Course Outline of Record Report

10/07/2021

SPCHC101 : Elements of Speech

General Information

Author:	• Yvonne Mills • Swiridoff, Christine • Jeffrey, Melanie • Enns, Gary • King, Sarah
Course Code (CB01) :	SPCHC101
Course Title (CB02) :	Elements of Speech
Department:	English
Proposal Start:	Spring 2022
TOP Code (CB03) :	(1506.00) Speech Communication
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000293734
Curriculum Committee Approval Date:	03/21/2014
Board of Trustees Approval Date:	06/12/2014
External Review Approval Date:	07/24/2014
Course Description:	In this speech course for transfer to four-year institutions, students learn to make effective oral presentations by gathering and selecting information, arranging materials, analyzing audience and occasion, and controlling expression and delivery.
Submission Type:	Add Distance Education Mandatory Revision This course is being revised for its cyclical review. C-ID, SLOs, methods of instruction, assignments, methods of evaluation, texts, and other elements have been updated. CSUs now accept online speech courses, so the delivery method has also been updated. The course was last assessed fall 2015 with good performance overall and no impacts from assessment.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Drama/Theater Arts
Alternate Master Discipline Preferred:	• English • Mass Communication • Speech Communication
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Formerly Known As

Course Formerly Known As

No Value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass
- Letter Grade Methods

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

☑ Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
CC Liberal Arts: Arts & Humanities	A.A. Degree Major	Summer 2018 to Fall 2020
CSU General Education (CSU GE Breadth)	Certificate of Achievement	Fall 2020
Law, Public Policy, and Society Associate in Arts Degree for Transfer	A.A. Degree for Transfer	Fall 2020
Intersegmental General Education Transfer Curriculum Certificate of Achievement	Certificate of Achievement	Fall 2020
Liberal Arts: Arts & Humanities Associate in Arts Degree	A.A. Degree Major	Fall 2020
CSU General Education (CSU GE Breadth) (In Development)	Certificate of Achievement	Fall 2021
Intersegmental General Education Transfer Curriculum Certificate of Achievement (In Development)	Certificate of Achievement	Fall 2021
Liberal Arts: Arts & Humanities Associate in Arts Degree (In Development)	A.A. Degree Major	Spring 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

A

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

CSU General Education Certification	Categories	Status	Approval Date	Comparable Course
Area A.1	English Language Communication & Critical Thinking Oral Communication	Approved	No value	Comm 110

Intersegmental General Education Transfer Curriculum	Categories	Status	Approval Date	Comparable Course
Area 1.C	English Communication Oral Communication	Approved	No value	No Comparable Course defined.

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54

Laboratory	0
Activity	0
Total	54

Course Out-of-Class Hours

Lecture	108
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0   **Faculty Load:** 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Co-Requisite

ENGLC101 - Freshman Composition

Students in speech are required to compose formal outlines using academically appropriate language and college-level syntax and diction. This includes outlines for text-based speeches. To fulfill assignment requirements for completing effective research-based outlines, students must conduct academic research, evaluate college-level primary and secondary sources, demonstrate proper citation of sources (both verbally and in writing), and organize and effectively integrate research into their writing. Students must also demonstrate understanding of the use of research as support for informative and/or persuasive speaking. These skills are firmly established in ENGL C101.

OR

Prerequisite

ENGLC101 - Freshman Composition

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Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Presentations (by students)
Rationale	Presentation of various speeches ranging from informational, to persuasive, and demonstrative.

Methods of Instruction	Audiovisual
Rationale	Students watch sample speeches from professional and student speakers.

Methods of Instruction	Demonstration
Rationale	Demonstrations of class concepts and proper physical and vocal presentation for public speaking.

Methods of Instruction	Discussion
Rationale	Students discuss effectiveness of sample speeches, course readings, and other support materials.

Methods of Instruction	Lecture
Rationale	Lectures will help break down complex course concepts and reinforce key elements from required readings.

Methods of Instruction	Outside reading
Rationale	Students will read course textbooks, sample speech outlines and transcripts, and other supporting texts on public speaking.

Assignments

Studying the textbook; working on review questions; writing evaluations of speeches; drafting outlines of speeches; completing other out of class work; and oral presentations.

Methods of Evaluation	Rationale
Other	Several oral presentations of varying lengths for a variety of occasions and modes, which may include informative, persuasive, spontaneous, demonstrative, special occasion, and/or narrative, with or without audience interaction. Presentations evaluated using a rubric.
Other	Evaluations of spoken and written speeches.
Homework	Assigned review questions and homework from various readings about speaking and listening techniques.
Other	Oral presentations using visual aids, evaluated using a rubric.
Tests	Quizzes or exams to test for reading comprehension and/or comprehension of effective speaking strategies and techniques.

Distance Education Description: how outcomes are evaluated	All assessments of assignments in distance education delivery modes will be the same as in on-site sections. Assignments will be delivered and evaluated using online methods such as video conferencing, learning management system assignments with associated rubrics, and a grades page.	

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
J. Dan Rothwell	Practically Speaking, 3rd Edition	Oxford UP	2019	9780190921033
The Public Speaking Project	Public Speaking: The Virtual Text (OER)	The Public Speaking Project	2011	http://www.publicspeakingproject.org/psvirtualtext.html
U of Minnesota Libraries Publishing	Stand Up, Speak Out: The Practice and Ethics of Public Speaking (OER)	U of Minnesota Libraries Publishing	2016	9781946135254
Lumen Learning	Boundless Communications (OER)	Lumen Learning	N/A	https://courses.lumenlearning.com/boundless-communications/
Joseph A DeVito	Essential Elements of Public Speaking, 6th Edition	Pearson	14 Jan. 2017	978-0134402864
Cindy L. Griffin	Invitation to Public Speaking, 6th Edition	Cengage Learning	1 Jan. 2017	978-1305948082
Osborn et al	Public Speaking: Finding Your Voice, 11th Edition	Pearson	12 Jan. 2018	978-0134380926
Jo Sprague, Douglas Stuart and David Bodary	The Speaker's Compact Handbook, 5th Edition	Cengage Learning	1 Jan. 2016	978-1305280281

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

Explain the benefits of effective public speaking

Listen critically to analyze speeches

Develop skill analyzing audience and occasion

Create effective visual aids

CSLOs

Select and organize topics and supporting material and prepare a speech outline.   Expected SLO Performance: 70.0

Compose competent, original speeches, in a variety of formats.   Expected SLO Performance: 70.0

Social Science PLOs for CSU GE COA	Use clear and precise language to express logical thought.
English Liberal Arts: Arts & Humanities AA Degree	Evaluate, create, or perform artistic and cultural constructions.
Social Science IGETC PLOs	Use clear and precise language to express logical thought.

Present extemporaneous speeches, with or without audience participation.   Expected SLO Performance: 70.0

Outline

Course Outline

A. Benefits of public speaking
     1. Learn confidence
     2. Share ideas, information, and experiences
     3. Stimulate thinking
B. Fear factor
     1. Fear levels and causes
     2. Techniques to alleviate fear
C. Listening techniques
     1. Ethics
     2. Behavior
     3. Listening blocks
D. Topic selection
     1. Brainstorming techniques
     2. Using words to create ideas for topics
     3. Current topics in contemporary culture
     4. Audience analysis
E. Research resources
     1. Library
     2. Internet
     3. Books
     4. Life experience
     5. Expert and layman testimony
F. Speech formats
     1. Introductory
     2. Informative
     3. Demonstration
     4. Invitational

     5. Persuasive

     6. Oral interpretation

     7. Narrative

     8. Special occasion

G. Evaluation techniques

     1. Organization and format

     2. Topic applicability

     3. Presentation

          a. Opening

          b. Body

          c. Closing

          d. Energy

          e. Volume

          f. Diction

          g. Transitions

H. Visual aids

     1. Appropriate use

     2. Inappropriate use

     3. Types

          a. Overhead transparencies

          b. Power Point presentations

          c. Posters

          d. Animate and inanimate objects, etc.

I. Outlines

     1. Developing

     2. Balancing

     3. Structure

          a. Introduction

          b. Body

          c. Conclusion

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

Online: Regular and effective contact between instructor and student in the online environment is accomplished primarily through weekly discussions within the learning management system (LMS); students post to weekly prompts, and the instructor engages with students in the resulting discussion threads. Options for additional methods of contact are identical to the onsite course, including messaging via LMS, a college-adopted networking app (such as Pronto), email, live video conferencing, and/or telephone. Student-to-student contact is accomplished primarily through weekly discussions and possibly a college-adopted networking app. All speech assignments are identical to those in an onsite class, except that they are submitted within the LMS. An audience for speech presentations is created through posting speech videos to a discussion thread to be watched by peers. Likewise, quizzes, exams and other written assignments are also delivered within the LMS. The instructor is responsible for providing substantive feedback on student work via online methods such as rubrics, comment spaces, private online discussion, video conferencing, or direct messaging.

Hybrid: All student-instructor and student-student contact in a hybrid course is identical to the online course but with the addition of some face-to-face meetings for the presentation of speeches or that the instructor may use to connect with students through in-class lecture, discussion, testing, feedback, and other in-class activities.

iTV: Regular and effective contact between instructor and student in an iTV course is identical to a traditional onsite course, excepting that some students are attending the iTV course remotely. Additional methods of contact are identical to onsite courses. Student-to-student contact is likewise the same, with remote students participating equally with each other and with students at the host location. All written assignments and their assessments are identical to those in a regular onsite class but will be collected and assessed through the LMS. Speech assignments will be identical to traditional onsite courses. Lectures and class discussions are conducted through iTV. The instructor is responsible for providing feedback either through iTV conferences, e-mail, LMS messaging, phone conferences, or office hours. The instructor must provide substantive critiques of all speeches, as well as some assessment of iTV class participation.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail - Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

The learning management system is accessible and compatible with support programs such as Kurzweil 3000. Faculty will use the Canvas accessibility checker, along with other resources provided by our Distance Education Director, to ensure all learning materials are accessible, including but not limited to documents, PDFs, OERs, external websites, and videos.
Students in a purely online class will need access to a device (laptop, smart phone, tablet, etc.) with a web camera in order to be able to record and upload speeches.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- iTV—Interactive Video only
- Learning management system

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Recommended class size is the same in all methods of delivery.

Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours
- Hybrid with online lecture and onsite lab/activity hours