



**EFFECTIVE: SEPTEMBER 2002**

**CURRICULUM GUIDELINES**

A: Division: **INSTRUCTIONAL** Date: **September 19, 2001**  
 B: Department/ Program Area: **LANGUAGE, LITERATURE AND PERFORMING ARTS COMMUNICATIONS** New Course  Revision   
 If Revision, Section(s) Revised: **Sections L, P, R**  
 Date Last Revised: **March 17, 1995**

C: **CMNS 125** D: **ORAL PRESENTATIONS** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b> Calendar Description: Calendar Description: In this course students have many opportunities to practice public speaking. Here students can develop vocal, verbal and non-verbal speech delivery skills. They learn how to organize the information they have gathered, how to present this information in persuasive or expository ways, and how to complement their presentations with appropriate visual aids. A workshop approach is taken and learning activities are oriented toward small groups.		
<b>G:</b> Allocation of Contact Hours to Types of Instruction/Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Lecture/Seminar</b>  Number of Contact Hours: (per week / semester for each descriptor)  <b>4</b>  Number of Weeks per Semester: <b>14</b>	<b>H:</b> Course Prerequisites:  <b>NONE</b>	
	<b>I:</b> Course Corequisites:  <b>NONE</b>	
	<b>J:</b> Course for which this Course is a Prerequisite:  <b>NONE</b>	
	<b>K:</b> Maximum Class Size:  <b>20</b>	
<b>L:</b> PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: Requested <input checked="" type="checkbox"/> or Granted <input checked="" type="checkbox"/>		
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )		

**M:** Course Objectives/Learning Outcomes

By the end of the course, students will better appreciate and understand

1. the underlying causes of speech anxiety
2. the purposes of audience analysis
3. the importance of speech preparation
4. the effective elements of informative, persuasive and special occasion speeches
5. the ingredients of effective speech delivery
6. effective presentation aids

By the end of the course, students will demonstrate increased abilities to

1. manage speech anxiety
2. consider audience interest and needs when preparing a speech
3. listen effectively to other speakers
4. constructively evaluate other students' speeches
5. prepare effectively organized extemporaneous speeches using outlines and cue cards
6. deliver extemporaneous speeches that employ effective vocal, verbal and non-verbal techniques
7. use appropriate informative or persuasive strategies in their speeches
8. select or design and integrate effective presentation aids
9. deliver effective impromptu speeches on topics assigned
10. effectively manage the question and answer period
11. prepare and deliver effective special occasion speeches

**N:** Course Content

I. Speech Anxiety

- A. Causes
- B. Value
- C. Methods for Controlling

II. Audience Analysis

- A. Attitudes and Interest
- C. Demographic Variables
- D. Sources of Audience Information

III. Listening Skills

- A. Supporting Other Speakers
- B. Understanding Speech Content
- C. Providing Constructive and Instructive Feedback

IV. Speechwriting Basics

- A. Selecting a Topic
- B. Finding Information
- C. Developing the Central Idea of the Speech
- D. Organizing the Speech
  - 1. Introduction
  - 2. Main Points
  - 3. Support Materials
  - 4. Transitions
  - 5. Conclusion

- E. Developing Outlines
- F. Preparing Cue Cards
- G. Practicing

V. Kinds of Speeches

- A. Informative
  - 1. Types of Informative Speeches
  - 2. Patterns for Organizing Informative Speeches
- B. Persuasive
  - 1. Basic Elements of Persuasion
  - 2. Patterns for Organizing Persuasive Speeches
  - 3. Special Considerations
- C. Special Occasion Speeches
  - 1. Speech of Introduction
  - 2. Speech of Tribute
  - 3. Speech of Acceptance

VI. Speech Delivery

- A. Methods
- B. Verbal/Vocal Characteristics
- C. Non Verbal Characteristics

VII. Presentation Aids

- A. Purpose and Selection
- B. Kinds of Presentation Aids
- C. Methods for Using Presentation Aids
- D. Cautions

VIII. The Question and Answer Period

- A. General Considerations
- B. Answering Difficult or Hostile Questions

**O:** Methods of Instruction

This course emphasizes learning through doing. Students work together in small groups to examine and apply course concepts and they speak every class, beginning in the first session: Early speaking efforts, however, are not formally evaluated. Part of each class is given over to workshop practice of verbal, vocal and non-verbal speech delivery skills. Students will speak both extemporaneously and in an impromptu manner, will serve as chairperson on speechmaking occasions, and will evaluate their own and their classmates' presentations using specific criteria developed in the course. They are expected to be familiar with the course text.

**P:** Textbooks and Materials to be Purchased by Students

N. Textbooks and Materials to be Purchased by Students

**Gregory, H. (2001). Public Speaking for College and Career (6th ed.). New York: McGraw Hill.**

**Q:** Means of Assessment

Quizzes	10%
Oral Presentations (including both impromptu and extemporaneous speeches with presentation aids)	60%
Self Evaluations	15%
Peer Evaluations	10%
Chairing Responsibilities	<u>05%</u>
Total	100%

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Not at this time.

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Course Designer(s)

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Education Council/Curriculum Committee Representative

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Dean/Director

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Registrar