



Course Title: **Public Speaking**

Description: Public Speaking enables students to gain confidence in their speaking abilities. The forms of informative and persuasive speaking are studied. Students will study vocabulary, speech organization, and interpersonal communications. They will also explore multimedia aspects of speaking, which may include numerous presentation programs and on-camera speaking. **Public Speaking corresponds to [SPC 101](#) in the DMACC course guide.**

Description from DMACC course catalog: SPC 101 - Fund of Oral Communication

Explores the fundamentals of oral communication through the study and practice of interpersonal and small group communication and the composition and delivery of short speeches.

<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
<u>Human Communication</u>	<ul style="list-style-type: none">● Explain the transactional nature of the communication process<ul style="list-style-type: none">○ Identify the components of the process○ Use the transactional model to describe a communication event● Explain how perceptions influence human communication<ul style="list-style-type: none">○ List ways the perception of self and others influence communication○ Explain how elements of the perception process affect message meanings.○ Use perception checking to improve the accuracy of perceptions and reduce misunderstandings● Describe relationships between verbal and non-verbal messages in communication<ul style="list-style-type: none">○ Explain how nonverbal behaviors function to create meaning in communication○ Identify main categories of nonverbal messages○ Apply nonverbal behaviors congruent with verbal messages● Analyze how communication functions in relationships	<p>Students will explain the transactional nature of the communication process</p> <p>AND</p> <p>Explain how perceptions influence human communication</p> <p>AND</p> <p>Describe relationships between verbal and non-verbal messages in communication</p> <p>AND</p> <p>Analyze how communication functions in relationships</p>



	<ul style="list-style-type: none"> ○ Describe communication associated with levels of relationship formation ○ Identify interpersonal skills associated with creating positive communication climates ○ Use self-disclosing communication to enhance interpersonal relationships ○ Name cause of interpersonal conflict and strategies for conflict resolution 	
<u>Analyzing and Adapting to Audiences</u>	<ul style="list-style-type: none"> ● Demonstrate appropriate language in a variety of contexts <ul style="list-style-type: none"> ○ Employ the vocabulary and grammar of standard American English ○ Avoid use of language which is prejudiced, sexist, or otherwise offensive ○ Use language appropriate to the speaker, audience and occasion ○ Adapt language appropriately to the nature of the relationship ● Demonstrate ways cultural diversity affects interpersonal communication and public speaking <ul style="list-style-type: none"> ○ Demonstrate through language and nonverbal behavior a position of being 'other-oriented' when interacting with others ○ Analyze your audience in terms of cultural diversity 	<p>Students will demonstrate appropriate language in a variety of contexts</p> <p>AND</p> <p>Demonstrate ways cultural diversity affects interpersonal communication and public speaking</p>
<u>Active Listening</u>	<ul style="list-style-type: none"> ● Demonstrate active listening skills <ul style="list-style-type: none"> ○ Identify types and levels of listening ability ○ Provide feedback relevant to speaker, message and situation ● Analyze speeches from a listener's point of view <ul style="list-style-type: none"> ○ Perceive speech purpose and plan ○ Recognize main ideas and their support ○ Distinguish among arguments based in ethos, 	<p>Students will demonstrate active listening skills</p> <p>AND</p> <p>Analyze speeches from a listener's point of view</p>



	<ul style="list-style-type: none"> logos, and pathos Recognize incongruencies between a speaker's verbal and nonverbal messages Give feedback on the effectiveness of speech communication according to standards/criteria of performance 	
<u>Group Communication</u>	<ul style="list-style-type: none"> Identify characteristics and functions of small groups Participate in problem-solving and/or decision-making groups <ul style="list-style-type: none"> Use one or more recognized approaches to problem solving in groups List guidelines for promoting effective participation in group discussion and problem solving Identify communication behaviors characteristic of roles in groups <ul style="list-style-type: none"> Describe communication behaviors associated with task, social/maintenance, and negative role formation Describe communication behaviors of effective group leaders 	<p>Students will identify characteristics and functions of small groups</p> <p>AND</p> <p>Participate in problem-solving and/or decision-making groups</p> <p>AND</p> <p>Identify communication behaviors characteristic of roles in groups</p>
<u>Speech Organization</u>	<ul style="list-style-type: none"> Develop a topic according to purpose and audience <ul style="list-style-type: none"> Generate a specific purpose statement relevant to the context and the general purpose Employ methods for analyzing characteristics of audiences Organize information and ideas appropriately <ul style="list-style-type: none"> Use a thesis as a planning tool Choose from one of several commonly used organizational patterns Use transitions for clarity and movement Creates an outline for the informative and 	<p>Students will develop a topic according to purpose and audience</p> <p>AND</p> <p>Organize information and ideas appropriately</p> <p>AND</p>



	<ul style="list-style-type: none">○ persuasive speeches.○ Uses standard outline notation and alignment with correct coordination and subordination.○ Includes an introduction, body, and conclusion● Develop main ideas specifically and coherently<ul style="list-style-type: none">○ Select supporting materials that meet criteria of relevance, validity and logic○ Adapt support material to listeners○ In addition to personal experience, incorporates support from research and cites it both orally in speech and in writing on the outline.○ Distinguish between main points and supporting materials	Develop main ideas specifically and coherently
<u>Speech Delivery</u>	<ul style="list-style-type: none">● Deliver informative and persuasive speech in an extemporaneous style.<ul style="list-style-type: none">○ Use physical behaviors supportive of the verbal message.○ Use vocal variety in rate, pitch, and intensity to clarify meaning and promote interest.○ Speak articulately and directly in a naturally expressive style.	Students will deliver informative and persuasive speech in an extemporaneous style.