COURSE TITLE: Effective Public Speaking
COURSE NUMBER: SPC 2600

COURSE DESCRIPTION:
This course covers the preparation and presentation of speeches for business, social, and professional occasions. Speech principles and problems will be dealt with in regard to development and use of the speaking voice. 3 semester hours credit. [A]

PREREQUISITES:
ENC 1101, ENC 1102, or instructor’s approval

NAMES OF INSTRUCTORS:
Bryan Craven
Carol Saunders

DATE OF LATEST REVISION: 2006-07

REQUIRED TEXTBOOKS: (Please include title, author, publisher, edition & ISBN)
Verderber, Rudolph F.  THE CHALLENGE OF EFFECTIVE SPEAKING.

GRADING POLICIES:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 100 – 93
B – 92 – 83
C – 82 – 70
D – 69 – 60
F – 59 or less

See your First Day Handout for individual instructor practices.

The Chipola Catalog provides specific information regarding other outcomes from the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

DISCIPLINE-SPECIFIC COMPETENCIES / LEARNING OUTCOMES:
Not a General Education core course.
STUDENT LEARNING OUTCOMES/OBJECTIVES FOR SPC 2600:

See chart, last page.

MEANS OF ACCOMPLISHING OUTCOMES:

1. Textbook assignments, class discussions and tests to determine degree of mastery of speech components.

2. Preparation and delivery of different types of speeches totaling no less than 6 speeches during the term in order to develop oral skills.

3. Video tapes of all student speeches in order to provide self-critiquing opportunities.

4. Peer and teacher critiques which point out the good points and points which need correction.

5. You are expected to attend college sponsored cultural events which involve speakers, story tellers, or performers. These will be assigned as available. Usually only one or two such events are available.

Organization of the Course

SPEECHES - The course is largely application, a laboratory course. The student learns to speak by speaking frequently.

CRITICAL ANALYSIS BY STUDENTS AND TEACHER - The students will evaluate his own speeches as well as those of other students. These critiques will count as a test grade. Five points will be deducted from this grade for each absence. Through critical analysis the instructor will teach the basic speech principles.

READING - Besides careful reading of assigned textual materials prior to class meetings, students will investigate relevant materials from other sources.

CONFERENCES - Periodic conferences between instructors and students will be scheduled. Their purpose is to acquaint the student with his standing in class and to provide him with an opportunity to discuss course work in general with his instructor.

LIBRARY AND ON-LINE REFERENCE MATERIALS:

The library is a comprehensive, learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. In addition to print media, online catalogs and resources can be accessed through www.linccweb.org and www.netlibrary.com. Library hours are posted each semester at the building entrance.

Chipola’s website is located at www.chipola.edu.
See your First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:

The Information Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance.

ASSIGNMENT SCHEDULE:

Weeks 1 & 2       READ and DISCUSS Chapters 1 and 3;  
                   DELIVER and CRITIQUE "Introductory Speech."

Weeks 3 & 4       READ and DISCUSS Chapters 2 and 11;  
                   DELIVER and CRITIQUE "Narrative Speech."

Weeks 5 & 6       READ and DISCUSS Chapters 8 and 9;  
                   DELIVER and CRITIQUE "Demonstration Speech."

Weeks 7 & 8       READ and DISCUSS Chapters 4, 5, 6, 7, 12;  
                   DELIVER and CRITIQUE "Expository Speech."

Weeks 9, 10 & 11  READ and DISCUSS Chapters 13 and 14;  
                   Library Orientation and research  
                   DELIVER and CRITIQUE "Persuasive Speech."

Week 12           READ and DISCUSS Chapters 15;  
                   DELIVER and CRITIQUE "Special Occasion Speech."

Week 13           DELIVER and CRITIQUE "Special Occasion Speech."

Week 14           DELIVER and CRITIQUE "Oral Interpretation."

Week 15           DELIVER and CRITIQUE "Impromptu Speech."

Week 16           Review  
                   FINAL EXAM

See your First Day Handout for individual instructor assignment schedule.
ATTENDANCE AND WITHDRAWAL POLICIES:

Regular attendance is expected of all students. Each student is accountable to the instructor for all class absences. There are three acceptable excuses for absences: (1) severe illness, (2) death in the immediate family, and (3) official college activity (approved by Student Services). Any questionable excuse shall be verified by the office of Student Services when requested by the instructor.

When any absence occurs, it is the responsibility of the student to contact the instructor as soon as possible and make arrangements about making up work. Work must be made up within one week following the absence or within the time specified by the instructor in case of extended absence. A ten-point penalty is assessed for late work. Except as noted above, make-up work will not be permitted after the one-week deadline, and the instructor will record a grade of “0” for each assignment not submitted.

Tardiness to class is disruptive to learning and is unacceptable. If the student is tardy, the student shall see his/her instructor at the end of the class period, and the instructor will determine if the tardiness is excusable. Excessive tardiness may be counted as absences at the discretion of the instructor.

WITHDRAWAL POLICY

A student may withdraw from a course prior to the deadline for withdrawing which is listed in the college catalog and the college class schedule. A student who has missed too many classes or who is making unsatisfactory progress in the course can withdraw and receive a “W” mark for the course. It is the student’s responsibility to obtain the necessary request form from the Registrar’s Office for withdrawing from a class, to obtain signatures for completing it, and to turn it in to the Registrar’s Office before the deadline. It is advisable to check later to ensure that the withdrawal has been processed.

NOTE: In 1997, the Florida Legislature passed House Bill 1545 which requires that students who have enrolled more than two times in the same college credit course must pay tuition fees at 100% of the full cost of instruction. The full cost of instruction is the same as the non-resident tuition fee. All Florida community colleges and state universities are required to begin “counting” attempts beginning in the Fall term 1997. An “attempt” is any course which remains on the student’s class schedule past the published drop/add date for any academic term. When a student withdraws from a course, the withdrawal counts as an attempt. A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt, a student cannot withdraw; he must receive a grade.** No additional attempts will be allowed without prior approval from the Admissions Committee; approvals may be granted for extenuating circumstances only.

MAKE-UP POLICY:

See Attendance Policy (above).
ACADEMIC HONOR CODE POLICY:

Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to
1) uphold the highest standards of academic honesty in his/her own work;
2) refuse to tolerate academic dishonesty in the college community; and
3) foster a high sense of honor and social responsibility on the part of students.

Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

STUDENTS WITH DISABILITIES POLICY:

Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment.

Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

LINKING COURSE, DISCIPLINE, AND GENERAL EDUCATION COMPETENCIES

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES FOR SPC 2600</th>
<th>DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES*</th>
<th>GENERAL EDUCATION CORE COMPETENCIES</th>
</tr>
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<tbody>
<tr>
<td>The student will:</td>
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<tr>
<td>Understand public speaking principles and problems.</td>
<td>C</td>
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<tr>
<td>Understand his or her role in class discussion.</td>
<td>C</td>
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<tr>
<td>Learn to listen carefully and critically to speakers.</td>
<td>C</td>
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<tr>
<td>Learn to use his or her voice to communicate.</td>
<td>C</td>
<td></td>
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<tr>
<td>Understand the need for supporting materials to explain, to prove, and to entertain.</td>
<td>C, SS</td>
<td></td>
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<tr>
<td>Improve in arranging and outlining related points.</td>
<td>C</td>
<td></td>
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<tr>
<td>Become conscious of effective wording in speeches.</td>
<td>C</td>
<td></td>
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<tr>
<td>Analyze the interests and desires of the audience.</td>
<td>C, SS</td>
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<tr>
<td>Develop effective introductions and conclusions.</td>
<td>C</td>
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<tr>
<td>Capture and hold listeners’ interest.</td>
<td>C</td>
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<td>Learn to give criticism as objectively as possible.</td>
<td>C</td>
<td></td>
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<tr>
<td>Learn to take criticism and use it for constructive purposes.</td>
<td>C</td>
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<tr>
<td>Study exemplary speeches of various kinds.</td>
<td>C</td>
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<tr>
<td>Become more objective in viewing controversial subjects so as to understand and work toward a solution to the problem.</td>
<td>C, SS</td>
<td></td>
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<tr>
<td>Learn to stand before a group of people and get his or her ideas across to the audience regardless of the members’ prejudices, affiliations, etc.</td>
<td>C, SS</td>
<td></td>
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<tr>
<td>Increase self-esteem by increasing confidence in one’s ability to communication with others.</td>
<td>C</td>
<td></td>
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For a list of Chipola’s College-Level Competencies, see [www.chipola.edu](http://www.chipola.edu).