

Syllabus for
COM 302—Advanced Public Speaking
3 Credit Hours
Spring 2005

I. COURSE DESCRIPTION

Instruction in the theory and practice of public speaking skills in a broad range of situations. Emphasis is on formulation and presentation skills and public speaking as a vehicle for the discovery and artful presentation of truth, the promotion of responsible personal development, and for the encouragement of constructive social action. Each speech needs to reflect Christian principles and present ethical ways to enhance audience participation and acceptance.
Prerequisite: COM 101.

II. COURSE GOALS

This course is designed to assist the student in his or her quest to do the following:

- A. become more professional as a participant in a broad range of public speaking situations.
- B. develop skill in analyzing a public speaking situation while participating in it.
- C. choose the most effective public speaking strategy in relation to the specific audience being considered.
- D. develop practical skills in planning, managing, and interpreting public presentations in both secular and Christian settings.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

After successfully completing the course, the student should be able to do the following:

- A. Develop skills in the researching and composition of speeches suitable to a broad range of public speaking situations.
- E. Develop flexibility in using different modes of delivery as well as knowledgeably answering questions posed by the audience.
- B. Employ effective reasoning and evidence to inform and persuade listeners in an ethical way.
- C. Analyze audiences and be able to adapt speeches for maximum impact to that particular group.
- D. Confidently speak in impromptu situations in an organized, informative manner.
- E. Utilize technology to effectively design and deliver professional visual aids in a variety of common speech situations.
- F. Critically analyze oral presentations and give verbal critiques.

Last revision: Fall 2004

IV. TEXTBOOKS

Required Textbook

Hamilton, C. (2003). Essentials of public speaking. Belmont: Wadsworth Publishing.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
2. Double cuts will be assessed for absences immediately preceding or following holidays.
3. Excessive absences can reduce a student's grade or deny credit for the course.
4. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
5. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
6. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

B. Department Policies and Procedures

1. **Attendance**—At Oral Roberts University, students are expected to attend all classes. Understanding that there are sometimes unavoidable circumstances that prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for illness, personal business, and personal emergency. Students may consider this personal days or sick leave. If a student has absences in excess of this number, the earned grade for the course will be reduced one letter grade for each hour's absence above those allowed. A student missing class due to illness must take an unexcused absence. Extended illnesses are handled on an individual basis and require a doctor's excuse.
2. **Administratively Excused Absences**—Students who must miss class for University sponsored activities must follow these procedures:
 - a. inform the professor before the event.
 - b. arrange to complete missed work within one week.
 - c. not commit to class performances (oral reports, speeches, television tapings, group presentations, etc.) on a date the student will be gone. Makeup work is not permitted if the student voluntarily commits to a performance on the date of an administratively excused absence.
 - d. present an excuse, signed by the Dean of Arts and Sciences, the day the student returns.
3. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, tardies are calculated in the attendance provision for this course. Three tardies equal one absence and are included in the absences when determining the course grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the student late; the student is the one responsible to convey that information following that class. Students should not expect to be credible the following class session concerning a late arrival on a previous day.
4. **Late Work**—The student is responsible for obtaining class assignments and material

covered during an absence. All work must be completed as scheduled. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. If late work is accepted, a substantial penalty will be assessed.

5. **Literacy**—The Communication Arts Department does not accept for credit any written assignment that contains more than an average of three grammatical and/or typographical errors per page.

C. Course Policies and Procedures

Evaluation Procedures

Final grade will be calculated as follows:

1.	<u>Speeches:</u>		
	Narrative Speech		5%
	Informative Speech		10%
	Persuasive Speech		15%
	Problem-Solving		15%
	Special Occasion Speech		10%
2.	<u>Exams:</u>		
	Midterm:		15%
	Final		15%
3.	<u>Other:</u>		
	3 Outside Evaluation Reports		5%
	Impromptus/Homework/ Oral critiques, etc.		10%
	TOTAL		100%

VI. COURSE CALENDAR

Week	Date	Topic	Assignment
1	January 5	Course Introduction	
	January 7	Public Speaking, Ethics and You	Chapter 1

2	January 10	Getting Started: Your First Speech	Chapter 2
	January 12	Building Speaker Confidence	Chapter 3
	January 14	Cont.	
3	January 17	Listening: What Speakers Should Know	Chapter 4
	January 19	Cont.	
	January 21	Speech 1 – Narrative	
4	January 24	Speech 1 – Narrative	
	January 26	Speech 1 – Narrative	
	January 28	Analyzing Your Audience	Chapter 5
5	January 31	Informative Speaking	Chapter 13
	February 2	Selecting & Researching Your Topic Supporting Your Ideas	Chapter 6 Chapter 7
	February 4	Organizing Your Speech Outlines and Speaking Notes	Chapter 8 Chapter 9
6	February 7	MIDTERM (Chapters 1-7 & 13)	
	February 9	Preparing Effective Visual Aids	Chapter 10
	February 11	Cont.	
7	February 14	Delivering Your Speech	Chapter 11
	February 16	Cont.	
	February 18	Cont.	
8	February 21	Speech 2 – Informative	
	February 23	Speech 2 – Informative	
	February 25	Speech 2 – Informative	
9	February 28	Speech 2 – Informative	
	March 2	Persuasive Speaking	Chapter 14
	March 4	Cont.	
10	March 7	Methods of Persuasion	Chapter 15
	March 9	Team Presentations	
	March 11	Cont.	
	March 14 - 18	SPRING BREAK	
11	March 21	Speech 3 – Persuasive	
	March 23	Speech 3 – Persuasive	
	March 25	SPRING REVIVAL	
12	March 28	Speech 3 – Persuasive	
	March 30	Speech 3 – Persuasive	
	April 1	Speech 3 – Persuasive	
13	April 4	Perfecting Language Style Special Occasion Speeches	Chapter 12 Chapter 16
	April 6	Cont.	
	April 8	Group Work Day	
14	April 11	Speech 4 – Problem-Solving	
	April 13	Speech 4 – Problem-Solving	
	April 15	Speech 4 – Problem-Solving	
15	April 18	Speech 5 – Special Occasion	
	April 20	Speech 5 – Special Occasion	
	April 22	Speech 5 – Special Occasion	
16		FINAL - Chps 8 -12, 14-16, & Apx C)	

Course Inventory for ORU's Student Learning Outcomes

COM 302—Advanced Public Speaking Spring 2005

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability		X		
1D	Ethical behavior	X			
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation		X		
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle				X
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship		X		
4E	Leadership capacity		X		