

**NEOSHO COUNTY COMMUNITY COLLEGE
MASTER COURSE SYLLABUS**

COURSE IDENTIFICATION

Course Code/Number: COMM 207

Course Title: Fundamentals of Speech

KRSN: COM1010- Public Speaking
(Kansas Regents Shared Number)

Please visit the Kansas Board of Regents website for more information.

Division: Applied Science (AS) X Liberal Arts (LA) Workforce Development (WD)
 Health Care (HC) Lifetime Learning (LL) Nursing Developmental

Credit Hour(s): 3

Effective Date: Fall 2015

Assessment Goal Per Outcome: 70%

COURSE DESCRIPTION

This is a basic course designed to prepare students to communicate effectively in both private and public speaking situations. Emphasis is given to fundamental of communication as well as composition, organization, and delivery of speech presentations.

MINIMUM REQUIREMENTS/PREREQUISITES AND/OR COREQUISITES

None

TEXTS

The official list of textbooks and materials for this course is found on *myNeosho*.

<http://www.neosho.edu/ProspectiveStudents/Registration/CourseSyllabi.aspx>

GENERAL EDUCATION OUTCOMES

1. Practice Responsible Citizenship through:
 - identifying rights and responsibilities of citizenship,
 - identifying how human values and perceptions affect and are affected by social diversity,
 - identifying and interpreting artistic expression.
2. Live a healthy lifestyle (physical, intellectual, social) through:
 - listing factors associated with a healthy lifestyle and lifetime fitness,
 - identifying the importance of lifetime learning,
 - demonstrating self-discipline, respect for others, and the ability to work collaboratively as a team.
3. Communicate effectively through:
 - developing effective written communication skills,
 - developing effective oral communication and listening skills.
4. Think analytically through:
 - utilizing quantitative information in problem solving,
 - utilizing the principles of systematic inquiry,
 - utilizing various information resources including technology for research and data collection.

COURSE OUTCOMES/COMPETENCIES (as Required)

The learning outcomes and competencies detailed in this course outline or syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups project for this course as approved by the Kansas Board of Regents.

At the end of this course, a student should be able to do the following:

Core Outcomes (Outcomes one through five were developed as part of the Kansas Core Outcomes Project and are included as adopted. *Outcome six was added by NCCC faculty.):

1. The competent speaker must complete a minimum of four speeches that include a written assignment, peer review and requires increasingly rigorous research and must be delivered in front of a live synchronous audience. (Faculty are asked to consider, when evaluating student speakers, that an audience should include five appropriate persons).
2. The competent speaker must be able to compose a message and provide ideas and information suitable to the topic, purpose, and audience.
3. The competent speaker must also be able to transmit the message by using delivery skills suitable to the topic, purpose, and audience.
4. The competent listener must be able to demonstrate literal comprehension.
5. The competent listener must be able to demonstrate critical comprehension.
6. *The competent student will be able to demonstrate an ability to communicate effectively and in small groups.

Minimum Course Content

The above topics must be included in this course. Additional topics may also be included.

Suggested Competencies for Outcomes Provided by the Kansas Core Outcomes Group

SPEAKING COMPETENCIES (Quianthy, 1990): Speaking is the process of transmitting ideas and information orally in a variety of situations. Effective oral communication involves generating messages and delivering them with attention to vocal variety, articulation, and nonverbal signals.

- I. **The competent speaker must complete a minimum of four speeches that include a written assignment, peer review and requires increasingly rigorous research and must be delivered in front of a live synchronous audience.**
 - A. Faculty are asked to consider, when evaluating student speakers, that an audience should include five appropriate persons.

- II. **The competent speaker must be able to compose a message and provide ideas and information suitable to the topic, purpose, and audience.**
 - A. Faculty are asked to consider, when evaluating student speakers, that the competent speaker should be able to demonstrate skills included below.
 1. **Determine the Purpose of Oral Discourse**
 - a. Identify the various purposes for discourse.
 - b. Identify the similarities and differences among various purposes.
 - c. Understand that different contexts require differing purposes.
 - d. Generate a specific purpose relevant to the context when given a general purpose.

 2. **Choose a Topic and Restrict It According to the Purpose and the Audience**
 - a. Identify a subject that is relevant to the speaker's role, knowledge, concerns, and interests.
 - b. Narrow the topic adapting it to the purpose and time constraints for communicating.
 - c. Adapt the treatment of the topic to the context for communication.

 3. **Fulfill the Purpose of Oral Discourse**
 - a. Formulate a thesis statement.
 1. Use a thesis as a planning tool.
 2. Summarize the central message in a manner consistent with the purpose.
 - b. Provide adequate support material.
 1. Demonstrate awareness of available types of support.
 2. Locate appropriate support materials.
 3. Select appropriate support based on the topic, audience, setting, and purpose.
 - c. Select a suitable organizational pattern.
 1. Demonstrate awareness of alternative organizational patterns.

2. Demonstrate understanding of the functions of organizational pattern, including the following:
 - i. Clarification of information.
 - ii. Facilitation of listener comprehension.
 - iii. Change of attitude.
 - iv. Relational interaction.
 - v. Selection of organizational patterns that are appropriate to the topic, audience, context, and purpose.
- d. Demonstrate careful choice of words.
 1. Demonstrate understanding of the power of language.
 2. Select words that are appropriate to the topic, audience, purpose, context, and speaker.
 3. Use word choice in order to express ideas clearly, to create and maintain interest, and to enhance the speaker's credibility.
 4. Select words that avoid sexism, racism, and other forms of prejudice.
- e. Provide effective transitions.
 1. Demonstrate understanding of the types and functions of transitions.
 2. Use transitions to accomplish the following:
 - i. Establish connectedness.
 - ii. Signal movement from one idea to another.
 - iii. Clarify relationships among ideas.

III. The competent speaker must also be able to transmit the message by using delivery skills suitable to the topic, purpose, and audience.

A. Faculty are asked to remember, when evaluating student speakers, that the competent speaker should be able to demonstrate abilities included below.

1. Employ Vocal Variety in Rate, Pitch, and Intensity

- a. Use vocal variety to heighten and maintain interest.
- b. Use a rate that is suitable to the message, occasion, and receiver.
- c. Use pitch (within the speaker's optimum range) to clarify and to emphasize.
- d. Use intensity appropriate for the message and audible to the audience.

2. Articulate Clearly

- a. Demonstrate knowledge of the sounds of the American English language.
- b. Use the sounds of the American English language.

3. Employ Language Appropriate to the Designated Audience

- a. Employ language that enhances the speaker's credibility, promotes the purpose, and the
- b. receiver's understanding.
- c. Demonstrate that the use of technical vocabularies, slang, idiomatic language, and regionalisms may facilitate understanding when communicating with others

who share meanings for those terms, but can hinder can hinder understanding in those situations where meanings are not shared.

- d. Use standard pronunciation.
- e. Use standard grammar.
- f. Use language at the appropriate level of abstraction or generality.
- g. Use a conversational mode through self-presentation and response to feedback.

4. Demonstrate Nonverbal Behavior that Supports the Verbal Message

- a. Use appropriate paralanguage (extra verbal elements of voice such as emphasis, pause, tone, etc.) that achieves congruence and enhances the verbal intent.
- b. Use appropriate elements of kinesics (posture, gesture, and facial expression) that achieve
- c. congruence and enhance the verbal intent.
- d. Use appropriate elements of proxemics (interpersonal distance and spatial arrangement) that achieve congruence and enhance the verbal intent.
- e. Use appropriate clothing and ornamentation that achieve congruence and enhance the verbal intent.
- f. Select and use an appropriate presentational aid to enhance audience understanding and increase impact of spoken message.

LISTENING COMPETENCIES: Listening is the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. People listen in order to comprehend information, critique and evaluate a message, show empathy for the feelings expressed by others, or appreciate a performance. Effective listening includes both literal and critical comprehension of ideas and information transmitted in oral language.

IV. The competent listener must be able to demonstrate literal comprehension.

- A. Faculty evaluating student listening are asked to consider that the competent listener should be able to exhibit the abilities included below.

1. Recognize Main Ideas

- a. Distinguish ideas fundamental to the thesis from material that supports those ideas.
- b. Identify transitional, organizational, and nonverbal cues that direct the listener to the main
- c. ideas.
- d. Identify the main ideas in structured and unstructured discourse.

2. Identify Supporting Details

- a. Identify supporting details in spoken messages.
- b. Distinguish between those ideas that support the main ideas and those that do not.
- c. Determine whether the number of supporting details adequately develops each main idea.

3. Recognize Explicit Relationships among Ideas

- a. Demonstrate an understanding of the types of organizational or logical relationships.
- b. Identify transitions that suggest relationships.
- c. Determine whether the asserted relationship exists.

4. Recall Basic Ideas and Details

- a. Determine the goal for listening.
- b. State the basic cognitive and affective contents, after listening.

V. The competent listener must be able to demonstrate critical comprehension.

A. Faculty evaluating student listeners are asked to consider that the competent listener should be able to exhibit abilities included below.

1. Attend with an Open Mind

- a. Demonstrate an awareness of personal, ideological, and emotional biases.
- b. Demonstrate awareness that each person has a unique perspective.
- c. Demonstrate awareness that one's knowledge, experience, and emotions affect listening.
- d. Use verbal and nonverbal behaviors that demonstrate willingness to listen to messages when
- e. variables such as setting, speaker, or topic may not be conducive to listening.

2. Perceive the Speaker's Purpose and Organization of Ideas and Information

- a. Identify the speaker's purpose.
- b. Identify the organization of the speaker's ideas and information.

3. Discriminate Between Statements of Fact and Statements of Opinion

- a. Distinguish between assertions that are verifiable and those that are not.

4. Distinguish Between Emotional and Logical Arguments

- a. Demonstrate an understanding that arguments have both emotional and logical dimensions.
- b. Identify the logical characteristics of an argument.
- c. Identify the emotional characteristics of an argument.
- d. Whether the argument is predominantly emotional or logical.

5. Detect Bias and Prejudice

- a. Identify instances of bias and prejudice in a spoken message.
- b. Specify how bias and prejudice may affect the impact of a spoken message.

6. Recognize the Speaker's Attitude

- a. Identify the direction, intensity, and salience of the speaker's attitude as reflected by the verbal messages.
- b. Identify the direction, intensity, and salience of the speaker's attitude as reflected by the nonverbal messages.

7. Synthesize and Evaluate by Drawing Logical Inferences and Conclusions

- a. Draw relationships between prior knowledge and the information provided by the speaker.
- b. Demonstrate an understanding of the nature of inference.
- c. Identify the types of verbal and nonverbal information.
- d. Draw valid inferences from the information.
- e. Identify the information as evidence to support views.
- f. Assess the acceptability of evidence.
- g. Identify patterns of reasoning and judge the validity of arguments
- h. Analyze the information and inferences in order to draw conclusions.

8. Recall the Implications and Arguments

- a. Identify the arguments used to justify the speaker's position.
- b. State both the overt and implied arguments.
- c. Specify the implications of these arguments for the speaker, audience, and society at large.

9. Recognize Discrepancies between the Speaker's Verbal and Nonverbal Messages

- a. Identify when the nonverbal signals contradict the verbal message.
- b. Identify when the nonverbal signals understate or exaggerate the verbal message.
- c. Identify when the nonverbal message is irrelevant to the verbal message.

10. Employ Active Listening Techniques When Appropriate

- a. Identify the cognitive and affective dimensions of a message.
- b. Demonstrate comprehension by formulating questions that clarify or qualify the speaker's content and affective intent.
- c. Demonstrate comprehension by paraphrasing the speaker's message.

Suggested Competencies for Outcomes Six Provided by NCCC Faculty

VI. The student will be able to demonstrate an ability to effectively communicate interpersonally and in small groups.

- A. Identify obstacles to effective interpersonal communication and ways to overcome them.
- B. Describe the function of leaders and participants in group discussions.

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

INSTRUCTIONAL METHODS

For specific instructional methods see the syllabus supplement on the syllabus page for this class on myNeosho.

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

A = 90–100% B = 80–89% C = 70–79% D = 60–69% F = 0–59%

For specific instructional methods see the syllabus supplement on the syllabus page for this class on *myNeosho*.

ASSESSMENT OF STUDENT GAIN

The purpose of assessing student learning at Neosho County Community College is to ensure the educational purposes of the institution are met and appropriate changes are made in program development and classroom instruction to allow for student success. The instructor(s) of this course will determine the methods of assessment most appropriate and complete an assessment report at the end of the course.

Attendance Policy

Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

Unless students are participating in a school activity or are excused by the instructor, they are expected to attend class. If a student's absences exceed one-hundred (100) minutes per credit hour for the course or, in the case of on-line or other non-traditional courses, the student is inactive for one-eighth of the total course duration, the instructor has the right, but is not required, to withdraw a student from the course. Once the student has been dropped for excessive absences, the registrar's office will send a letter to the student, stating that he or she has been dropped. A student may petition the chief academic officer for reinstatement by submitting a letter stating valid reasons for the absences within one week of the registrar's notification. If the student is reinstated into the class, the instructor and the registrar will be notified.

ACADEMIC INTEGRITY

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits. Academic integrity in coursework is a specific requirement. Definitions, examples, and possible consequences for violations of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

ELECTRONIC DEVICE POLICY

Student cell phones and other personal electronic devices not being used for class activities must not be accessed during class times unless the instructor chooses to waive this policy.

NOTE

Information and statements in this document are subject to change at the discretion of NCCC. Students will be notified of changes and where to find the most current approved documents.

ACCOMMODATIONS

If you are a student with a disability who may need accommodation(s), in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, please notify the Dean of Student Services in the Student Services Office, Sanders Hall, 620-432-0304, on the Chanute Campus, or the Dean for the Ottawa and Online Campuses, 785-248-2798, on the Ottawa Campus as soon as possible. You will need to bring your documentation for review in order to determine reasonable accommodations, and then we can assist you in arranging any necessary accommodations.

NON-DISCRIMINATION POLICY

The following link provides information related to the non-discrimination policy of NCCC, including persons with disabilities. Students are urged to review this policy.

<http://www.neosho.edu/Departments/NonDiscrimination.aspx>

SEXUAL MISCONDUCT POLICY (TITLE IX)

At NCCC, it is the responsibility of an instructor to help create a safe learning environment in the classroom, including both physical and virtual classrooms. All instructors are considered mandatory reporters at NCCC, therefore any information regarding sexual misconduct that is shared by a student in one-on-one meetings with the instructor must be reported to appropriate personnel at the College. Instructors will keep the information private to the greatest extent possible, but it is not confidential. Generally, climate surveys, classroom writing assignments or discussions, human subjects research, or events such as Take Back the Night events do not provide notice that must be reported to the Coordinator by employees, unless the reporting party clearly indicates that they wish a report to be made.

The following link provides information related to the sexual misconduct policy of NCCC, including resources, reporting options, and student rights. Students are urged to review this policy.

<http://www.neosho.edu/TitleIX.aspx>

COURSE NOTES