

**\*\*\* ASSIGNMENT: PLEASE READ AND BE PREPARED TO DISCUSS CHAPTERS 1, 2 & 3 and Appendix to Pt. 1 FOR THE FIRST CLASS\*\*\***

**SPRINGFIELD COLLEGE IN ILLINOIS**

Session 2008B  
Room: D221  
Classes: Mon. 6:00 - 10:00 p.m.  
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John Milhiser, Instructor  
Office Hours in classroom  
Mon. 5:45 - 6:00 pm  
Phone: 971-7212 (w)

**Public Speaking  
SPH 111-70**

**I. Course Description:**

A course designed to give training in the extended extemporaneous speech on issues of concern to an identifiable public. Emphasis is on the composition of the persuasive speech, including its research and its language style. Students also are required to develop standards of speech criticism. Prerequisite: ENG 111 with a grade of C or better. 3 hours

**II. Textbook:**

Lucas, Stephen E., The Art of Public Speaking. New York: McGraw Hill, 9th ed. 2006.

**III. Mission Statement**

The mission of Springfield College in Illinois is to provide students the best liberal arts education in the Ursuline tradition of a nurturing faith-based environment. We prepare students for a life of learning, leadership and service in a diverse world.

**IV. Goals, Objectives, and Student Learning Outcomes:**

**A. Goals**

To enhance communication through the development of skills in the following areas: speaking, listening, reading, and writing.

To gain an understanding and appreciation of the conventions and methods of public speaking.

To create and present effective speeches in a variety of genres..

**B. Common Student Learning Objectives** The following CSLOs, adopted December 9, 2004, apply to this course:

Content Knowledge (Lifelong Learning) CK-1 Know and apply the central concepts of the subject matter

Communication Skills (Lifelong Learning and Leadership) CS-1  
Communicate effectively in oral and written forms

Problem Solving Skills (Lifelong Learning and Leadership) PS-2

Seek information and develop and in-depth knowledge base, grounded in research

Social Responsibility (Service and Leadership) SR-2 Make ethical and informed decisions

Global Perspectives (Diversity) GP-1 Recognize the importance of diversity of opinion, abilities, and cultures

Self-Direction and Personal Growth (Lifelong Learning) SP-1 Develop a sense of intellectual curiosity

#### C. Course-Based Student Learning Objectives (CBSLO)

To understand and apply key elements of informative and persuasive speaking in preparing and delivering speeches. (CK-1, CS-1)

To analyze the elements and effectiveness of prominent speeches. (CK-1, GP-1, SP-1)

To employ research and organizational strategies for speech development.. (CK-1, PS-2)

To apply ethical standards in the speech making process. (CK-1, SR-2, GP-1, SP-1)

#### V. **Teaching Methods:**

Lecture/Class Discussion/Video & Audio Presentations

#### VI. **Course Requirements**

##### Attendance:

Attendance is required. Classroom discussion is an important element of the course, and therefore, more than one absence may result in the final grade being lowered.

##### Class Participation:

Students are expected to come to class prepared to deliver assigned speeches, discuss the reading assignment and to participate in in-class activities.

##### Reading Assignments:

See course outline.

#### VII. **Means of Evaluation**

Students will be evaluated on three graded speeches, two speech outlines, and a written speech analysis. Class participation is essential to this course, therefore, the instructor will also evaluate each student's participation in class discussions, group work, and overall contribution to the class.

Keep in mind that plagiarism will result in disciplinary action. The SCI Student Handbook defines plagiarism as a serious breach of conduct standards. Plagiarism is defined as: The act of appropriating the literary composition of another, or parts or passages of his writing, or the ideas of language of the same and passing them off as the product of one's own mind. Black's Law Dictionary 1035 (5th Ed. 1979).

Course Requirements:

|                        |     |
|------------------------|-----|
| Introductory Speech    | 10% |
| Informative Speech     | 25% |
| Speech Analysis        | 10% |
| Persuasive Speech      | 30% |
| In-class Participation | 25% |

Grading Scale:

|                    |
|--------------------|
| A = 91 -100 %      |
| B = 81 - 90 %      |
| C = 71 - 80 %      |
| D = 61 - 70 %      |
| E = 60 % and below |

**VIII. Topical Course Outline with Reading Assignments**

|           |  |
|-----------|--|
| Class 1   | Course Overview  |
| Mar. 3rd  | Formulate Personal Objectives for the Course<br>Chapters 1, 2 & 3 and Appendix to Pt. 1 (p.73-83) Read before coming to class<br>Speaking in Public, Ethics, Listening, Giving Your First Speech |
| Class 2   | Present Introductory Speech w/ Visual Aids (2-4 min.)  |
| Mar. 10th | Chapters 4, 5, 6, & 7<br>Selecting Topics, Analyzing the Audience, Gathering Material, Supporting Your Ideas   |
| Class 3   | Chapters 8, 9, 10, & 14  |
| Mar. 24th | Organization, Introductions & Conclusions, Outlining, Speaking to Inform   |
| Class 4   | Informative Speech Outline Draft Due   |
| Mar. 31st | Chapters 11, 12, & 13<br>Language, Delivery, Visual Aids   |
| Class 5   | Deliver Informative Speech (5-7 min)   |
| Apr. 7th  | Introduction to Speech Analysis  |
| Class 6   | Chapters 15, 16, & 17  |
| Apr. 14th | Persuasion, Speaking on Special Occasions  |
| Class 7   | Speech Analysis Due  |
| Apr. 21st | Video Presentations and Transcripts of Significant Speeches  |
| Class 8   | Deliver Persuasive Speech (8-12 min.)  |
| Apr. 28th | Turn in Persuasive Speech Outline<br>Evaluate Course Objectives  |

**IX. Americans with Disabilities Act (ADA)**

Springfield College in Illinois provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in college-sponsored programs, activities, and services or to meet course requirements should contact the Director of the Resource Center as early as possible.

**X. Assessment: Classroom Assessment Techniques**

The goals, objectives, and student learning outcomes listed above will be assessed through the presentations and written assignments. The instructor will also utilize directed paraphrasing and other Classroom Assessment Techniques as deemed necessary to provide continuous improvement in instruction. All students are required to participate in all assessment measures. Feedback on lectures and assignments is encouraged and will be respected.

**XI. Illinois Articulation Initiative**

SPH 111 has been approved by the Illinois Articulation Initiative as meeting the criteria stipulated for IAI F1 907.