



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: Advanced Public Speaking

Course Number: COM 211

Credit Hrs. 3

Lecture Hrs. 3

Lab Hrs. 0

Clinical Hrs. 0

Variable Hrs. 0

Total Hours of Instruction: 3

Total Contact Hours: 52.8

(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

An advanced understanding of theories and strategies in the delivery of oral presentations. The emphasis of this course is on analyzing and practicing speech discourse conventions, along with advancing information literacy skills as a key to effective delivery of speeches.

Prerequisite (s): COM 111

Co-requisite (s): None

Course Objectives:

- Analyze the role of classical writers in the development of standards of speech, analyze classical origins and contemporary theory in current speeches, and apply rhetorical theory to analysis and delivery of presentations.
- Analyze speaker and audience motives and identify unethical communication from audience.
- Employ advanced audience analysis strategies, demonstrate advanced information literacy techniques, use a wide variety of scholarly and mass media sources, demonstrate outlining techniques, and use language to synthesize and write speeches.
- Demonstrate advanced delivery techniques, use a variety of types of visual aids for different contexts, practice speeches in a variety of settings and in the community, practice techniques for interacting with audience, and demonstrate speech self-assessment techniques.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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PART 2:

Lumina DQP outcomes and linked course objectives

(Please identify all Lumina DQP outcomes supported by this course, including the complete language of each outcome as shown on Part 3 of this syllabus. Under each Lumina DQP outcome, please list any course objectives that support the prior DQP outcome.)

Lumina DQP Outcome 2: Illustrates contemporary terminology used in the field.

- Analyze the role of classical writers in the development of standards of speech, analyze classical origins and contemporary theory in current speeches, and apply rhetorical theory to analysis and delivery of presentations.
- Analyze speaker and audience motives and identify unethical communication from audience.
- Employ advanced audience analysis strategies, demonstrate advanced information literacy techniques, use a wide variety of scholarly and mass media sources, demonstrate outlining techniques, and use language to synthesize and write speeches.

Lumina DQP Outcome 3: Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

- Employ advanced audience analysis strategies, demonstrate advanced information literacy techniques, use a wide variety of scholarly and mass media sources, demonstrate outlining techniques, and use language to synthesize and write speeches.
- Demonstrate advanced delivery techniques, use a variety of types of visual aids for different contexts, practice speeches in a variety of settings and in the community, practice techniques for interacting with audience, and demonstrate speech self-assessment techniques.

Lumina DQP Outcome 6: Illustrates core concepts of the field while executing analytical, practical or creative tasks.

- Employ advanced audience analysis strategies, demonstrate advanced information literacy techniques, use a wide variety of scholarly and mass media sources, demonstrate outlining techniques, and use language to synthesize and write speeches.
- Demonstrate advanced delivery techniques, use a variety of types of visual aids for different contexts, practice speeches in a variety of settings and in the community, practice techniques for interacting with audience, and demonstrate speech self-assessment techniques.



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Suggested Methods of Instruction:

Discussions, recordings of real world, historical, and student speeches, readings, practice speeches, and research.

Suggested Methods of Assessment and Evaluation:

Research persuasive and informative speeches, manuscripts speeches, media speeches, audience analysis, outlines, and research summaries.

Adopted Text at Time of Course Adoption/Revision:

“Advanced Public Speaking: A Leader’s Guide” by Hostetter, M. & Kahl, M.L 1ST Edition. ISBN: 9780205740017

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

- Week 1: Speech of Introduction
- Week 2: Opinion Give and Take
- Week 3: Proposals
- Week 4: Civic Persuasive Appeals
- Week 5: On-Camera Speeches
- Week 6: Crisis Speeches
- Week 7: Technical Briefings
- Week 8: Speeches Delivered
- Week 9: Speeches Delivered
- Week 10: Decorum/Nonverbal Communication
- Week 11: Manuscript
- Week 12: Editing your Speech
- Week 13: Storytelling
- Week 14: Assessment
- Week 15: Persuasive Speeches
- Week 16: Persuasive Speeches

Section 1 & Section 2 approved by CRDAP on: 02/18/14

Section 2 approved by AD:

Date:

Section 2 approved by CRDAP Chair:

Date:



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PART 3:

Use this reference sheet in Part 2 of Master Course Syllabus

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012