	
<input type="checkbox"/> D Personal Development/Survival	<input type="checkbox"/> D Possibly Occupational	
<input type="checkbox"/> E For Substantially Handicapped	<input type="checkbox"/> E* Non-Occupational	
<input type="checkbox"/> F Parenting/Family Support	<input type="checkbox"/> F Transfer, Non-Occupational	
<input type="checkbox"/> G Community/Civic Development	*Additional criteria needed	
<input type="checkbox"/> H General and Cultural	<input type="checkbox"/> 1 One level below transfer	
<input type="checkbox"/> I Career/Technical Education	<input type="checkbox"/> 2 Two levels below transfer	
<input type="checkbox"/> J Workforce Preparation Enhanced	<input type="checkbox"/> 3 Three levels below transfer	
<input type="checkbox"/> K Other non-credit enhanced		
<input type="checkbox"/> Not eligible for enhanced		

Course approved by Curriculum Committee as Baccalaureate Level: Yes / No

LMC GE or Competency Requirement Approved by the Curriculum Committee: _____

Distribution: Original: Office of Instruction
Copies: Admissions Office, Department Chairperson
Rev 09-17-2008

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Institutional Student Learning Outcomes

- General Education SLOs (Recommended by GE Committee)**
At the completion of the LMC general education program, a student will:
1. Read critically and communicate effectively as a writer and speaker.
 2. Understand connections among disciplines and apply interdisciplinary approaches to problem solving.
 3. Think critically and creatively
 4. Consider the ethical implications inherent in knowledge, decision-making and action.
 5. Possess a worldview informed by diverse social, multicultural and global perspectives.
- Occupational Education SLOs (Recommended by Occupational Education Committee)**
At the completion of the LMC occupational certificate or degree, a student will:
1. Be academically prepared to **obtain an entry-level or a mid-level position** in their industry.
 2. Apply **critical thinking** to research, evaluate, analyze and synthesize information.
 3. Demonstrate strong **communication skills** (written and/or oral) and **interpersonal skills** (customer service and team work).
 4. Appropriately apply **industry materials and technology**.
 5. Demonstrate the skills and knowledge necessary to take and pass **certification exams** for career **advancement** in their industry.
- Developmental Education SLOs (Recommended by Developmental Education Committee)**
At the completion of the LMC Developmental Education Program, a student will:
1. Demonstrate the skills necessary for the first transfer level courses in English and Math or for the English and Math competencies for the Certificate of Achievement.
 2. Think critically to construct meaning and solve problems.
 3. Read with comprehension.
 4. Communicate effectively both in writing and orally.
 5. Demonstrate the characteristics, habits, and attitudes of an effective learner.
- Student Services SLOs**
1. LMC students will demonstrate proficiency in the use of college on-line services.
 2. LMC students will demonstrate proficiency in self-advocacy.
- Library and Learning Support Services SLOs**
LMC students utilizing various Library and Learning Support Services will:
1. Access and effectively utilize available campus Library and Learning Support Services.
 2. Apply knowledge learned and competencies gained from using Library and Learning Support Services to academic coursework and assignments.
 3. Demonstrate information competency skills needed to meet the research demands of academic course work and life long learning.
- None of the Above**

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Program-Level Student Learning Outcomes (PSLOs)

Speech is a part of the GE program.

1. Read critically and communicate effectively as a writer and speaker. Use critical thinking skills to research, organize, and develop a speech that is clear, focused, direct and interesting. (GESLO 1)
2. Utilize active listening and critical thinking skills by writing critiques of formal and informal communication exchanges. (GESLO 1)
3. Demonstrate an interdisciplinary approach to problem solving by synthesizing textual resources, source documents, and interdisciplinary research in small groups. (GESLO 2)
4. Use critical thinking and creativity in developing criteria to make group sessions work and in researching a societal issue. Use introspection as a mode of inquiry for self-analysis. (GESLO 1, 3)
5. Evaluate elements in persuasive speaking and ethics inherent in evaluating persuasive messages. (GESLO 4)
6. Be aware of diversity in critical perspective. Gain exposure to the role that culture, race, age, gender etc. play in communication outcomes. (GESLO 5)

Course-Level Student Learning Outcomes (CSLOs):

At the end of the course students will be able to:

1. Integrate creative and critical thinking strategies to help identify and overcome barriers to effective communication. [GESLO# 1, 3, 5]
2. Read critically and analyze public speaking concepts, and theories, and recognize the role and importance of public speaking discourse in contemporary multicultural society. [GESLO# 1]
3. Apply critical thinking for researching, organizing, writing, and presenting individual and group information for formal speeches. [GESLO# 1, 2, 3, 4, 5]
4. Use critical and creative thinking to evaluate speeches for content, organization, argument, evidence, delivery and identify the ethical, political, cultural, social and psychological implications. [GESLO# 2, 3, 4, 5]

ASSESSMENTS:

CSLO 1: Critical Thinking Writing Assignment (GESLO# 1, 3, 5)

To demonstrate and increase self-awareness and gain confidence in presenting speeches to a diverse audience, students will critically analyze internal dialogue that lead to negative thought and behavioral outcomes through three critical thinking short writing assignments. Their work will be assessed by the following criteria:

- a. Demonstrate the ability to challenge personal assumptions and recognize how these assumptions are barriers to self-confidence.
- b. Identify, justify, and evaluate how one's cultural and social background plays a significant role in their communication style.
- c. Accept responsibility for their communication behavior.
- d. Effective use of language and writing style.
- e. Use and understanding of concepts from course textbook, other reading assignments, and lectures to support claim.

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Grading Rubric for Critical Thinking Essays	Advanced	Developing	Emerging	Score
FOCUSED (# of pts.)	Paper has a clearly stated thesis. The problem is identified. Thesis appropriate for audience and purpose.	Paper adequately fulfills its purpose. Has identifiable thesis (too broad or too narrow), and identifies problem.	Paper may have a recognized central idea, but is largely unfocused, making the argument ineffective. A problem was not identified.	
ORGANIZATION (# of pts.)	Structure and paragraphs reflect a clear, logical and smooth development of thesis. Each paragraph has a clear topic sentence that is relevant to the thesis. Paper uses transitions appropriately.	Paper has a recognizable organization structure although there may be some weak transitions or occasional unclear topic sentence that nevertheless does not significantly interfere with understanding.	Organization attempted, but poorly done. Paragraphs lack sufficient coherence and/or unity. Paragraphs often go off topic.	
DEVELOPMENT – answering all required questions (# of pts.)	Each paragraph contains sufficient specific examples, details and illustrations answering all questions. Paper provides evidences which logically support claims. Paragraph shows step by step reasoning. Conclusion ties together ideas and provides closure. Paragraph and/or summary used effectively.	Paper provides adequate development of its thesis. Supported topic sentences through specific examples and elaboration although support may be minimal. Paper provides evidences which logically support claims, but may display some awkwardness in incorporation that does not significantly impair point. There may be a slip in reasoning, but overall flow expresses logical thinking. Conclusion provides a sense of closure. Paraphrase and/or summary used effectively.	Attempt made to support thesis, but was largely unsuccessful. Paragraphs display an abundance of vague or non-specific support and/or faulty reasoning. May show difficulty with summary.	
PROOFREADING/ SYNTACTICAL (# of pts.)	Paper has five or less errors per page that do not severely impede understanding. Writer varies sentence structure, combines sentences and uses strong word choices.	Paper contains proofreading errors and awkward sentence but they rarely impede understanding. Sentences may be choppy. However, most sentences are sound and generally acceptable.	Paper contains too many errors, both major and minor, in sentence structure, grammar, punctuation, and spelling. Grammar errors may affect the clarity of the essay.	
TASK COMPREHENSION (# of pts.)	All required elements of assignment (introduction, support paragraphs, conclusion) are effectively developed. Paper integrates 4 sources and uses APA format with bibliography page. Is sufficient in length and depth. Shows comprehension of chosen research topic.	All required elements of assignment (introduction, support paragraphs, conclusion) are effectively developed although some elements may be more developed than others. May show some difficulty in integration of sources that does not severely compromise argument. Is sufficient in length.	Paper may be too brief, off topic, plagiarized, or otherwise non-adherent to the assignment requirements. Good faith effort may be evident, but skills displayed are not sufficient for passing grade. May show lack of comprehension of chosen research topic.	

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		<p>and depth. May contain errors in APA format (sources not identified in text, or format is incorrect). Shows comprehension of chosen research topic.</p>		
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Sample critical thinking writing assignment question #1:

Practical Communication Practice on Cognitive Modification – Identify your fears regarding public speaking. Identify the belief that may be the fuel feeding the behavior in question. Identify the underlying assumptions feeding the belief. Identify the assumptions that are faulty-problematic. Identify the “pay-off” by being in this dynamic. Identify your behavioral tendency and the kind of reaction you’ll be inviting by your action. Identify the negative consequences (ripple effect) of continuing in this dynamic. Identify other options, ways of thinking and behaving that will create effective outcomes. Identify who and what you could be without the problem dynamic.

Sample critical thinking writing assignment # 2:

Identify an experience in which your attempt to communicate was a failure. Use the classification of sources of noise given in the text to label the type of interference you encountered. Identify how your cultural and/or social background played a role in this communication dynamic. Why did this happen? What, if any, could you have done to correct the interference problem?

CSLO 2: Exams (GESLO# 1)

To recall and identify speech communication theories and concepts, students will complete three exams.

Sample questions:

In-class, close-book true-false question:

1. The greatest advantage of groups is that they often get the job done faster than individuals working alone.
 - A. True
 - B. False

In-class, close-book multiple choice question:

1. The textbook’s example of the *Challenger* disaster, where flawed decision-making strategies accepted the safety of the o-rings, is an example of _____ at its worst.
 - A. Groupthink
 - B. The Pollyanna-Nietzsche Effect
 - C. Risky Shift Phenomenon

CSLO 3: Individual Presentation (GESLO# 1, 3, 4, 5)

To demonstrate, analyze, and construct formal speeches, students will present four to six speeches: Self-Introduction Speech (Bag Exercise or Epiphany), Informative, Persuasive, Impromptu, Speaking for Special Occasions/Purposes (Eulogy, Introduce a Speaker, Acceptance Speech, Speech to Entertain, or Speech to Air Grievance), and Team Presentation. Work will be assessed by the following criteria:

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Grading Rubric for Individual Speeches	Advanced	Developing	Emerging	Score
ORGANIZATION	<ul style="list-style-type: none"> *Ideas are clearly organized, developed, and supported. *The thesis is clear and concise. *The introduction stimulate the attention of the audience using one of the methods: illustration, startling facts or statistics, quotation, humor, action or rhetorical question, personal reference. *Main points are clear and organized effectively. *Excellent transition from one point to next. *The conclusion summarizes main points and relates back to introduction. (If the purpose is to persuade, there is clear action step identified and an overt call to action.) 	<ul style="list-style-type: none"> *Main idea is evident, but organizational structure may need to be strengthened. *Thesis statement is not clearly stated. The introduction may not be well developed. *Main points are not clear. *Supporting points may lack in development. *Transitions are awkward. *Conclusion may need additional development. *Audience may have difficulty with presentation because the sequence is cluttered and unclear. 	<ul style="list-style-type: none"> *Ideas may not be focused or developed. *The thesis statement is not clearly stated. *No attention getter to grab audience. *No overview of main points. *Transitions needed. *Conclusion does not tie to introduction. *Audience has difficulty grasping information because there is no sequence. 	
TOPIC KNOWLEDGE	<ul style="list-style-type: none"> *Student has clear grasp of information. *Citations are cited and credentialed. *Supporting material is original, logical, and relevant. *Evidence free of fallacies and inconsistencies. *Explain cultural, social, global, political, psychological, moral & ethical implication of topic. 	<ul style="list-style-type: none"> *Student has partial grasp of the information. *Some sources cited and credentialed. *Citations are correct and appropriate. *Few generalized, inaccurate, illogical evidence provided. 	<ul style="list-style-type: none"> *Student does not have grasp of information. *Few, if any sources cited and credentialed. *Citations are incorrect. *Generalized, inaccurate, illogical evidence provided. 	
LANGUAGE Use and DELIVERY	<ul style="list-style-type: none"> *Language is familiar to the audience, appropriate for the context, free of bias, language choice vivid and precise. *Student was able to effectively keep audience engaged. *Eye contact showed audience they are important to speaker. *Student was at ease using effective movements and hand gestures. *Illustrated passion and commitment via vocal delivery. *Repetition for comprehension. 	<ul style="list-style-type: none"> *Language is respectful or inoffensive, language is appropriate but word choices are not particularly vivid or precise. *Student is able to keep audience engaged most of the time. *Some eye contact made with the audience. *Hand gestures and movements attempted. *Some vocal variety infused during vocal delivery. 	<ul style="list-style-type: none"> *Language is limited: include slang or jargon. *Questionable or inappropriate language for context, too biased or unclear. *Student is not able to adapt and keep audience engaged. *No eye made to audience. *Apparent uneasiness during presentation via lack of hand gestures and body movement. *No passion illustrated via vocal variety. 	

Sample Topics:

Speech to Persuade

A persuasive speech is to alter, modify, or reinforce an audience members' attitude, opinion, values, or behavior. Using one of the organizational patterns for persuasive speeches (problem-solution pattern, problem-cause-solution, or Monroe's motivated sequence), prepare a 4-6 minute speech on an issue you have researched. Be sure to infuse the components of a persuasive message (ethos, pathos, and logos).

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European Americans prefer facts as evidence. However, for some cultures, facts are not acceptable evidence. Some questions to think about when constructing your argument: What is the relevancy of this topic to my audience? What are possible cultural, social, psychological and ethical implications that might hinder audience acceptance of the claim? What other factors should I be aware of that might be a barrier to the argument?

Speaking for Special Occasions/Purposes (Eulogy, Introduce a Speaker, or Acceptance Speech)

At one point during your lifetime, you will be asked to speak on an occasion. The purpose of this speech is to prepare a 3-5 minute speech for one of the following occasions: eulogy, introduce a speaker, or an acceptance speech.

CSLO 3 and 4: Team Presentation (GESLO# 2, 3, 4, 5)

Utilizing the cooperation model of instruction, students will select a topic in the area of communication. Students will assess, analyze, assemble research materials and present in class for grade. Group work will be assessed by the following criteria:

- Work effectively with diverse group members: able to identify problems within group, discuss and analyze possible solutions to the problem at hand.
- Work with group members to create interdependent climate that illustrate true collaboration, negotiation, and effective decision making strategies.
- Effective use of reasoning process to illustrate urgency to act, and cause and effect dynamic.
- Clear analysis of core issues lending to problem and the losses incur are clear.
- Logical arrangement of content fits purpose.
- Assertions are developed and supported.
- Transitions and connections between main ideas using various strategies.
- Create clear relevancy to class and society.
- Animated, energetic, use of vocal delivery to convey extemporaneous mode of delivery.
- Utilize visual aid to help clarify content.
- Content synthesize (using credible & reliable sources), analyze, and assess the problem, discuss possible solutions, and explain the cultural, social, global, political, psychological, and ethical implications for the chosen topic.

Sample:

Group Presentation

The purpose of the group project is to teach, inspire, motivate, and empower the class by showing us "how to" empower the self & others on a given issue dealing with human communication problems and strategies for effective outcomes. This project should identify, synthesize (using credible & reliable sources), analyze, and assess the problem, discuss possible solutions to the problem, and explain the cultural, social, global, political, psychological, and ethical implications for the chosen topic.

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Grading Rubric for Team Presentation	Advanced	Developing	Emerging	Score
ORGANIZATION	<ul style="list-style-type: none"> *Ideas are clearly organized, developed, and supported. *The thesis is clear and concise. *The introduction stimulates the attention of the audience using one of the methods: illustration, startling facts or statistics, quotation, humor, action or rhetorical question, personal reference. *Sets up the problem. *Main points are clear and organized effectively. *Excellent transition from one point to next. *The conclusion summarizes main points and relates back to introduction. 	<ul style="list-style-type: none"> *Main idea is evident, but organizational structure may need to be strengthened. *Thesis statement is not clearly stated. The introduction may not be well developed or does not clearly set up the problem. *Main points are not clear. *Supporting points may lack in development. *Transitions are awkward. *Conclusion may need additional development. *Audience may have difficulty with presentation because the sequence is cluttered and unclear. 	<ul style="list-style-type: none"> *Ideas may not be focused or developed. *The thesis statement is not clearly stated. *No attention getter to grab audience. *Does not set up the problem. *No overview of main points. *Transitions needed. *Conclusion does not tie to introduction. *Audience has difficulty grasping information because there is no sequence. 	
TOPIC KNOWLEDGE	<ul style="list-style-type: none"> *Student has clear grasp of information. *Citations are cited and credentialed. *Supporting material is original, logical, and relevant. *Evidence free of fallacies and inconsistencies. *Clear analysis of core issues leading to the problem. *Losses we incur are clear. *Strategies for personal empowerment were clear and developed. *Understand the cultural, social, global, political, psychological, moral & ethical implication of topic. 	<ul style="list-style-type: none"> *Student has partial grasp of the information. *Some sources cited and credentialed. *Citations are correct and appropriate. *Few generalized, inaccurate, illogical evidence provided. *Few analysis given to the core issues leading to the problem. *Some discussion of losses incur are mentioned. *Strategies for personal empowerment mentioned with little development. 	<ul style="list-style-type: none"> *Student does not have grasp of information. *Few, if any sources cited and credentialed. *Citations are incorrect. *Generalized, inaccurate, illogical evidence provided. *Little to no analysis given to the core issues leading to the problem. *Little to no discussion of losses incur. *Little to no mention of strategies for personal empowerment. 	
LANGUAGE Use and DELIVERY	<ul style="list-style-type: none"> *Language is familiar to the audience, appropriate for the context, free of bias, language choice vivid and precise. *Student was able to effectively keep audience engaged. *Eye contact showed audience they are important to speaker. *Student was at ease using effective movements and hand gestures. *Illustrated passion and commitment via vocal delivery. *Repetition for comprehension. 	<ul style="list-style-type: none"> *Language is respectful or inoffensive, language is appropriate but word choices are not particularly vivid or precise. *Student is able to keep audience engaged most of the time. *Some eye contact made with the audience. *Hand gestures and movements attempted. *Some vocal variety infused during vocal delivery. 	<ul style="list-style-type: none"> *Language is limited: include slang or jargon. *Questionable or inappropriate language for context, too biased or unclear. *Student is not able to adapt and keep audience engaged. *No eye made to audience. *Apparent uneasiness during presentation via lack of hand gestures and body movement. *No passion illustrated via vocal variety. 	

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CSLO 4: Essay Critiques for Presentations (GESLO# 2, 3, 4, 5)

To demonstrate knowledge of critical thinking and reasoning via listening and evaluating speeches, students will evaluate three in-class presentations and one out-of-class written presentation. Written critiques will be assessed by the following criteria:

Sample:

Individual Speech to Inform Critique Essay:

Directions: Answer each of the following questions. Provide complete and thoughtful answers based on premises of Critical Thinking.

1. To what extent did the speaker's opening device, including the use of delivery, grab your attention? How can the device be improved? Was the thesis statement clear? Did the speaker clearly preview the main points of the speech?
2. What were the main points of the speech? Did the speaker consistently use clear transitions to set up each main point?
3. Did the speaker provide enough detailed information for each of the main points to support their statements? What was the most interesting information? What was the least interesting information? What was confusing about the information?
4. To what extent was the closing device, including the speaker's delivery, presented effectively? How could the closing device be improved? Did the closing device avoid an abrupt ending and provide a note of "finality"?
5. Did the speaker consistently integrate complete source citations into the speech? What were some of the sources? Were the sources appropriate? Were the citations complete?
6. What ethical, political, cultural, social and psychological implications can you identify related to the topic and content of the speech?
7. How effective was the speaker's delivery? Provide specific comments concerning the speaker's use of vocal variety, eye-contact, dependence on notes, posture, and control of fidget behaviors.
8. How could the speaker have been more effective with regard to selecting, designing and presenting the visual aids, if used?
9. Assuming that the speaker presented this speech again, what are two specific areas of improvement you would like to see?

Individual Speech to Persuade Critique Essay:

Directions: Answer each of the following questions. Provide complete and thoughtful answers based on premises of Critical Thinking.

1. To what extent did the speaker's opening device, including the use of delivery, grab your attention? How could the opening device be improved? Did the speaker clearly preview the main points of the speech?
2. How persuasive was the evidence and reasoning used in the speech? What evidence was most compelling in persuading you about the speaker's position on the topic? The least compelling? Do you believe the speaker followed Critical Thinking concepts in designing the speeches content?

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3. How effectively did the speaker establish his/her credibility during the speech? How effective was the speaker at citing sources? Were the sources credible? What else should have been done by the speaker to bolster his/her credibility?
4. How effectively did the speaker involve you emotionally in the topic? What types of emotional appeals (pathos) were used in the speech? What else should have been done by the speaker to involve you emotionally in the topic?
5. How effective was the speaker's vocal delivery? Did the speaker's voice keep your attention and make you want to listen to the speech? Did the speaker use vocal variety? Did the speaker control vocalized pauses?
6. What ethical, political, cultural, social and psychological implications can you identify related to the topic and content of the speech?
7. How effective was the speaker's eye-contact? Was the speaker too dependent on the outline? Did it appear that the speaker knew the material and devoted sufficient time to practicing the speech?
8. How effectively did the speaker control his/her posture? Did the speaker stand straight and avoid distracting body movements? Did the speaker avoid fidget behaviors? Did the speaker integrate movement away from the lectern into the speech?
9. Overall, how successful was the speech? Were you persuaded? What are two specific areas of improvement you can suggest for the speaker?

Method of Evaluation/Grading:

CSLO 1 = 10%

CSLO 2 = 10%

CSLO 3 = 60%

CSLO 4 = 20%

Possible Grading Structure:

Writing Assignments – 10%

Essay Critiques – 10%

Individual Presentations – 50%

Final Group Presentations – 20%

Exams – 10%

A - Level student work

CSLO 1: Integrate creative and critical thinking strategies to help identify and overcome barriers to effective communication. [GESLO #1, 3, 5]

A - level student work is characterized by: adhering to the guidelines for written work at the advanced level (see rubric); analyzing how his/her own personal assumptions were formed and accurately identify multiple reasonable strategies about how he/she can overcome the barriers to public speaking confidence.

C - level student work is characterized by: adhering to the guidelines for written work at the emerging level (see rubric); describing how his/her own personal assumptions were formed and accurately identify at least one reasonable strategy about how he/she can overcome the barriers to public speaking confidence.

CSLO 2: Read critically and analyze public speaking concepts and theories, and recognize the role and importance of public speaking discourse in contemporary multicultural society. [GESLO# 1]

A - level student work is characterized by: describing public speaking theories and its application both in verbal and nonverbal context through written and oral work; and accurately answering questions on exams about components of public speaking and its impact in a multicultural society at 90% or above.

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C - level student work is characterized by: describing public speaking theories and its application both in verbal and nonverbal context through written and oral work; and accurately answering questions on exams about components of public speaking and its impact in a multicultural society at 70-79% .

CSLO 3: Apply critical thinking for researching, organizing, writing, and presenting individual and group information for formal speeches. [GESLO# 1, 2, 3, 4, 5]

A - level student work is characterized by: advanced skills (see rubric) for presenting individual speeches including excellent speech organization, knowledge of content, use of language for the specific audience, evidence is free of fallacies and inconsistencies, and engaging the audience through use of verbal and nonverbal delivery; advanced skills (see rubric) for group presentation including a clear analysis of issues, insightful discussion of ethical implications, infusion of multi-cultural perspective, assertions are developed and supported, and use appropriate language and smooth delivery.

C – level student work is characterized by: emerging skills (see rubric) for presenting individual speeches including adequate speech organization, knowledge of content, use of language for the specific audience, most evidence is free of fallacies and inconsistencies, and engaging the audience most of the time through use of verbal and nonverbal delivery; emerging skills (see rubric) for group presentation including adequate analysis of issues, general discussion of ethical implications, partial infusion of multi-cultural perspective, assertions are partially developed and supported, and use appropriate language and choppy delivery.

CSLO 4: Use critical and creative thinking to evaluate speeches for content, organization, argument, evidence, delivery and identify the ethical, political, cultural, social and psychological implications. [GESLO# 2, 3, 4, 5]

A - level student work is characterized by: critiques that identify at least three ethical and/or political and/or cultural and/or social and/or psychological implications related to the speech topic presented; include an insightful analysis of organization, arguments, evidence, and delivery with useful suggestions for improvement.

C - level student work is characterized by: critiques that identify at least one ethical and/or political and/or cultural and/or social and/or psychological implications related to the speech topic presented; include an adequate analysis of organization, arguments, evidence, and delivery with one useful suggestion for improvement.

Course Content:

1. Introduction to Public Speaking

- Why study public speaking?
 - The communication process
 - Public speaking and diversity
- Speaking with Confidence
 - Why do people fear public speaking?
 - Build your confidence
- Importance of audience-centered approach
 - Consider your audience
 - Select and narrow your topic
 - Determine your purpose
 - Develop your central idea
 - Generate main ideas
- Individual Speech #1 – Bag Exercise
- Speaking Freely and Ethically
 - Ethics, Free Speech, and Speaking-Listening Ethically

2. Analyzing Audience & Preparing a Speech to Inform

- Listening to speeches
 - Preventing information overload

Course Outline of Record

Los Medanos College

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Pittsburg CA 94565

(925) 439-2181

Course Title: Speech Communication

Subject Area/Course Number: SPCH-110

- Minimize environmental distractions
- Become a critical listener and thinker
 - Overcome receiver apprehension
 - Increasing skills in accurately interpreting nonverbal messages
- Analyzing and evaluating your audience and other speeches
 - Becoming an audience-centered speaker
 - Analyzing your audience before you speak
 - Adapting to diverse listeners
 - Adapting your message to different types of audiences
 - How to analyze an effective speech
- Modes of delivery
 - Techniques for effective eye contact
 - Effective gestures
 - Characteristics of a good vocal delivery
 - Adapting your delivery to a diverse audience
- Visual aid
- Individual Speech #2 - Informative

3. Preparing a Speech to Persuade

- Select and narrow your topic
 - Brainstorm for a topic
- Determine your purpose and central idea
 - Generate preview and main ideas
- Ethos, Pathos, and Logos
 - Establishing credibility
 - Use of psychological appeal
 - Logical argument
- Gathering supporting materials
 - Orientation to Library Resources
- Selecting the best supporting materials
 - Analogies, statistics, opinions, illustrations, definitions
- Individual Speech #3 – Persuade

4. Working in Groups and Preparing for Group Presentation

- Planning a group presentation
 - Topic selection
 - Gathering, analyzing, evaluating, and synthesizing data
- Individual Speech #4 – Special Occasion/Purpose
- Working in small groups
 - Small group communication
 - Establishing norms
 - Solving problems in groups
 - Committing to work with group members
- Infusing creativity into group presentation
 - Visual aids
 - Other forms of delivery and creativity

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Instructional Methods:

- Lecture
- Lab
- Activity
- Problem-based Learning/Case Studies
- Collaborative Learning/Peer Review
- Demonstration/Modeling
- Role-Playing
- Discussion
- Computer Assisted Instruction
- Other (explain) _____

Textbooks:

Beebe, Steven A., and Beebe, Susan J. (2008). Public Speaking: An audience centered approach (7th edition). Allyn & Bacon, Boston: MA.

Beebe, Steven A., & Beebe. Susan, J. (2010). Public Speaking Handbook (3rd edition). Allyn & Bacon, Boston: MA.

Coopman, Stephen, & Lull, James (2008). Public Speaking, the Evolving Art: Group speaking edition. Wadsworth Publishing, Florence: KY.