

## FLORIDA STATE COLLEGE AT JACKSONVILLE

## COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: SPC 2017

COURSE TITLE: Introduction to Speech Communication

PREREQUISITE(S): ENC 1101 with a grade of "C" or better

COREQUISITE(S): None

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture/Discussion: 3

Laboratory:

Other \_\_\_\_\_:

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE  
ALLOCATION:

285

CATALOG COURSE DESCRIPTION: This course is a performance-based course that provides theory and practice in interpersonal, intrapersonal, small group, intercultural and mass communication. The course emphasizes the responsibilities of the individual in the communications settings. The course explores the principles of communication, the barriers to communication, and techniques to improve communication skills. This course focuses on speaking and listening competencies and will reinforce reading and writing competencies ~~and meet the CLAST communications skills requirement. This course includes reading and writing competencies and will reinforce reading and writing competencies and CLAS communication skills.~~

SUGGESTED TEXT(S):

Berko, Wolvin, Wolvin. Communication. Houghton Mifflin, Latest Edition

Pearson, Judy, and Paul Nelson. Understanding and Sharing: An Introduction to Speech Communication. Brown and Benchmark, Latest Edition

Wood, Julia. Communication Mosaics. Wadsworth, Latest Edition.

IMPLEMENTATION DATE:

Fall Term, 1994 (951)

REVIEW OR MODIFICATION DATE:

Fall Term, 2002 (20031)

Fall Term, 2006 (20071)

Spring Term, 2007 (20072) - Gordon Rule

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Components of Communication A. Speaker B. Listener C. Message D. Channels E. Situation	1
II. Intrapersonal Skills A. Perceiving and Understanding B. Self-Concept	<del>23</del>
III. Interpersonal Skills A. Listening Skills (43) 1. Active and Empathetic Listening 2. Critical Listening 3. Verbal Skills of Effective Listening 4. Nonverbal Skills of Effective Listening B. Nonverbal Skills (3) 1. Nature of Nonverbal Communication 2. Contrasts Between Verbal and Nonverbal	<del>1011</del>
<u>3. Dimensions of Nonverbal Communication</u>	
<u>A. Oculistics</u>	
<u>B. Proxemics</u>	
<u>C. Kinesics</u>	
<u>D. Haptics</u>	
<u>E. Paralanguage</u>	
<u>F. Chronemics</u> <del>3. Body Motions</del>	
<u>a. Eye Contact</u>	
<u>b. Facial Expression</u>	
<u>c. Gesture</u>	
<u>d. Posture</u>	
C. Language Skills (4) 1. The Power of Language 2. Complications in Language: Denotation and Connotation 3. Cultural and Gender Considerations	
<u>D. Conflict</u> (1)	
<u>1. Nature of &amp; Definition</u>	
<u>2. Conflict Styles</u>	
<u>3. Conflict Management</u>	
IV. Group Communication A. Characteristics of Effective Work Groups (3) B. Process of Small Group Discussion (3) 1. <u>-Agendas &amp; Agenda Setting</u> 2. <u>Roles (Task &amp; Maintenance)</u>	9

- ~~3. Types~~
- ~~4. Problem Solving~~
- ~~5. Stages~~~~Selecting a Topic~~
- ~~2. Worded the Question to be Discussed~~
- ~~3. Organizing the Topic~~

- C. Leadership in Small Groups (3)
  - 1. Traits of Leaders
  - 2. Styles of Leaderships
  - 3. Functions of Leaders

- ~~D. Problem Solving in Small Groups (4)~~
  - ~~1. Defining the Problem~~
  - ~~2. Analyzing the Problem~~

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COURSE TOPICS (CONTINUED) CONTACT HOURS  
PER TOPIC

- ~~3. Determining the Best Solution~~
- ~~4. Selecting the Best Solution~~
- ~~5. Solving Conflict in Small Groups~~

## V. Intercultural Communication 8

- A. Co-cultures and Cultural Diversities (1)
- ~~B. Co-languages (2)~~

- ~~1. Argot~~
- ~~2. Jargon~~
- ~~3. Slang~~

- ~~C. Cultural Nonverbal Differences~~~~Dimensions~~ (3)

- ~~1. -Nonverbals~~~~Eye Contact~~
- ~~2. Enumeration~~~~Power Distance~~
- ~~3. Vocal Volume~~~~Ambiguity~~
- ~~4. Body Movements~~~~Chronemics~~
- ~~5. Gestures~~~~Masculine & Feminine~~
- ~~6. Space~~~~High & Low Context~~

- ~~D. -Strategies to Improve~~ Intercultural ~~Communication Competence~~ (4)

- 1. Supportive Communication
- 2. Descriptive Feedback
- 3. Open Communication Channels

## VI. Communication Technology 102

- A. ~~Computer-Mediated Communication~~ ~~Mass Communication~~ (4)
- ~~B. Impact of computer technology on media, personal, and public communication (5)~~
- ~~C. Electronic/computer impact on communication in the workplace (15)~~
- B. Media Ecology (1)

## VII. Public Speaking Skills 57

- A. Types
- B. Delivery Skills

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C. Message Structure and Composition

D. Working with Visual Aids

E. Evaluating Messages

F. Information Literacy

Essential College Level Skills for which Speech 2040 is responsible

College Level Academic Skills:

1. Speaking
2. Listening
3. Writing
4. Leading
5. Critical Thinking

Course Content:

The intent of speech ~~2040~~ 2017 is to provide a foundation and a variety of experiences designed to enhance communication skills in a variety of contexts. The content sequence and time allocation will reflect each professor's particular strategy, text, and method of organization. However, the course components will include the above.

Essential College Level Skills for which Speech 2040 is responsible

- I. The Student listens with literal comprehension
  - A. Recognizes main ideas
  - B. Identifies supporting details
  - C. Recognizes explicit relationships among ideas
  - D. Recalls basic ideas and details
  
- II. The Student listens with critical comprehension
  - A. Perceives the speaker's purpose of organization and information
  - B. Discriminates between statements of fact and Statements of opinion
  - C. Distinguishes between emotional and logical arguments
  - D. Detects bias and prejudice
  - E. Recognizes the speaker's attitude
  - F. Synthesizes and evaluates by drawing logical Inferences and conclusions
  - G. Recalls the implications and arguments
  
- III. The student composes the message, providing ideas and Information suitable to topic, purpose, and audience
  - A. Determines the purpose, the oral disclosure
  - B. Chooses a topic and restricts it according to purpose and audience
  - C. Fulfills the purpose by:
    - 1. Formulating a thesis statement
    - 2. Providing adequate support material
    - 3. Selecting a suitable organizational pattern
    - 4. Demonstrating careful choice of words
    - 5. Providing effective transitions
  
- IV. The students transmits the message, using oral delivery Skills suitable to the audience and the occasion
  - A. Employs vocal variety in rate, pitch, and intensity
  - B. Articulates clearly
  - C. Employs the level of American English appropriate To the designated audience
  - D. Demonstrates nonverbal behavior which supports the Verbal message with eye contact and appropriate Posture, gestures, facial expressions, etc.

## MULTIPLE ASSIGNMENTS

"Multiple assignments" is defined as the students' ability to demonstrate mastery of college-level writing skills through successful completion of substantial writing assignments integrated within the curriculum of the designated Gordon courses.

## TYPES OF ASSIGNMENTS

### SPEECH

Essays

Discussion Question Responses

Written Version of Speeches

Analysis of Speeches

Analysis of Speakers

Journals

Case Studies

Written Examinations

Interview Response Essay

Research Papers

Theoretical Papers

## RUBRIC

### SPEECH

Evaluation of competency in college-level writing skills shall be based on students' ability to complete a writing assignment that demonstrates a proficiency in:

- Clearly defining a central idea or thesis
- Providing adequate support for the central idea or thesis
- Using sources properly following correct MLA style documentation guidelines for research papers
- Quoting and paraphrasing sources
- Organizing clearly, logically, and coherently
- Writing using the conventions of standard written English
- Submitting an assignment using the appropriate format as required by the professor



Florida State College  
At Jacksonville

General Education Requirements  
Categories & Courses Review Checksheet

Course Prefix and Number: SPC 2017

Semester Credit Hours: 3

Course Title: Introduction to Speech Communication

Discipline Area for the Course:

☒ Communication ☐ Mathematics ☐ Social & Behavioral Sciences  
☐ Humanities & Visual/Performing Arts ☐ Natural Sciences ☐ Other-Designated Option

INTELLECTUAL COMPETENCIES:

☒ Reading ☒ Speaking ☒ Critical Analysis ☐ Quantitative Skills ☐ Scientific Method of Inquiry  
☒ Writing ☒ Listening ☒ Information Literacy ☒ Ethical Judgment ☒ Working Collaboratively

KNOWLEDGE	Primary	Secondary	N/A	VALUE	Primary	Secondary	N/A
A. Global and Historical Knowledge & Understanding			<input checked="" type="checkbox"/>	Intellectual honesty	<input checked="" type="checkbox"/>		
• Comprehends a general knowledge of the nature, origins and contributions of major civilizations			<input checked="" type="checkbox"/>	Curiosity and openness to new ideas	<input checked="" type="checkbox"/>		
• Comprehends the workings and interrelations of personal, business and government economies	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Recognition of one's own creative potential	<input checked="" type="checkbox"/>		
• Comprehends political, social and economic systems and their effects upon society	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Acceptance of and respect for differences among people and cultures	<input checked="" type="checkbox"/>		
B. Cultural and Aesthetic Knowledge and Understanding							
• Comprehends the contributions of the arts and humanities to the human experience on a personal, national or global level			<input checked="" type="checkbox"/>	Civic Engagement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
• Comprehends the historical development of the arts and sciences		<input checked="" type="checkbox"/>		Lifelong Learning	<input checked="" type="checkbox"/>		
• Comprehends religious and cultural systems and their effects upon society	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
C. Human Awareness and Understanding							
• Comprehends the dynamics of human behavior and the process of increasing self-awareness, growth and development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
• Comprehends the stages of human development and the dynamics of human relationships in diverse cultures	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
• Comprehends the factors that promote physical, mental and social well-being	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
D. Mathematics, Science and Technology							
• Comprehends the basic concepts and investigative processes of the natural sciences			<input checked="" type="checkbox"/>				
• Comprehends the breadth, significance and development of the mathematical sciences			<input checked="" type="checkbox"/>				
• Comprehends the ways science and technology have shaped and continue to reshape human cultures and the environment	<input checked="" type="checkbox"/>						

Name of Person Completing This Form: Karen Otto

Signature: \_\_\_\_\_ Date: 11/8/02 4/28/11

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Rev 12/10/02

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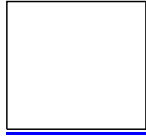
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Course Learning Outcomes & Assessment

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Section 1

COURSE PREFIX AND NUMBER: **SPC 2017**

SEMESTER CREDIT HOURS (CC): **3**  
CONTACT HOURS (NCC): **45**

COURSE TITLE: Introduction to Speech Communication

Section 2

TYPE OF COURSE: (Click on the box to check all that apply)

- ☐ AA Elective      ☐ AS Required Professional Course      ☐ College Prep  
☐ AS Professional Elective      ☐ AAS Required Professional Course      ☐ Technical Certificate  
☐ Other \_\_\_\_\_ ☐ PSAV \_\_\_\_\_ ☐ Apprenticeship  
☒ General Education: (For General Education courses, you must also complete Section 3 and Section 7)

Section 3 (If applicable)

INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:

- ☒ Communications      ☐ Social & Behavioral Sciences      ☐ Mathematics  
☐ Natural Sciences      ☐ Humanities

Section 4

INTELLECTUAL COMPETENCIES:

- ☒ Reading    ☒ Speaking    ☒ Critical Analysis      ☐ Quantitative Skills      ☐ Scientific Method of Inquiry  
☒ Writing    ☒ Listening    ☒ Information Literacy      ☐ Ethical Judgment    ☒ Working Collaboratively

Section 5

STATE GENERAL EDUCATION LEARNING OUTCOME AREA

- ☒ Communication      ☐ Critical Thinking      ☐ Scientific and Quantitative Reasoning  
☒ Information Literacy      ☐ Global Sociocultural Responsibility

<u>Section 6</u> <b>LEARNING OUTCOMES</b>		<u>Type of Outcome:</u> <u>Gen. Ed.</u> <u>Program,</u> <u>Course</u>	<u>METHOD OF ASSESSMENT</u>
•	<u>Communication</u>	<u>Gen. Ed.</u>	<u>Student will present a 5-7 informative speech incorporating sources</u>
•	<u>Information Literacy</u>	<u>Gen. Ed.</u>	<u>Student will present a 5-7 informative speech incorporating sources</u>
•	<u>Student listens with literal &amp; critical comprehension: perceives speaker's purpose of organization &amp; information; discriminates between facts &amp; opinions; detects bias &amp; prejudice.</u>	<u>Program &amp; Course</u>	<u>Student will write critiques of classroom and outside speakers. Appropriate homework and written assignments will assess competency.</u>
•	<u>Student will be able to compose an oral presentation providing ideas &amp;</u>	<u>Program &amp; Course</u>	<u>Student will deliver 4 or more oral presentations to a live mature audience of adults, which may include a</u>

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	<u>information suitable to the audience &amp; occasion.</u>		<u>speech of introduction, informative, persuasive, and group presentation.</u>
•	<u>Student will be able to give an oral presentation using delivery skills suitable to the audience &amp; occasion.</u>	<u>Program &amp; Course</u>	<u>Graded exams, quizzes, homework, and in-class activities will be provided for student to assess communication competency. Content, delivery, and use of technology will be evaluated.</u>
•	<u>Student will be able to utilize presentation technology.</u>	<u>Course</u>	<u>Student will write critiques of his/her own speeches, and outlines of his/her speeches.</u>
•	<u>Student will be able to speak using grammatically correct standard American English.</u>	<u>Program &amp; Course</u>	_____
•	<u>Student will be able to convey effective delivery including the language areas of articulation, diction, &amp; vocabulary, as well as nonverbal aspects.</u>	<u>Program &amp; Course</u>	_____
•	<u>Students will be able to write and present logically organized essays/speeches that demonstrate a clear progression of ideas.</u>	<u>Program</u>	_____
•	<u>Students will be able to write or present essays/speeches with a clear thesis that is supported by appropriate, sufficient evidence.</u>	<u>Program</u>	_____
•	<u>Students will be able to cite/document correctly information sources in their essays and speeches.</u>	<u>Program</u>	_____

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## Section 7

Name of Person Completing This Form: Karen Otto

Date: 4/27/11

## SECTION 8 MUST BE COMPLETED FOR ALL GENERAL EDUCATION COURSES ONLY (exclude AA electives)

<u>Section 8</u>	<u>Primary</u>	<u>Secondary</u>	<u>N/A</u>	<u>KNOWLEDGE</u>	<u>VALUE</u>	<u>Primary</u>	<u>Secondary</u>	<u>N/A</u>
<u>E. Global and Historical Knowledge &amp; Understanding</u>					<u>Intellectual honesty</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Comprehends a general knowledge of the nature, origins and contributions of major civilizations</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<u>Curiosity and openness to new ideas</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Comprehends the workings and interrelations of personal, business and government economies</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<u>Recognition of one's own creative potential</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Comprehends political, social and economic systems and their effects upon society</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<u>Acceptance of and respect for differences among people and cultures</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>F. Cultural and Aesthetic Knowledge and Understanding</u>								
• <u>Comprehends the contributions of the arts and humanities to the human experience on a personal, national or global level</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<u>Civic Engagement</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Comprehends the historical development of the arts and sciences</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<u>Lifelong Learning</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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• <u>Comprehends religious and cultural systems and their effects upon society</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
<u>G. Human Awareness and Understanding</u>							
• <u>Comprehends the dynamics of human behavior and the process of increasing self-awareness, growth and development</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
• <u>Comprehends the stages of human development and the dynamics of human relationships in diverse cultures</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
• <u>Comprehends the factors that promote physical, mental and social well-being</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
<u>H. Mathematics, Science and Technology</u>							
• <u>Comprehends the basic concepts and investigative processes of the natural sciences</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
• <u>Comprehends the breadth, significance and development of the mathematical sciences</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
• <u>Comprehends the ways science and technology have shaped and continue to reshape human cultures and the environment</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				

#### Section 9

Name of Person Completing This Form: Karen Otto

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