

**EASTERN ARIZONA COLLEGE**  
**Public Speaking**  
**Course Design**  
**2013-2014**

**Course Information**

**Division** Communicative Arts  
**Course Number** SPC 201  
**Title** Public Speaking  
**Credits** 3  
**Developed by** Gayle Houser  
**Lecture/Lab Ratio** 3 Lecture/0 Lab

**Transfer Status**

| ASU                                      | NAU   | UA       |
|--|---|----------|
| COM 225, Literacy & Critical Inquiry (L) | CST 111 also satisfies: Social and Political Worlds [SPW] | COMM 119 |

**Activity Course** No  
**CIP Code** 23.1304  
**Assessment Mode** Pre/Post Test (25 Questions/50 Points)  
**Semester Taught** Fall and Spring  
**GE Category** Humanities  
**Separate Lab** No  
**Awareness Course** No  
**Intensive Writing Course** No

**Prerequisites**

ENG 101 with a grade of "C" or higher

**Educational Value**

Transfer students, communications majors, or any student wishing to improve his or her skill in public speaking

1. To assist the student in learning the different types of speeches and methods of delivery.
2. To assist the student in learning the elements of any speech.
3. To assist student in learning and improving delivery skills.
4. To assist the student in involving the audience and recognizing its role.
5. To assist the student in writing an effective speech.
6. To help the student recognize the value of public speaking, and the development of effective communication skills in his or her life.

## **Description**

Study and practice of effective, audience-centered public speaking. Includes methodology of written and spoken communication. Students generate a minimum of 2,500 words including revisions throughout the semester. Identical to COM 201.

## **Supplies**

Small camcorder DVD (Negative or Positive RW)

## **Competencies and Performance Standards**

### **1. Tell a retold story.**

#### **Learning objectives**

*What you will learn as you master the competency:*

- a. Follow the steps of learning a story.
- b. Follow the steps of effectively practicing telling a story.
- c. Follow the steps of effectively telling a story to an audience.

#### **Performance Standards**

*Competence will be demonstrated:*

- o learner will perform retold story before a classroom of peers
- o learner will tell story in own words
- o learner fulfills criteria with a score of 5 or 4 on a scale of 1 to 5 with 5 being high and 1 being low, as shown on the evaluation form used for storytelling

*Criteria - Performance will be satisfactory when:*

- o learner goes over the words of the story numerous times, until learner can tell story in own words without having memorized the original wording
- o learner practices gestures, movement, voice variation, while speaking the words of the story until learner creates the world of the story in his/her own mind.
- o learner varies voice to suggest characters, moves to suggest action and characters, has high energy, speaks clearly and loudly enough to be heard, makes eye contact with audience, gestures, expresses emotion in face, adapts story to work for audience.

### **2. Deliver impromptu speech.**

#### **Learning objectives**

*What you will learn as you master the competency:*

- a. Create a brief speaking outline on a subject.
- b. Adjust delivery to hold audience's attention.
- c. Adjust delivery to fit within an assigned time frame.
- d. Speak effectively with only a moment's notice.

#### **Performance Standards**

*Competence will be demonstrated:*

- o Speaker must give speech before a classroom of peers.
- o Speaker will only have an approved speaking outline from which to deliver the speech.
- o When learner scores 5 or 4 on the evaluation form of the impromptu speech, for each of the criteria listed.

*Criteria - Performance will be satisfactory when:*

- learner uses audible and crisp words throughout speech
- learner varies pitch, rate, and volume to show emotion, attitude, meaning throughout speech
- learner moves purposefully often during speech
- learner often gestures to help add expression to what he/she is saying
- learner maintains eye contact with audience through most of speech
- learner uses face in conjunction with voice and body to show meaning and emotion through most of speech
- learner keeps energy high throughout speech
- learner clearly creates feeling of closure, by saying "in conclusion" or some other phrase
- learner gives a memorable close that helps audience remember the speech

**3. Write a manuscript for an informative speech that has all the elements of a speech, and is audience focused.**

***Learning objectives***

*What you will learn as you master the competency:*

- a. Recognize the connection between spoken and written communication.
- b. Show knowledge of all the elements that should exist within a speech.
- c. Show an understanding of how the elements within a speech work.
- d. Display the ability to effectively use words.
- e. Display the ability to clearly express yourself.
- f. Write a speech that is clearly informative and not persuasive.
- g. Show awareness of an effective introduction.
- h. Show awareness of an effective conclusion.
- i. Provide proof that your speech will be audience centered.

***Performance Standards***

*Competence will be demonstrated:*

- When learner scores 75% or higher on 2nd draft of manuscript
- When both first and second drafts of informative speech manuscript are turned in on the agreed upon time.
- When first and second drafts of informative speech manuscript are turned in completed.

*Criteria - Performance will be satisfactory when:*

- learner will write a first draft of an informative speech manuscript, consisting of 1000 to 1250 words
- learner will make needed corrections and resubmit as the second draft
- learner must use correct grammar
- learner must use correct punctuation
- learner must use style in writing both copies of the informative speech manuscript, (i.e. figures of speech that create visual images and make content clear)
- learner must use correct spelling
- learner must use all elements of the informative speech, and correctly identify them

**4. Write a manuscript for a persuasive speech that has all the elements of a question of policy, and is audience focused.**

***Learning objectives***

*What you will learn as you master the competency:*

- a. Provide proof that your speech will be audience centered.
- b. Show awareness of an effective conclusion.
- c. Show awareness of an effective introduction.
- d. Write a speech that is clearly persuasive question of policy.
- e. Display the ability to clearly express yourself.
- f. Display the ability to effectively use words.
- g. Show an understanding of how the elements within a speech work.
- h. Show knowledge of all the elements that should exist within a speech.
- i. Recognize the connection between spoken and written communication.

***Performance Standards***

*Competence will be demonstrated:*

- o When learner scores 75% or higher on 2nd draft of manuscript
- o When both first and second drafts of persuasive speech manuscript are turned in on the agreed upon time.
- o When first and second drafts of persuasive speech manuscript are complete.

*Criteria - Performance will be satisfactory when:*

- o learner must use 'Monroe's Motivated Sequence' as the organizational pattern for the major points in the body of the speech
- o learner must correctly write out sources in manuscript, as if they are to be read to the audience
- o learner will after instructor evaluation of first draft of persuasive speech manuscript make needed corrections and resubmit as the second draft of persuasive speech manuscript
- o learner will write a first draft of an persuasive speech manuscript, consisting of 1500 to 1750 words
- o learner must use correct grammar.
- o learner must use correct punctuation.
- o learner must use style in writing both copies of the persuasive speech manuscript, (i.e. figures of speech that create visual images and make content clear).
- o learner must use correct spelling.
- o learner must use all elements of the persuasive question of policy speech correctly.
- o learner must properly, and correctly, identify all of the elements of the persuasive question of policy speech.
- o learner must attach a three source (minimum) Work Cited page to both copies of the manuscript.
- o learner must do Work Cited page in MLA style.

**5. Deliver an informative speech that is exposition, explanation, demonstration, definition or any combination of these.**

**Learning objectives**

*What you will learn as you master the competency:*

- a. Show audience centeredness.
- b. Speak with confidence.
- c. Speak from notes (i.e. brief speaking outline).

**Performance Standards**

*Competence will be demonstrated:*

- o When learner scores a 5 or 4 on each of the items on the informative speech critique form.
- o When learner focuses on audience understanding.
- o When learner gives speech before a classroom of peers.
- o When learner gives speech from an approved speaking outline.

*Criteria - Performance will be satisfactory when:*

- o learner will present a good introduction, by creating audience attention and interest, motivating audience to want to listen, previewing main points
- o learner will verify good organization of body of speech with major points, having a clear goal and staying on track, using an appropriate organizational pattern that is clear
- o learner will construct academic content with appropriate and understandable data and reasoning to support main points, by providing credible sources, by clearly citing sources
- o learner will present speech in a conversational style, by speaking extemporaneously
- o learner will assist audience in understanding speech by using style, (i.e. wording and phrasing that helps to create visual images in the audience's mind)
- o learner will restate main points, say "in conclusion", and leave audience with a close that is memorable

**6. Deliver a persuasive speech/question of policy.**

**Learning objectives**

*What you will learn as you master the competency:*

- a. Change attitude of audience so that they will carry out specific behavior in an effort to solve a specific problem.
- b. Reinforce current behavior, in an effort to get audience to evaluate position, and actions in solving a problem, so that they will continue with current behavior.
- c. Utilize Monroes' Motivated Sequence to effectively move an audience to action in solving a problem.
- d. Be aware of the methods of motivating others.
- e. Develop style in word usage by using figures of speech.
- f. Develop code of behavior that will help the audience establish trust in you.
- g. Be aware of the value of verbally citing sources in the delivery of the speech.

**Performance Standards**

*Competence will be demonstrated:*

- o When learner scores a 5 or 4 on each of the items on the persuasive speech critique form.

- When learner focuses on audience understanding.
- When learner gives speech before a classroom of peers.
- When learner gives speech from an approved speaking outline.

*Criteria - Performance will be satisfactory when:*

- learner will give a proper introduction
- learner will reveal organization of body of speech, by effectively using transitions
- learner will provide effective and understandable content
- learner will use three different figures of speech
- learner will deliver speech extemporaneously
- learner will speak loudly, clearly enough to be heard, as well as vary pitch, rate, and volume for understanding
- learner will energetically move, gesture and use correct posture
- learner will keep eye contact with audience when speaking
- learner will use face and voice to assist body in communicating emotions
- learner will stay energetic throughout speech
- learner will give speech from proper speaking outline
- learner will present an effective conclusion
- learner when have successfully moved the audience to take some type of action to solve the problem

## **7. Create a speaking outline from which the informative speech can be delivered.**

### ***Learning objectives***

*What you will learn as you master the competency:*

- a. Create outline from content of the manuscript
- b. Practice from speaking outline so speaker can stay audience centered.

### ***Performance Standards***

*Competence will be demonstrated:*

- When outline is handed to instructor after being used to give speech, and checked for proper and consistent symbol usage / a score of 75% or better is earned.
- When words are counted and found to be eight or less per alpha/numeric symbol.
- When each element of the speech is identified correctly to the left of the alpha/numeric symbol it is next to/or in the case of transitions to the left of the transitions (these are not listed with an alpha/numeric symbol).

*Criteria - Performance will be satisfactory when:*

- learner will create a speaking outline from manuscript
- learner will use proper outline format, with correct and consistent use of alpha/numeric symbols
- learner will have no more than eight words per alpha/numeric symbol to aid in remembering speech
- learner will identify each element of the speech to the left of the alpha/numeric symbol of said element

**8. Create a speaking outline from which the persuasive speech can be delivered.**

***Learning objectives***

*What you will learn as you master the competency:*

- a. Create speaking outline of the manuscript.
- b. Practice persuasive speech from speaking outline so speaker can stay audience centered.

***Performance Standards***

*Competence will be demonstrated:*

- o When each element of the speech is identified correctly to the left of the alpha/numeric symbol or in the case of transitions to the left of the transitions (these are not listed with an alpha/numeric symbol)
- o When words are eight or less per alpha/numeric symbol.
- o When outline is handed to instructor after being used to give speech, and checked for proper and consistent symbol usage/ a score of 75% or better is earned.

*Criteria - Performance will be satisfactory when:*

- o learner creates a speaking outline from manuscript
- o learner will use proper outline format, with correct and consistent use of alpha/numeric symbols
- o learner will have no more than eight words per alpha/numeric symbol to aid in remembering speech
- o learner will identify each element of the speech to the left of the alpha/numeric symbol of said element

**9. Survey an audience to gain useable information that will assist the speaker in tailoring the speech to fit the audience.**

***Learning objectives***

*What you will learn as you master the competency:*

- a. Acquire knowledge of your audience.
- b. Adapt speech in written and spoken form to audience based on survey information acquired.

***Performance Standards***

*Competence will be demonstrated:*

- o learner will do this twice once for the informative speech and once for the persuasive speech
- o learner makes one copy of questionnaire for each audience member to fill out
- o learner clears questions with instructor before making copies for the class
- o learner makes direct reference to the information gained from survey in written manuscript and delivery of speech
- o learner turns in copy of the audience survey, having summarized the answers under each question

*Criteria - Performance will be satisfactory when:*

- o learner creates a questionnaire that seeks audience information valuable to learner's speech
- o learner assimilates information into written manuscript and speech delivery
- o learner summarizes information gained

**10. Evaluate his/her own speaking effectiveness, and that of peers, and determine why they were, or were not successful.**

**Learning objectives**

*What you will learn as you master the competency:*

- a. Ascertain what must be done to improve speech and delivery of same, from the point of view of a speaker, and as an audience member.

**Performance Standards**

*Competence will be demonstrated:*

- o When learner views speeches from video, given by self
- o When learner fills out an evaluation form for each speech given by self.
- o When learner views speeches of peers live.
- o When learner fills out an evaluation form for each speech given by peer.
- o When learner turns evaluation forms in to instructor and receives a score of 75% or higher.

*Criteria - Performance will be satisfactory when:*

- o learner evaluates self from video of speeches
- o learner evaluates peers by attending their speeches

**11. Answer questions related to public speaking based on *A Speakers Guidebook, Text and Reference*, and the instructor's lectures.**

**Learning objectives**

*What you will learn as you master the competency:*

- a. Express understanding of class text.
- b. Express understanding of instructor's teaching of course content.

**Performance Standards**

*Competence will be demonstrated:*

- o When learner scores 75% or higher on written tests.

*Criteria - Performance will be satisfactory when:*

- o learner takes written tests dealing with chapters in current text, and instructor's lectures
- o learner takes written tests on dates they are scheduled

**12. Answer question on post-test written exam.**

**Learning objectives**

*What you will learn as you master the competency:*

- a. Demonstrate understanding of text and class lectures.

**Performance Standards**

*Competence will be demonstrated:*

- o When learner takes test during finals and scores 75% or higher.

*Criteria - Performance will be satisfactory when:*

- o learner will take written final exam
- o learner scores higher on this post-test than on the pre-test

### 13. Deliver speech and create speaking outline as spoken part of post-test.

#### **Learning objectives**

*What you will learn as you master the competency:*

- a. Incorporate all that has been learned this semester concerning content, organization, and delivery of a speech.
- b. Demonstrate a continued understanding of the speaking outline in the delivery of a speech.
- c. Write a correct speaking outline, identifying all its elements.

#### **Performance Standards**

*Competence will be demonstrated:*

- o When learner grabs and holds the audience's attention, motivates them to listen to entire speech, and previews content of speech (receives a 5 or 4 on each of these items).
- o When learner uses transitions effectively, identifies major points, uses minor points that support major points (receives a 5 or 4 on each of these items).
- o When learner summarizes or repeats major points, and gives an effective memorable close that leaves the audience remembering the speech (receives a 5 or 4 on each of these items).
- o When learner uses concrete, simple, clear language in presenting the speech (receives a 5 or 4 on each of these items).
- o When learner delivers speech with good articulation, and variety in pitch, rate, and volume, as well as being heard throughout the entire speech (receives a 5 or 4 on each of these items).
- o When learner is energetic and committed to speech goal (receives 5 or 4 on each of these items).
- o When learner gestures and moves with intent throughout much of the speech (receives a 5 or 4 on each of these items).
- o When learner receives a 67 to an 89 out of 89 points possible.

*Criteria - Performance will be satisfactory when:*

- o learner has effective introduction, body, and conclusion to the speech
- o learner delivers speech clearly with energy, and commitment
- o learner hands in an appropriate speaking outline, with identifiers for each element of the speech

#### **Types of Instruction**

Lectures and class and small group discussion

Student presentation of speeches

Instructor written evaluations of student speeches

Written work of students corrected by instructor

Student self and peer evaluations

#### **Grading Information**

##### **Grading Rationale**

Grades are determined through instructor's observation and evaluation of speech deliveries, written work, and tests.

As relates to written work, the students have a prerequisite of ENG 101. With this in mind the students

should have a handle on the basics of writing, and as such be able to adjust from writing essays to writing speeches.

The tests are based on class lecture/discussion and the current textbook.

***Grading Scale***

|   |              |
|---|--------------|
| A | 90% to 100%  |
| B | 80% to 89%   |
| C | 70% to 79%   |
| D | 60% to 69%   |
| F | 59% or below |