

Metropolitan Community College

Course Syllabus –2010 SPRING Quarter

COURSE IDENTIFICATION

TITLE: -Public Speaking and Service Learning
PREFIX/SECTION: -SPCH 1110 7A
CREDIT HOURS: -4.5
CLASS BEGINS/ENDS: -March 15th —May26th 2010
MEETING DAY/TIMES: -Monday and Wednesday 12:00 a.m.-1:55 p.m.
NO CLASS DAYS:
WITHDRAWAL DATE: -05-11-2010
CLASS LOCATION: -SOC Campus CON-250
LAB LOCATION: -

CONTACT INFORMATION

INSTRUCTOR NAME: -Georgia Culliver, BA, MA
OFFICE LOCATION: - South Campus Rm. 233, Connector Bldg.
OFFICE TELEPHONE: -(402) 738-4709
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OFFICE HOURS: - 10-11 a.m. or by appointment
EMAIL ADDRESS: -gculliver@mccneb.edu
FACULTY WEB SITE: - (Not applicable)
ACADEMIC AREA: -Communication and Humanities
DEAN'S TELEPHONE: -738-4586

COURSE INFORMATION

COURSE DESCRIPTION:

This course provides both a theoretical basis and practical application to speaking effectively in public. Areas covered include: topic selection, audience adaptation, speech preparation and organization, supporting speeches with credible research, strategic and creative language use, effective listening skills, effective delivery skills, and common types of public speeches. **In addition, this course will provide a service learning component in the community to apply the theoretical basis and practical application of communication effectiveness in the community.**

COURSE PREREQUISITES: ENGL COMPOSITION 1010

COURSE OBJECTIVES:

Upon successful completion of this course, the student will be able to:

1. Define the role of the public speaker in relationship to the audience, the content of the speech and the purpose of the speech, and **gain appreciation for the use of communication in service learning.**
2. Describe and participate in the process of preparing a speech.
3. Identify and perform the skills necessary for effective public speaking, audience adaptation, effective listening, and **how applicable they are to service learning.**
4. Demonstrate the importance of language, voice, gestures, and visual aids in an effective presentation.
5. Illustrate through public speaking the ability to work as a team member, share information, and increase audience understanding about the chosen topic.
6. Demonstrate through public speaking the principles and skills of informative and persuasive speaking.
7. Achieve increased awareness of public communication and its relationship with society from the roles of speaker, **consumer service learning, and future employee.**

SERVANT LEADERSHIP



SERVICE LEARNING OBJECTIVES

Learning Objective Level	Personal Growth Learning Objectives	Service Learning Learning Objectives	Academic Enhancement Learning Objectives
LO1: Identify	Identify a personal characteristic of yours that you now understand better.	Identify the collective objectives at stake and the approach you or others took toward meeting them.	Identify a specific academic concept that you now understand better.
LO2: Describe	Describe the personal characteristic so that someone who does not know you can understand.	Describe the objectives and the approach you and/or others took toward meeting them so that someone not involved can understand.	Describe the academic concept so that someone not in the course can understand it.
LO3: Apply	Apply your understanding of this personal characteristic in the context of the experience and (as applicable) to other areas of your life.	Apply your understanding of the approach in the context of the objectives at stake.	Apply your understanding of the academic concept in the context of the experience.
LO4: Analyze	Analyze the sources of this personal characteristic.	Analyze the approach in light of alternatives.	Analyze your initial understanding of the academic concept in light of the experience.
LO5: Synthesize	Develop the steps necessary to use, improve upon, or otherwise change this personal characteristic in the short term, in your service-learning activities and (as applicable) in other areas of your life.	Develop the steps necessary to make any needed improvements in the short term.	Develop an enhanced understanding of the academic concept in light of the experience.
LO6: Evaluate	Evaluate your strategies for personal growth over the long term.	Evaluate your (their) role as an agent(s) of long-term, sustainable, and/or systemic change.	Evaluate the completeness of your understanding of the concept and of its use in the community.

REQUIRED SUPPELEMENTAL MATERIALS:

Textbook: Stephen Lucas, The Art of Public Speaking, 10th Edition, 2009

5x8 note cards for speaker's outline

One colored folder for TYPED FORMAL PREPARATION SPEECH OUTLINES with student's name, class section, date, and time on the front cover of folder.

One blank video cassette tape is required for taping and evaluating your speeches.

One computer diskette, CD, or USB Drive is required for outlining speeches and bibliography.

COURSE STRUCTURE:

Upon completion of this course, students will be able to:

1. The Foundation of Public Speaking
 - a. Identify the traditional roots of public speaking as a skill or art.
 - b. Identify the basic elements of the communication process.
 - c. Explain the relationship between the skill of public speaking, personal success, and how applicable communication is to service learning.
2. The Public Speaking Situation
 - a. Recognize the ethical responsibilities of communication.
 - b. Recognize and address the problems/concerns beginning speakers (communication apprehension, topic selection and narrowing the topic).
 - c. Recognize and respect diversity in society.
3. Effective Listening Skills
 - a. Explain the role of listening in communication situations.
 - b. Explain the significance of active listening in communication.
 - c. Identify the different types of listening skills and the situation they are employed.
 - d. Identify methods for improving listing skills.
 - e. Examine listening for self-improvement.
4. Preparation for Public Speaking
 - a. List, define, and compose a general and specific purpose, and a central idea for a speech.
 - b. Explain the relationship between topic, general and specific purposes, and central ideas.
 - c. Recognize the different supporting materials for speeches.
 - d. Recognize that research plays a significant role in the speaker's credibility.
5. Speech Planning and Organization
 - a. Name and explain the three functional parts of a speech.
 - b. Identify and explain the common types of organizational patterns for informative and persuasive speeches.
 - c. Define, explain, and perform and audience analysis.

- d. Identify the goals of an introduction, and the variety of methods used to achieve them.
 - e. Identify the goals of a conclusion, and the variety of methods used to achieve them.
 - f. Develop a fully planned speech, through the use of a typed formal preparation outline.
6. Increasing Awareness of Language in Public Speaking
- a. Explain the role of language choices in public speaking.
 - b. Identify techniques to improve language usage in public speaking.
 - c. Employ awareness of appropriate language choices in public speeches
7. Developing Presentation Skills
- a. Compare and contrast the four methods of delivery.
 - b. Recognize the appropriate delivery methods for particular speaking situations.
 - c. Explain the importance of rehearsing a speech for the maximum effect.
 - d. Illustrate effective verbal and non verbal delivery skills.
8. Speech Genres
- a. Compare and contrast the characteristics of the informative, persuasive, and commemorative speeches.

Informative:

1. List and define types of informative speaking and techniques used in effective informative speaking.
2. Identify and explain various ways to overcome common problems informative speaking.
3. Prepare and present an informative speech.

Persuasive:

1. Define and explain various theories of persuasion in public speaking.
2. Define and explain the four methods of persuasion: credibility, evidence, reasoning, and emotional appeal.
3. Analyze the fallacies most commonly used in persuasive arguments.
4. Prepare and present a persuasive speech.

Commemorative:

1. Define the different types of ceremonial speeches.
2. Explain the appropriate techniques and guidelines associated with each type.

Students will participate in group discussions of readings, taped and live speeches, course topics and library tour. Students will participate in small group speeches and activities; active lectures, constructive critiques of fellow students and self-evaluations.

ASSESSMENT OF STUDENT WORK

1. TYPES OF ASSESSMENT/ ASSIGNMENTS:

Group projects, speeches, service learning assignments, quizzes, class participation and attendance will be used to assess progress.

2. Selected assignments/assessment methods:

Mini Speech	15 pts.
Informative Speech (Research)	100 pts.
Persuasive Speech (Research)	100 pts.
Service learning Project Hours	210 pts.
Service Learning Reflection Paper	140 pts
Service Learning Journals(3@ 20pts.)	60 pts.
(2) Chapter Presentations @ 15	30 pts.
CA assessment/Student Info	10 pts.
(2) Rough Drafts @ 10 pts.	20 pts.
(2) Typed Outlines @ 15 pts.	30 pts.
(2) Audience Analyses @ 10 pts	20 pts.
Library Assignment	35 pts.
Class Attendance/Participation	220 pts.
Total Points:	1000 pts.

* Quizzes are given as needed in the classroom based on the discretion of the instructor.

*A final test will be given to students if grade is below a C.

3. Make-up and late assignment policies:

NO Late assignments, including speech presentations and service learning project assignment will not be accepted. Makeup speeches will not be allowed. At the discretion of the instructor, emergency situations will be considered on a case-by-case basis with documentation required (e.g. medical excuse from your doctor).

STUDENT FEEDBACK ON PROGRESS:

Homework assignments, speeches, and service learning assignments will be collected, graded, and discussed throughout the course and returned to the students. Students will receive a mid grade report after the Informative research speech. The instructor will maintain tests speeches, reflection paper, journals and grade book for a minimum of one year.

GRADING POLICY:

1000---	930 pts.	A
929---	860 pts.	B
859---	780 pts.	C
779---	700 pts.	D
Below 699	pts.	F

***Instructor will use a point system for grading policy.**

ASSESSMENT OF STUDENT LEARNING PROGRAM:

Metropolitan Community College is committed to continuous improvement of teaching and learning. You may be asked to help us accomplish this objective. For example, you may be asked to respond to surveys or questionnaires. In other cases, tests or assignments you are required to do for this course may be shared with faculty and used for assessment purposes.

USE OF STUDENT WORK:

By enrolling in classes offered by Metropolitan Community College, the student gives the College license to mark on, modify, and retain the work as may be required by the process of instruction, as described in the course syllabus. The institution shall not have the right to use the work in any other manner without written consent of the student(s).

INSTRUCTOR'S EXPECTATIONS OF STUDENTS**ATTENDANCE/PARTICIPATION POLICY:**

- Attendance is expected and essential to understand the material. Students will be dropped from class if attendance is unsatisfactory to the instructor. Since the course is (11) weeks, students will need to be in every class period. It is impossible to "make up" a missed class. Attendance is also essential to understand and evaluate speech presentations given in class by peers and service learning participation is essential. As such, your attendance directly affects your overall class attendance and participation grade. Each subsequent absence or leaving the class early will result in (10) points deduction for each day. Five minutes after class has begun is considered tardy; (5) points will be deducted each tardy day; if you are later than 5 minutes after class; you are considered absent and 10 points will be deducted from grades. Over sleeping is not an option for excuse. An absence from any speech day will result in (10 pts.) deduction from each day absent, even if you are not speaking on that day. This will apply to service learning project points. If you are absent, you will lose service learning points for that day.**

As a full participant, you will be able to improve your public speaking skills and become a better consumer in public communication. Each student will come to class prepared, punctual, and actively participate in group exercises, discussions, and fulfilled the requirements for assigned speeches, and service learning project. **You are expected to be polite to fellow students and your instructor. Disruptive/discourteous behavior such as talking while instructor is lecturing or a student is delivering a speech will result in points deducted from your grade or dismissal from the class. This applies to the service learning component. Students must be respectful to the community collaborators and participants at all times.**

Students will use appropriate language. Therefore, profanity, slang, abusive, vulgar, sexist, ethically biased, or irreverent languages are NOT appropriate for public speaking, classroom setting, or service learning. These are considered disruptive/discourteous behaviors, as a result, points will be deducted or dismissal from class. This is a professional public speaking class. WE encourage professionalism at all times!!!

NO CELL PHONES ON, NO SLEEPING IN CLASS, NO TEXT MESSAGING OR ANY ELECTRONIC USAGE DURING CLASS OR SERVICE LEARNING WILL RESULT IN 10 POINTS REDUCTION OF CLASS AND SERVICE LEARNING POINTS, OR DISMISSAL IF USE IS CONTINUOUS.

Speech participants must remove hats and gum before speech both interfere with delivery, and disrespectful to your audience.

Type all formal preparation speech outlines, essay assignments, reflection paper, and journals. Instructor will not accept ANY handwritten assignments EXCEPT THE PERMITTED ASSIGNMENTS.

To ensure your success in the classroom, the instructor has incorporated a classroom/behavior contract between student and instructor for a successful outcome in the classroom.

COMMUNICATION EXPECTATIONS:

When you communicate with others in this course, you must follow the Student Code of Conduct (<http://www.mccneb.edu/catalog/studentinformation.asp>), which calls for responsible and cooperative behavior. Please think carefully, ask questions, and challenge ideas, but also show respect for the opinions of others, respond to them politely, and maintain the confidentiality of thoughts expressed in the class. You may also wish to review information at <http://www.albion.com/netiquette/.html>.

ACADEMIC HONESTY STATEMENT:

Students are reminded that materials they use as sources for classwork may be subject to copyright protection. Additional information about copyright is provided on the library website at <http://www.mccneb.edu/library> or by your instructor. In response to incidents of student dishonesty (cheating, plagiarism, etc.), the College imposes specific actions that may include receiving a failing grade on a test, failure in the course, suspension from the College, or dismissal from the College. Disciplinary procedures are available in the Advising/Counseling Centers or at http://www.mccneb.edu/procedures/V-4_Student_Conduct_and_Discipline.pdf. **All students in public speaking are required by the instructor to turn a disk, cd, or usb drive with your speech outlines. Your outlines will be checked on the turnitin.com website for plagiarism. This resource will better serve you as a student to make sure you are using the proper documentation in your speeches. The instructor's goal is to teach students how to properly look for valid and reliable source for research and how to document them in the speech outline. Keep in mind this is a learning tool.**

STUDENT WITHDRAWAL:

If you cannot participate in and complete this course, you should officially withdraw by calling Central Registration at 402-457-5231 or 1-800-228-9553. Failure to officially withdraw will result in either an instructor withdrawal (IW) or failing (F) grade. The last date to withdraw is noted in the CLASS IDENTIFICATION section of this syllabus.

LEARNING SUPPORT

MCC's Academic Resource Centers, Math Centers and Writing Centers offer friendly, supportive learning environments that can help you achieve educational success. Staff in these centers provide drop-in assistance with basic computer skills, reading, math, and writing skills. Self-paced computer-assisted instructional support in reading, vocabulary, typing, English as a Second Language, and online course orientation is also available.

Detailed information about the Academic Resource, Math, and Writing Centers are in the Student Handbook, College Catalog, and online at <http://www.mccneb.edu/arc/>.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: If you have a disability that may substantially limit your ability to participate in this class, please contact a Disability Support Services Counselor located in the Student Services Office on each campus. Metropolitan Community College will provide reasonable accommodations for persons with documented qualifying disabilities. However, it is the student's responsibility to request accommodations. For further information, please visit <http://www.mccneb.edu/dss/and/or> contact the Student Services.

TECHNOLOGY SUPPORT

For assistance with student email, passwords, and most other MCC technology, contact the Help Desk at 457-2900 or mcchelpdesk@mccneb.edu.

TECHNOLOGY RESOURCES:

By using the information technology systems at MCC (including the computer systems and phones), you acknowledge and consent to the conditions of use as set forth in the Metropolitan Community College Procedures Memorandum on Acceptable Use of Information Technology and Resources. It is your responsibility as a student to be familiar with these procedures. The full text of the Procedures Memorandum may be found at the following website:
http://www.mccneb.edu/procedures/X-15_Technology_Resources_Use.pdf.

SCHEDULE OF ASSIGNMENTS

NOTICE: This syllabus sets forth a tentative schedule of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to modify this schedule to enhance learning for students. Any modifications will not substantially change the intent or objectives of this course and will conform to the policies and guidelines of Metropolitan Community College.

TENTATIVE CLASS SCHEDULE OF ASSIGNMENTS

Please review this schedule before each class period, noting the assignments and reading due and topics or discussion/lecture. It is your responsibility to read all chapters in the syllabus and complete all assignments. The instructor will only mirror the chapters. This schedule may change, as a result of class needs. You will be responsible for noting such changes, even if you are not present on the day they are announced. **(The assignments/readings in bold lettering are for the next class period.)**

Session 1: March 15th (M) - Introductions, Class Overview of Syllabus, Group Discussion on what employers are looking for in future employees, an overview of Service Learning and character values of Servant Leadership.

Assignments/Readings: Read chapters 1,2,3 and complete assignment for next class ; CA assessment/Student Info is due.

Session 2: March 17th (W) Group Discussion on Chapters 1,2, &3 ,Ca Assessment/Student Info is due. **Student and Teacher Contract**, and Chapter 4; group activity, and brainstorm topic selections for speeches

Assignments/Readings: Read Chp. 4; Mini Speech next class. Chp. 4

Session 3: March 22nd (M) - Mini Self –Introductory Speech today; Chapter 4; Steps in Speechmaking; Formulating Specific Purposes and Central Ideas; group activity.

Assignments/Readings: Read Chapters 8 & 9: Organizational patterns and Introductions and conclusions.

Session 4: March 24th (W) Chapters 8 & 9: Organizing the Body and Introductions (beginning) and conclusions (ending) of the speech; Group activity.

Assignments/Readings: Chapters 10, 13, & 14

Session 5: March 29th (M) Chapters 10, 13 & 14: Outlining and Visual Aids; group activity on outlining. Handouts for Informative Research Speech.

Assignments/Readings: Read chapter 6 Research.

Session 6: March 31st (W) Library Research Day . Students will meet instructor in the MCC/SOC Library for class. Students will complete a library assignment for informative and persuasive speech. The library assignment must be completed and turned in at the end of class. If you are not present for class, you will lose the opportunity for points and completing the assignment. Students cannot complete assignment outside of class. **NO EXCEPTIONS !!!**

Assignments/Readings: Read chapters 5 & 7 Audience analysis and Supporting materials.

Session 7: April 5th (M) Chapters 5& 7 Audience Analysis and Supporting Materials and critical thinking for Informative and Persuasive Research Speech. Group Activity. Handouts for group presentation on Chapters 11 & 12.

Assignments/Readings: Audience surveys for each student in class and one for instructor grading and Rough Draft are due next class period for Informative Research Speech. Students cannot make copies in the ARC. Groups will present chapters 11 & 12 on Language and Delivery.

Session 8: April 7th (W) Audience surveys and rough Draft for Informative Research Speech are due today. View sample speech. Groups will present Chapters 11 & 12 on Language and Delivery.

Assignments/Readings: Informative Speech Day: All typed outlines, paragraph/tally, note cards, usb/cd/disk are due on first day of speeches.

Session 9: April 12th (M) Informative Research Speech Day: All typed outlines, paragraph/tally, and usb/cd/ disk in folders. Turn your note cards in to instructor the day you sign up to speak.

Assignments/Readings: Informative Research Speech Day.

Session 10: April 14th (W) Informative Research Speech Day.

Assignments/Readings: Chapter 15: Theory of Persuasion; Self evaluations are due next class period.

Session 11: April 19th (M) Chapter 15: Theory of Persuasive Speaking. Self evaluations are due for Informative Speeches. Handouts for Persuasive Speaking. Group Activity.

Assignments/Readings: Groups will present chapter 16 on Methods of Persuasion, and overview of Service Learning Project Assignments.

Session 12: April 21st (W) Groups will present chapter 16 on Methods of Persuasion and Service Learning Project Assignments.

Assignments/Readings: Service Learning Project Orientation at Miller Park Elementary 5625 North 28th Ave, Omaha, NE It is East of the FOC campus on 28th Street. Students will meet instructor at Miller Park.

Session 13: April 26th (M) Service Learning Project Orientation at Miller Park Elementary. You will meet instructor at the school. Come to the main office.

Assignments/Readings: Audience Surveys and rough draft for Persuasive Speaking are due. You will need a copy of survey for each student and instructor grading.

Session 14: April 28th (W) Audience Surveys and rough draft are due. View sample speech. Students and instructor will discuss Service Learning Project Assignments.

Assignments/Readings: Service Learning Project at Miller Park Elementary. Students will meet instructor at Miller Park.

Session 15: May 3rd (M) Service Learning Project at Miller Park Elementary.

Assignments/Readings: Service Learning Project journal 1 is due next class period.

Session 16: May 5th (W) Service Learning Project at Miller Park Elementary. Turn in your Journal 1 to instructor.

Assignments: Service Learning Project at Miller Park Elementary. Meet instructor in the Main Office.

Session 17: May 10th (M) Service Learning Project at Miller Park Elementary. Meet instructor in the office.

Assignments/Readings: Service Learning Project Journal 2 is due next class.

Session 18: May 12th (W) Service Learning Project Journal 2 is due. Student workday: Students will conference with instructor on persuasive speech outlines and Service Learning Project assignments.

Assignments/Readings: Service Learning Project at Miller Park Elementary. Service Learning Project Journal 3 is due.

Session 19: May 17th (M) Service Learning Project at Miller Park. Students will meet instructor at Miller Park. Service Learning Project Journal 3 is due.

Assignments/Readings: Persuasive Speech Day: all typed outlines, paragraph/tally, note cards, usb/cd/disk are due in folders

Session 20: May 19th (W) Persuasive Speech Day, All typed outlines, note cards, tally, paragraph, and usb/cd/ disks are due in folders.

**Assignments/Readings: Persuasive Speech Day, note cards are due.
Service Learning Reflection Papers are due next class period.**

Session 21: May 24th (M) Persuasive Speech Day.

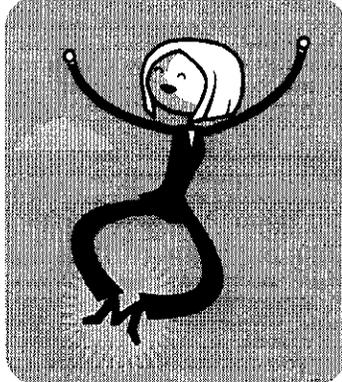
Assignments: Self-evaluations are due for speech grades. Instructor will have them at Miller Park Elementary. I will give them to students after the students presentation. Service Learning Project Reflection Papers are due today. Please turn them in to your instructor.

Session 22: May 26th (W) Service Learning Project Completion Day---Meet Instructor at Miller Park Elementary. Students at Miller Park will give their final presentation and a party. We are encouraging all students to participate. Instructor will give students their final grade at Miller Park. If you have a grade below a C, you will need to take the FINAL EXAM.

IMPORTANT DATES www.mccneb.edu/sos/enrollman.asp.
<http://www.mccneb.edu/academics/calendar.asp>



GREAT, GREAT, GREAT !!!



On behalf of Metropolitan Community College, thank you for taking the time out to care for others. We appreciate your efforts, time , and talent. It will be beneficial in the end.

***Thank you,
Professor Culliver***