Q2S Enhancing Pedagogy

2019

Oral Communication Course Guidelines (semesters)

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Department of Communication Studies

Requirements for COMM 120

Oral Communication

Submitted 2019
Course Requirements

Four required speeches are as follows:

1. Informative (must be research-based)
2. Persuasive (must be research-based)
3. Flexible (choices are below)
4. Flexible (choices are below)
   A. Introductory Speech
   B. Celebratory Speech
      1. Award
      2. Eulogy
      3. Roast
      4. Toast
      5. Tribute
   C. Cultural Artifact Speech
   D. Demonstration Speech
   E. Narrative Speech
   F. Group Speech

Weight of the above 4 required speeches:

1. Persuasive speech is graded the heaviest of all speeches.
2. Informative speech is the second heaviest graded speech.
3. Two flexible speeches are weighted less than the informative speech.

Sequencing options for graded speeches:

<table>
<thead>
<tr>
<th>Option One</th>
<th>Option Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Flexible speech</td>
<td>1. Flexible speech</td>
</tr>
<tr>
<td>2. Flexible speech</td>
<td>2. Informative speech</td>
</tr>
<tr>
<td>3. Informative speech</td>
<td>3. Persuasive speech</td>
</tr>
<tr>
<td>4. Persuasive speech</td>
<td>4. Flexible speech</td>
</tr>
</tbody>
</table>

Speeches:

Must account for a minimum of 50% of the course grade.

Exam(s):

Must account for 20% of the course grade.
Required Course Topics

- Communication Process *
- Listening *
- Communication Apprehension *
- Audience Analysis *
- Ethics*
- Introductions and Conclusions
- Organization
- Outlining
- Delivery
- Informative Speaking
- Speaker Credibility
- Researching a topic
- Supporting materials and citing sources
- Visual Aids
- Language
- Monroe’s Motivated Sequence and other persuasive methods
- Ethos, Pathos, Logos
- Western rhetorical tradition in public speaking

* These topics must be covered in the first four weeks of the term.
Course Objectives

Students will be able to:

1. Identify the roles of oral communication in Western culture and cross-cultural public speaking settings.

2. Apply the basic theoretical and rhetorical elements and processes of oral communication, particularly audience analysis and adaptation.

3. Select, critically think, reason ethically and logically in their use of supporting materials for informative and persuasive speaking.

4. Organize and compose various types of original speeches.

5. Use effective verbal and nonverbal techniques of extemporaneous delivery.

6. Present effective informative and persuasive speeches.

7. Actively listen to the speeches of others.

8. Reduce their level of communication apprehension and develop self-confidence in public communication settings.

9. Constructively evaluate speakers and identify various aspects of effective public speaking.
Course Developmental Skills

By the end of the term, each student should achieve the following developmental skills:

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>ORGANIZATION</th>
<th>DELIVERY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• orally cites sources</td>
<td>• introduce topic clearly</td>
<td>• use effective pitch, volume, tone of voice,</td>
</tr>
<tr>
<td>• speak ethically</td>
<td>• demonstrate clear organization of main points</td>
<td>rate, etc.</td>
</tr>
<tr>
<td>• use inclusive language</td>
<td>• prepare audience for closure (e.g. signal</td>
<td>• speak extemporaneously</td>
</tr>
<tr>
<td>• incorporate effective visual aids</td>
<td>conclusion)</td>
<td>• use effective verbal and nonverbal</td>
</tr>
<tr>
<td>• use a variety of supporting materials</td>
<td>• use clear transitions</td>
<td>techniques</td>
</tr>
<tr>
<td>(e.g. books, scholarly journals, magazines,</td>
<td>• use organizational patterns according to context</td>
<td>• demonstrate self-confidence</td>
</tr>
<tr>
<td>newspapers, etc.)</td>
<td>• spend equal time on main points</td>
<td>• prepare and effectively use a</td>
</tr>
<tr>
<td>• adapt message to audience</td>
<td>• meet time requirement</td>
<td>speech outline</td>
</tr>
<tr>
<td>• use logic and reasoning</td>
<td></td>
<td></td>
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<tr>
<td>• provide adequate explanation for each</td>
<td></td>
<td></td>
</tr>
<tr>
<td>main point</td>
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