

# The Brown Mackie College

## Course Syllabus

CM 1200 - Effective Public Speaking (AM)

Page 1 of 5 pages

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### I. Course Information

**Course number and title:** CM 1200 - Effective Public Speaking (AM)

**Term:** November 2009

**Term length:** Twelve four-hour sessions

**Credit hours and total contact hours:** Four (4) credit hours and 48 contact hours

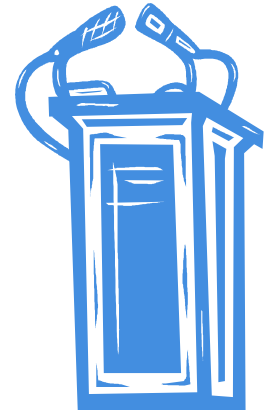
**Class meeting days, times, and place:** Mondays, 9-11a; Tuesdays, 9a-1p; and Thursdays, online

**NOTE:** An individual conference may also be required.

**Instructor:** Donald R. Simon, Esq.

**Program Director:** Janet Conner

**Academic Dean:** Julie Smith



### II. Course Description

An introduction to the principles and practices of topic selection, research, audience analysis, organization, style, and delivery of oral presentations. A variety of informative, persuasive, and group presentations are required.

**Prerequisite(s):** None

### III. Course Competencies

- Clearly and logically articulate a position.
- Demonstrate professional and ethical behavior in regard to oral and non-verbal communications.
- Demonstrate the ability to work as part of a team and assess ones' own and others' roles in a working group.
- Demonstrate effective listening skills through paraphrasing and group projects
- Effectively deliver different types or oral presentations.
- Formulate and conduct an information search that includes a variety of library resources.
- Organize information in a timely manner to develop/support an idea.

### IV. Evaluation

**Grading:** Completion of ALL assignments is necessary but not sufficient to pass the course. You determine your grade through the content, quality, and style of your work.

The Brown Mackie college approved scale for class grades is as follows:

A – 90%-100% - Superior work, distinguished by exceptionally high quality content, presentation, and/or performance. Work indicates a high degree of motivation, initiative, and

# The Brown Mackie College

## Course Syllabus

### CM 1200 - Effective Public Speaking

Page 2 of 5 pages

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attention to the objectives and expectations of the assignment.

B – 80%-89% - Commendable work, demonstrating a clear understanding of the objectives and expectations of the assignment. Weaknesses present do not seriously impair the generally high quality of content, presentation, and/or performance.

C – 70%-79% - Satisfactory work, demonstrating general competence in meeting the objectives and expectations of the assignment. The quality of the work may be impaired somewhat by inconsistent quality of content, carelessness and/or disorganization in presentation, or negligence in the following of instructions.

D – 60%-69% - Marginal work, demonstrating difficulty in meeting objectives and expectations of the assignment. The quality of the work is consistently impaired, marginally acceptable content, carelessness in production, and/or negligence in following instructions.

F – 0%-59% - Unacceptable work, demonstrating a persistent difficulty in understanding the objectives and expectations of the assignment. The quality of the work suffers as a result of carelessness, negligence, or lack of understanding.

#### Point Values:

<u>Assignment:</u>	<u>Points:</u>	<u>Percentage:</u>
Self-Introduction Speech	50	10%
Informative Speech	75	15%
Persuasive Speech	75	15%
Group Speech	100	20%
Outlines	50	10%
Periodic Quizzes	50	10%
Final Exam	<u>100</u>	<u>20%</u>
<b>TOTAL:</b>	500 pts.	100%

#### Assessment

During this course periodic assessment of student learning will be conducted to demonstrate effort, progress, and achievement over time. Classroom Assessment Techniques (CATs) are used to monitor the development of knowledge, skills, attitudes, and behaviors. These techniques will contain purposeful work to demonstrate learning or change over time. Assessment is a method of evaluating learning and does not affect your course grade.

#### V. Attendance, late work, integrity, and policies applying to the course

**Attendance:** Students are expected to attend all class sessions. Since direct correlation exists between skills learned and attendance, many future employers inquire about attendance records.

If extenuating circumstances occur which prevent the student from adhering to the policy, please call the college or the instructor. The Academic Dean or Campus Director may make an exception. Any exceptions will be documented and a record kept in the student's permanent file.

# The Brown Mackie College

## Course Syllabus

### CM 1200 - Effective Public Speaking

Page 3 of 5 pages

---

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**Late Work/Make-Up Policy:** It is the student's responsibility to find out what work has been missed. Whenever possible, students should make arrangements **in advance** of an expected absence or late work will **NOT** be accepted. Emergencies will be handled on a case-by-case basis and with the proper documentation. Quizzes cannot be made up.

**Students with Disabilities:** It is the Brown Mackie College policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Disability Services Coordinator at 785-825-5422 or at the College's campus at 2106 S. 9th Street, Salina, KS 67401.

**Academic Integrity:** Students are required to conduct themselves in conformity with normal expectations of academic integrity in their completion of assignments and examinations.

Academic dishonesty includes, but is not restricted to, the following:

- Theft or abuse of another's work.
- Alteration of any grade or other evaluation of one's own or another student's work in order to misrepresent its quality.
- Unauthorized collaboration in completing work, including completing work for another and submitting another's work as one's own.
- Use of resources prohibited by the instructor.
- Representation of another's work as one's own (plagiarism).
- Unapproved submission of the same work in more than one course.

Violation of academic integrity includes willful obstruction of learning. In such cases, the institution, in determining the appropriate action, must take into account the extent of the disruption resulting from the obstruction. Obstruction of learning may be physical (as theft or abuse of instructional materials or equipment) or behavioral (as disruption or prevention of learning). The institution will, as its general policy, provide a written notification of penalties more serious than an oral warning, but in instances of intolerable or persistent obstruction, the only appropriate action may be immediate and permanent disciplinary dismissal from the institution.

Please refer to the academic catalog for a more detailed discussion of the institution's policy on academic integrity.

## VI. Textbook and other materials required of students

- Lucas, Stephen. The Art of Public Speaking. Tenth Edition. Boston: McGraw-Hill, 2009.

# The Brown Mackie College

## Course Syllabus

### CM 1200 - Effective Public Speaking

Page 4 of 5 pages

#### VII. Disclaimer

To accommodate unusual circumstances, the instructor reserves the right to reasonable changes in the syllabus while the course is in process. Any question or interpretation of course requirements or of misunderstandings between a student and the professor will be at the discretion of the instructor.

#### VIII. Course outline

<u>Session</u>	<u>Topics</u>
1. 11/02/09	Course introduction. Syllabus overview. Get acquainted. <b>Lectures:</b> "Public Speaking," "Ethics and Public Speaking," and "Your First Speech." <b>Assignments:</b> Read Chaps. 4, 8, 10, 14, and Appendix 1. Speech #1.
2. 11/03/09	Speech #1. <b>Lectures:</b> "Selecting a Topic," "Organizing the Body," "Outlining," and "Speaking to Inform." Watch sample speeches. <b>Assignments:</b> Read Chaps. 5 and 6. Prepare for Speech #2.
3. 11/05/09	<b>Online Lectures and Exercises:</b> "Analyzing the Audience" and "Gathering Materials." <b>Assignments:</b> Read Chaps. 7 and 9. Prepare for Speech #2.
4. 11/09/09	<b>Lectures:</b> "Supporting Your Ideas" and "Beginning and Ending the Speech." Watch sample speeches. <b>Assignments:</b> Read Chaps. 15 and 16. Prepare for Speech #2.
5. 11/10/09	Speech #2. Turn-in outline. Feedback. <b>Lectures:</b> "Speaking to Persuade" and "Methods of Persuasion." Watch sample speeches. <b>Assignments:</b> Read Chaps. 13 and Appendix 2. Prepare for Speech #3.
6. 11/12/09	<b>Online Lectures and Exercises:</b> "Using Visual Aids" and "Using PowerPoint." <b>Assignments:</b> Read Chaps. 11 and 12. Prepare for Speech #3.
7. 11/16/09	<b>Lectures:</b> "Using Language" and "Delivery." Watch sample speeches. <b>Assignments:</b> Read Chaps. 3 and 18. Prepare for Speech #3.
8. 11/17/09	Speech #3. Turn-in outline. Feedback. <b>Lectures:</b> "Listening" and "Speaking in Small Groups." <b>Assignment:</b> Prepare for Speech #4.
9. 11/19/09	<b>Online Lectures and Exercises:</b> "Working in Groups." <b>Assignment:</b> Prepare for Speech #4.
10. 11/23/09	Class time for Speech #4 preparation.
11. 11/24/09	Speech #4. Turn-in outline. Feedback. Course and instructor evaluations.
12. 11/25/09	<b>Online Exercise:</b> Final Exam. You're done! ☺

# The Brown Mackie College

## Course Syllabus

CM 1200 - Effective Public Speaking

Page 5 of 5 pages

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### **IX. Involuntary withdrawal**

The last day for students to voluntarily withdraw from this course with a grade of “W” is the end of the second week of class. A student may drop or add a class with the approval of the instructor, department chairperson, and the Academic Dean prior to the completion of the second class session.

### **X. General Education at Brown Mackie College**

Effective Public Speaking is part of the General Education curriculum at Brown Mackie College. The College’s General Education Philosophy, printed below, emphasizes the institution’s commitment to providing students with a broad-based learning experience:

General Education at Brown Mackie College encourages students to realize the significance of learning for their personal and professional success. The curriculum’s design is derived from the principle that a broad base of knowledge combined with the development of critical thinking skills fosters a learner’s lifelong intellectual capacity. Emphasis is also placed upon an exposure to fundamental truths and values and the cultivation of an appreciation for humankind’s achievements. Taken as a whole, General Education serves as a catalyst to help students effectively interact and communicate in a diverse and rapidly changing world

The following student learning outcomes for General Education reflect the vision for General Education at the College:

1. Communicate effectively with persons of diverse backgrounds, in both educational and professional settings, by utilizing various forms of communication that include spoken, written, computer-mediated, and symbolic language.
2. Apply systematic methods of inquiry, effective reasoning, and analytical thinking skills to identify, investigate, and solve problems in educational and professional contexts.
3. Engage in self-initiated learning and discovery, thereby integrating the educational process into everyday life.
4. Apply ethical concepts to the resolution of problems and dilemmas encountered in the workplace.
5. Solve problems related to the interdependence of business, government, and the individual.

Through a comprehensive General Education curriculum, the College strives to offer students opportunities to develop a variety of necessary skills that promote the attainment of the General Education outcomes. The General Education component is an essential part of every degree program at the College.