

11/27/2024

DATE



REQUIRED COURSE



ELECTIVE COURSE

HUM DIVISION

☐ NEW COURSE☒ REVISION

Lake Land College

Course Information Form

| | | | | | | | | | | | |
|--------------------------------------|--|----------------------------|---|-------------------------------|---------------------|------|------------------------------|--------|----------|-------|-----|
| COURSE NUMBER: | COM-111 | TITLE: (30 Characters Max) | | Intro to Speech Communication | | | | | | | |
| SEM CR HRS: | 3 | Lecture: | 3 | Lab: | 0 | ECH: | 3 | | | | |
| Course Level: | <input checked="" type="checkbox"/> Gen Ed / IAI <input type="checkbox"/> Baccalaureate /Non-IAI | | <input type="checkbox"/> Career/Technical <input type="checkbox"/> Dev Ed/ Not in Degree Audit | | Clinical Practicum: | 0 | Work-based Learning: | 0 | WBL ECH: | 0 | |
| COURSE PCS # | 11 - 23.1304 | | IAI Code | | C2 900 | | Contact Hours (Minutes/Week) | | | | |
| Repeatable (Y/N): | N | Pass/Fail (Y/N): | N | Variable Credit (Y/N): | N | Min: | Max: | 16 Wks | 150 | 8 Wks | 300 |
| Prerequisites: | None | | | | | | | | | | |
| Corequisites: | None | | | | | | | | | | |
| Catalog Description: (40 Word Limit) | Focuses on the fundamental principles and methods of selecting, analyzing, organizing, developing and communicating information, evidence and points of view to audiences. | | | | | | | | | | |

| List the Major Course Segments (Units) | Contact Lecture Hours | Contact Lab Hours | Clinical Practicum | Work-based Learning |
|---|-----------------------|-------------------|--------------------|---------------------|
| Communication apprehension | 4 | | | |
| Speech organization | 3 | | | |
| Research | 4 | | | |
| Outlining | 4 | | | |
| Supportive material/content | 4 | | | |
| Delivery | 3 | | | |
| Ethical speaking and listening | 2 | | | |
| Audience analysis | 3 | | | |
| Visual aids | 2 | | | |
| Critical thinking skills | 4 | | | |
| Speech to inform | 4 | | | |
| Speech to persuade | 4 | | | |
| Epideictic, special occasion, career, or current event speech | 4 | | | |
| TOTAL | 45 | 0 | 0 | 0 |

| EVALUATION | | | |
|---|--|---|--|
| QUIZZES <input checked="" type="checkbox"/> | EXAMS <input checked="" type="checkbox"/> | ORAL PRES <input checked="" type="checkbox"/> | PAPERS <input checked="" type="checkbox"/> |
| LAB WORK <input type="checkbox"/> | PROJECTS <input checked="" type="checkbox"/> | COMP FINAL <input type="checkbox"/> | OTHER <input type="checkbox"/> |

| COURSE MATERIALS | |
|---------------------|--|
| TITLE: | The Speaker: The Tradition and Practice of Public Speaking |
| AUTHOR: | Joseph M. Valenzano III, Jim A. Kuypers, Stephen W. Braden |
| PUBLISHER: | Fountainhead Press |
| VOLUME/EDITION/URL: | 4th edition |
| COPYRIGHT DATE: | 2019 |

| MAJOR COURSE SEGMENT | HOURS | LEARNING OUTCOMES |
|----------------------------|-------|--|
| | | <i>The student will be able to:</i> |
| Communication apprehension | 4 | 1. Identify mental, emotional and physical nervous habits. 2. Channel nervous habits to create a physical, conversational and poised speech. 3. Produce coping mechanisms to channel nervous energy before, during and after speech. |
| Speech organization | 3 | 1. Determine two-five body points to support thesis for an informative speech. 2. Construct an introduction adhering to necessary elements. 3. Design a proper conclusion to review main ideas, activate the audience and provides closure for the speech. 4. Formulate an appropriate proposition for the persuasive speech and identify an effective organizational pattern to support the proposition. |
| Research | 4 | 1. Generate research for speeches by analyzing different modes of research (journals, magazines, newspapers, books, and other sources). 2. Evaluate authenticity of sources to support the speech topic. 3. Construct an APA Reference Page and utilize APA documentation in the text of the outline. |

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| Outlining | 4 | <ol style="list-style-type: none"> 1. Arrange an outline that identifies an introduction, body, and conclusion. 2. Compose research in the outline that follows APA documentation. |
| Supportive material/content | 4 | <ol style="list-style-type: none"> 1. Implement credible research in the outline and verbal speech. 2. Verbally cite research and personal testimony in a conversational manner. 3. Evaluate content for logical arguments and relevant support. 4. Compose a speech and outline that includes a variety of support such as personal testimony, expert testimony, examples, stories, reasoning patterns, statistics and comparisons. |
| Delivery | 3 | <ol style="list-style-type: none"> 1. Construct a speech that has effective physical and vocal delivery. 2. Practice and identify a variety of delivery methods: impromptu, extemporaneous, and manuscript. |
| Ethical speaking and listening | 2 | <ol style="list-style-type: none"> 1. Generate credible research to support topic and benefits the audience. 2. Determine logical arguments from fallacies to make educated decisions. 3. Structure a speech that contains ethical supporting material to inform and persuade an audience. |
| Audience analysis | 3 | <ol style="list-style-type: none"> 1. Formulate an effective audience analysis to select speech topics. 2. Develop research and supporting material to inform, educate and persuade the demographics of audience. 3. Coordinate appropriate language, delivery and material for audience. |
| Visual aids | 2 | <ol style="list-style-type: none"> 1. Present a speech by using a visual aid that compliments the topic. 2. Perform the use of a visual aid in a professional, effective and appropriate manner free of distractions. |
| Critical thinking skills | 4 | <ol style="list-style-type: none"> 1. Select appropriate topics for the audience. 2. Analyze research. 3. Present the findings in an effective presentation. 4. Generate effective visual aids to explain the topic. 5. Prepare a speech and construct a delivery method that best explains the topic to audience. |
| Speech to inform | 4 | <ol style="list-style-type: none"> 1. Complete a thorough audience analysis and select the best topic for demographics and psychographics. 2. Determine the level of informing that is best for the audience; impart knowledge, enhance information or apply application. 3. Collect sources and utilize APA documentation to support thesis. 4. Generate an outline that follows specific organization for the introduction, body and conclusion. 5. Practice, organize and present a 5–7-minute speech. |
| Speech to persuade | 4 | <ol style="list-style-type: none"> 1. Conduct an inventory on audience demographics and select a persuasive topic that meets their needs and wants. 2. Determine if the purpose of speech will influence values, beliefs, attitudes or behaviors. 3. Decide on the specific purpose of speech: to convince, to convince and activate or to inspire. 4. Collect sources and utilize APA documentation to support the proposition. 5. Express the three proofs in delivery, content, and organization: ethos, logos and pathos. 6. Formulate an organized speech that incorporates logical reasoning patterns. 7. Practice, organize and present a 6–8-minute speech. |

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| Epideictic, special occasion, career, or current event speech | 4 | 1. Demonstrate and generate a speech that is assigned as an epideictic, special occasion, career or current event speech. 2. Practice, organize and present a 3–4-minute speech. |
| 45 | | |

| Outcomes* | At the successful completion of this course, students will be able to: |
|-------------------------------------|---|
| Course Outcome 1 | Deliver an informative speech encompassing effective content, organization and delivery. |
| Course Outcome 2 | Deliver a persuasive speech encompassing effective content, organization and delivery. |
| Primary Laker Learning Competency | Communication: Students communicate effectively and appropriately through the exchange of information. |
| Secondary Laker Learning Competency | Professional Skills & Ethics: Students demonstrate professional business skills and ethical accountability. |

*Course and program outcomes will be used in the software for outcomes assessment and should include at least 1 primary and 1 secondary Laker Learning Competency. Limit to 3-5.