

I. COURSE DESCRIPTION:

This course has been designed to make you an effective oral communicator in informal, semi-formal, and formal settings. Although a number of theories and techniques are studied, the main focus is on practical speaking. Attention is paid to organization, rehearsal, clarity of voice, posture, sincerity, logic and argument, creativity, inclusion of supportive material, and evaluation of other speeches.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Recognize and practice the main formats of speech organization.

Potential Elements of the Performance:

- Identify the four main different types of speeches
- Plan an *extemporaneous* speech in terms of headings for introduction, body, conclusion, and transitions
- Recognize and employ clear *thesis statements*
- Deliver a short *extemporaneous* speech that follows the model format
- Apply fundamental rhetorical devices

2. Develop an interpersonal communication ease by which interaction occurs effectively within pairs and groups.

Potential Elements of the Performance:

- Participate in a dyad and/or group discussion
- Recognize the impact of *perception* as it plays out in verbal and non-verbal exchanges
- Analyze and appraise your role as both a sender and receiver of messages
- Assess and discuss the role of gender, race, etc. on interpersonal communication

3. Recognize the value of tone, interpretation and body language in reading out loud to others.

Potential Elements of the Performance:

- Study video-taped examples of oral reading
- Read a passage of published work
- Mark the script in a way that enhances your pronunciation and delivery
- Personalize the presentation by providing an introduction which explains your choice

4. Present information in a way that is well organized, entertaining, and well researched.
Potential Elements of the Performance:
 - Recognize audience and its needs
 - Expand the organizational pattern for the short *extemporaneous* speech
 - Produce a clear point-form outline
 - Research material and include the research appropriately within the body of the speech
 - Apply a selection of rhetorical devices
 - Use visual (and other) aids effectively
 - Deliver *an information or "how to" speech*

5. Develop and demonstrate critical analytical skills of other speeches.
Potential Elements of the Performance:
 - Evaluate peer speeches according to a set of established criteria
 - Use an organizational pattern of analysis
 - Write a critical analysis of a manuscript of a speech

6. Demonstrate persuasive speaking skills.
Potential Elements of the Performance:
 - Recognize and employ emotional and sustained logical appeal through delivery of a *persuasive* speech
 - Recognize and avoid a variety of faulty logic and unethical emotional reasoning
 - Demonstrate clear purpose and credibility
 - Use a wide variety of rhetorical devices
 - Apply *tone* as an integral part of your delivery
 - Integrate valid research into arguments

7. Participate effectively in debate.
Potential Elements of the Performance:
 - Provide issues and vote on suitable debate topics
 - Follow a modified parliamentary debate format
 - Work with a partner in organizing and presenting an effective position on a specific topic
 - Anticipate opposing arguments
 - Elaborate upon persuasive skills through preparing responses quickly
 - Participate in other debate topics by asking pertinent and challenging questions

III. TOPICS:

1. Introductions, dyads, group communication
2. Speech anxiety
3. Body language and verbal "tics"
4. Different types of speeches
5. Organization and delivery of a two-minute *extemporaneous* speech
6. Oral reading

III. TOPICS:

7. The information speech
8. The persuasive speech and the "Winston Churchill method"
9. Critical analysis of a speech
10. Debate

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

The professor will provide a course package with all the readings for the whole semester. Students are responsible for bringing the course package to every class, as it will be used to support the class activities. A college-level dictionary is recommended. A duo tang or binder to hold your class exercises is also essential. You may be required to provide your own visual aids for oral presentations.

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Attendance and Class Participation (*)	30 %
2. Comprehensive test	25 %
3. Oral Presentation	20 %
4. Critical analysis of a speech	10 %
5. Debate	15 %
Total:	100 %

(*) Class attendance is a prerequisite to obtain the corresponding percentage of the grade under this category. Students that have an absence in more than 26% of the classes (8 classes out of 30) will NOT receive credit for this course regardless of the reason for the absence, including without limitations absences due to medical reasons, sports competitions, and employment obligations. Although it is necessary to come regularly to class to be able to participate and make a personal contribution to the course, coming to class only does not imply, per se, participation. Class participation entails asking questions in the lectures, answering questions, and volunteering comments related to the content of the lectures and the class activities, sharing your thoughts and opinions with the rest of the class. We will resort to a broad range of class activities. Some will be conducted individually and others in small groups. Each of you is expected to write down your class activities, even if you work in small groups. You are expected to be prepared for every class, i.e., you need to bring the reading package to class, to do the required readings, and to complete the reading guides and other homework assignments, which you must bring to class. You have to keep all your class activities in a PORTFOLIO and bring it to every class. Your portfolio consists, thus, on a collection of dated class activities that reflect your class work and participation. The main reader of the portfolio is you. Class activities completed before or after class are not to be considered as part of the portfolio. Homework discussed in class has to be included in the portfolio. On several occasions throughout the course, I may ask you to hand in the class activities or the entire portfolio for me to grade and/or to give formative feedback.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Communication:

Sault College has implemented WebCT/LMS as a tool of communication. The professor will inform students as to how this tool will be used in this course, and students are responsible for using this tool as directed.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.