

## **SPCH 115: EFFECTIVE SPEECH SYLLABUS**

### **COURSE DESCRIPTION:**

Students will develop the public speaking skills central to success in academic, civic, business and professional life. Students who complete Speech 115 will have performed demonstrative, informative, and persuasive speeches which exhibit competence in academic research, technology literacy, critical thinking, and extemporaneous delivery.

### **TEXTBOOK AND SUPPLIES:**

1. Lucas, Stephen, The Art of Public Speaking, 8<sup>th</sup> Edition, New York, McGraw Hill, 2004
2. New VHS tape for recording all speeches performed in class.
3. Folder to contain all course work and instructor evaluations.
4. Students may be required to purchase supplies for Visual Aids.
5. Optional Textbook: Dwyer, Karen. Conquer Your Speechfright. Wadsworth, 1998.

### **STUDENT RESPONSIBILITY:**

- Satisfactory class attendance
- Outline and Delivery of 3 Speeches
- Active participation in class and Workshop Assignments;
- Reading textbook as assigned. Additional readings may be required.
- 3 written tests on text and speech lecture material;
- Maintaining a folder with a record of all class work to be handed in with each speech assignment

### **UNIT OBJECTIVES & ACTIVITIES WITH LINKS TO CORE COMPETENCIES**

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**UNIT 1:**            **Introduction to Public Speaking**  
**Activity:**           **Exercises, Games, and Student Performances**  
**Text Readings:** **Chapters 1, 2, 3 (and appendix) & 5**

#### **Objectives:**

Students will recognize:

- basic elements of the communication process
- role of ethics in communication
- the role of active listening to the communication process
- the skills necessary for effective listening
- demonstrate extemporaneous speaking
- the process of audience analysis.

1.0 communicate information and ideas clearly and effectively in spoken form

5.0 identify a need for information and collect, analyze, organize and evaluate information; synthesize, document and present information

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**UNIT 2:**            **Demonstration Speaking**  
**Activity:**           **3 - 5 minute Speech to Demonstrate**  
**Text Readings:** **Chapters 4, 9, 12, 13 (and Appendix)**

#### **Objectives:**

Student will demonstrate:

- specific purpose/central idea development
- use of an introduction – body – conclusion structure
- specific content development
- fundamental outlining skills
- use of appropriate visual aid(s) to teach a procedure;
- the ability to give clear instructions;
- extemporaneous delivery style
- specific purpose development
- specific content development

- speech critiquing skills
- 1.0 communicate information and ideas clearly and effectively in spoken form
- 3.0 think clearly, critically and creatively to analyze problems and identify solutions
- 5.0 identify a need for information and collect, analyze, organize and evaluate information; synthesize, document and present information

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**UNIT 3:**      **Research Information Speaking**

**Activity:**      **5-7 minute Speech to Inform**  
**Library Skills Exercises**

**Text Readings:** Chapter 7, 8, 10, 14

**Objectives:**

Students will demonstrate proficiency in:

- developing a clear specific purpose/central idea;
- researching, selecting and using appropriate supporting material;
- integrating source citation in body of speech;
- developing and using a speaking outline;
- identifying and using most appropriate organizational pattern;
- applying informative speaking principles
- constructing a typed MLA Work Cited List..
- developing and using appropriate visual aids

- 1.0 communicate information and ideas clearly and effectively in spoken form
- 3.0 think clearly, critically and creatively to analyze problems and identify solutions
- 5.0 identify a need for information and collect, analyze, organize and evaluate information; synthesize, document and present information
- 6.0 use computer systems and other appropriate forms of technology to achieve professional, educational, and personal objectives

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**UNIT 4:**      **Research Persuasive Speaking**

**Activity:**      **5-7 minute Speech to Persuade**

**Text Readings:** Chapters 11, 15, 16

**Objectives:**

Students will demonstrate proficiency in:

- developing a persuasive proposition of fact, value or policy;
- researching, selecting and using supporting evidence
- constructing valid arguments
- using ethical, logical and emotional appeals
- establishing speaker credibility
- integrating source citation in body of speech
- using appropriate organizational pattern for persuasive speech
- using refutation skills
- selecting and using appropriate language
- constructing a typed MLA Work Cited List.

- 1.0 communicate information and ideas clearly and effectively in spoken form
- 3.0 think clearly, critically and creatively to analyze problems and identify solutions
- 5.0 identify a need for information and collect, analyze, organize and evaluate information; synthesize, document and present information
- 6.0 use computer systems and other appropriate forms of technology to achieve professional, educational, and personal objectives

**GRADING:**      Assignments for all four units must be completed. **Late Speech Policy:** Public Speaking is a temporal event. Speak when scheduled is integral to successful public speaking; therefore **all late speeches will incur a penalty.**

Students may earn up to a maximum of **500** points as follows:

**0-100 points - Demonstration Speech Assignment**  
**0-100 points - Informative Speech Assignment**  
**0-100 points - Persuasive Speech Assignment**  
**0-125 points - Workshop assignments**  
**0 –75 points – 3 Unit Tests, (up to 25 pts for each test)**

**FINAL GRADE:**

**A = 448 – 500**  
**B = 398 – 447**  
**C = 348 – 397**  
**D = 298 – 347**  
**F= 0 –297**

- **Testing Policy:** Each instructor will hand out a course schedule for the term. The schedule will lists weekly activities, including testing times. You may be required to take your tests at Brookdale’s Testing Center located on the second floor of the NAS building.
- **Plagiarism:** Plagiarism is intellectual theft and a violation of the Brookdale Community College Student Conduct Code. It is the verbatim or near verbatim use of ideas, concepts, and oral or written passages for personal gain without giving their true author credit. Any quoted written or oral passages incorporated into your speeches must be clearly noted as such. Plagiarism will result in receiving no credit for an assignment. Repeated plagiarism may result in failing the course or other severe disciplinary action by Brookdale College. (Refer to Chapter 2, Ethics and Public Speaking in our textbook for further explanation.)
- **Attendance Policy:** Missing more than 9 class hours jeopardizes passing grades.
- **Speech Lab:** This course may require students to work individually or in small groups outside of class in the Speech Lab. This work may require you to schedule lab appointments outside of class hours, particularly if you need extra help or have missed a class session. Speech assignment sheets are available in the Speech Lab. **The Speech Lab/Learning Assistant phone number is 224-2171. The lab, in LAH 306, is opened 37 ½ hours per week, Mon – Fri.**
- **Disability Statement**  
  
“If you have a documented disability and would like to request accommodations and/or academic adjustments, contact the Disability Services Office at (732) 224-2730 or TTY (732) 842-4211.”

**See your instructor’s addendum for further information concerning your class requirements.**