



**I. COURSE DESCRIPTION:**

This course is 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 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 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

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

Potential Elements of the Performance:

- study videotaped 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 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 though the delivery of a *persuasive speech*
- recognize and avoid a variety of faulty logic and unethical emotional reasoning
- demonstrate clear purpose and a 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 two minute *extemporaneous* speech
6. Oral Reading
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:**

No specific text is required for this course. Class notes and handouts will be sufficient. However, resource materials, including a variety of textbooks, are available in the General Arts and Science office. A College level dictionary is recommended.

You are required to provide your own visual aids.

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## V. EVALUATION PROCESS/GRADING SYSTEM:

1. Dyad or group interview with written analysis	5%
2. Two minute extemporaneous speech (better one of two)	5 %
3. Oral Reading assignment	10%
4. Information Speech	10%
5. Persuasive Speech	20%
6. Debate	15%
7. Critical Analysis	15%
8. Two peer reviews	10%
9. Participation *	10%
	<b>100%</b>

- **Attendance and participation are ESSENTIAL to this course. Public speaking involves listening, being an audience and providing feedback. You will be required throughout the semester to provide written peer reviews, which demonstrate your ability to recognize the components that are to be evaluated.**
- **After three missed hours of class, two marks will be deducted for each missing class hour, up to a maximum of ten (10%)**

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.	

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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 703 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 postsecondary institutions.

### Plagiarism

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. 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, as may be decided by the professor. 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.

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.

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

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.