



One College Drive, Blythe CA 92225
(760) 921-5500

Course Control Number: CCC000415508		
Course Outline Approval Dates		
Modality	Curriculum Committee	Board of Trustees
Face-to-face	4/11/19	5/14/19
Correspondence Ed.	4/11/19	5/14/19
Distance Ed.	4/11/19	5/14/19

COURSE OUTLINE OF RECORD

Course Information

Course Initiator: Dennese Lilley-Edgerton			
CB01 - Subject and Course #: SPE 102			
CB02 - Course Title: Public Speaking			
New Course: <input type="checkbox"/>		Non-Substantial: <input checked="" type="checkbox"/>	
		Substantial: <input type="checkbox"/>	
Articulation Request: <input checked="" type="checkbox"/> UC		<input checked="" type="checkbox"/> CSU	
		<input checked="" type="checkbox"/> CSU-GE	
		<input checked="" type="checkbox"/> IGETC	
Lecture Hours: 54		Laboratory Hours:	
		Clinical/Field Hours:	
CB06/CB07: Course Units: 3.0			
Prerequisites: SPE 101			
Co-requisites:			
Advisories:			
CB03 - TOP Code:		1506.00 - Speech Communication	
CB04 - Credit Status:		D - Credit - Degree Applicable	
CB05 - Transfer Status:		B - Transferable to CSU only	
CB08 - Basic Skills Status:		N - Course is not a basic skills course	
CB09 - SAM Priority Code:		E - Non-Occupational	
CB10 - Cooperative Work:		N - Is not part of Cooperative Work Experience Education Program	
CB11 - Course Classification:		Y - Credit Course	
CB13 - Approved Special:		N - Course is not a special class	
CB21 - Prior Transfer Level:		Y - Not Applicable	
CB22 - Noncredit Category:		Y - Credit Course	
CB23 - Funding Agency:		Y - Not Applicable	
CB24- Program Status:		1 - Program Applicable	
Transfer Request:		A= UC and CSU	

Please select the appropriate box(s) of the modalities in which this course will be offered, and fill out the appropriate sections for that mode.

- Face-to-Face – Section B
- Correspondence Education – Section C
- Distance Education – Section D

JUSTIFICATION OF NEED:

This course is a core requirement for the proposed Associate Degree for Transfer - Communication Studies

CATALOG DESCRIPTION:

This course covers theory, practice and critical analysis of public communication in a democratic society, including speeches on subjects of current interest both local and global. The course examines the use of social media as a public communication tool and its impact on our society. It includes an introduction to the relationship between rhetorical theory and criticism and rhetorical practice in communications. It will include the development and criticism of public discourse that is researched, reasoned, organized, and well presented.

COURSE OBJECTIVES:

1. Recognize appropriate techniques for managing communication apprehension.
2. Construct and deliver a variety of presentations.
3. Construct and use appropriately designed visual aids.
4. Locate and effectively incorporate supporting material drawn from a variety of sources.
5. Organize content in a logical manner according to presentation type.
6. Deliver a presentation employing effective stylistic techniques.
7. Demonstrate effective listening skills as both a speaker and a listener of presentations.
8. Demonstrate ethical responsibilities of a speaker.
9. Adapt presentation message to audience and occasion.
10. Write critical analysis of public communication texts based on a variety of critical relationships, including text/author, text/audience, text/text, text/society, text/situation, text/format used.
11. Select an actual public communication situation, and involve themselves in it through designing and implementing an effective communication effort.
12. Apply an understanding of the history of rhetorical theory to contemporary rhetorical practice in traditional oratory, in social media, and in the mass media.

STUDENT LEARNING OUTCOMES:

1. Design and implement effective oral presentations to a live audience.
2. Apply understanding of the history of rhetorical theory to contemporary practice.

A. COURSE OUTLINE AND SCOPE

1. Outline of topics or content:

1. Public Speaking and Culture
 - a. Cultures provide core resources, expectations about speaking and listening
 - b. Public speaking influences culture
 - c. Dialogical Theory
 - d. Transactional Model
2. Ethics and Diversity
 - a. Democratic principles
 - b. Speaking ethically
 - c. Listening ethically
3. Effective listening
 - a. Barriers
 - b. Strategies
 - c. Dialogical listening
 - d. Giving verbal and nonverbal feedback
4. Analyzing purpose and audience
5. Research in an electronic culture

6. Effective language
7. Visual Aids
8. Principles of speaking and interacting in small groups
 - a. Problem solving
 - b. Reaching a consensus
 - c. Conflict resolution
9. Special occasion speeches
 - a. Award ceremonies
 - b. Acceptance speeches
 - c. Celebrations
10. Thinking on your feet
11. Leadership
12. Field questions from an audience using professional techniques of feedback control.

2. If a course contains laboratory or clinical/field hours, list examples of activities or topics:

3. Examples of reading assignments:

1. Textbook readings
2. Research
3. Reading theories
4. Current periodicals

4. Examples of writing assignments:

1. Speech preparations
2. Critical analysis of peer work
3. Writing self reflective and observation journal
4. Short answer and essay examinations

5. Appropriate assignments to be completed outside of class:

All reading and writing assignments are appropriate completion outside of class.

6. Appropriate assignments that demonstrate critical thinking:

1. Critical analysis of peer speeches
2. Observations and reporting on those observations
3. Self reflective writings
4. Written examinations
5. Problem solving in small groups

7. Other assignments (if applicable):

1. In class small groups
2. Speaking formally and informally
3. Observing and reporting.

Check if Section B is not applicable

B. FACE-TO-FACE COURSE SECTIONS:

Face-to-face education

Is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

1. Describe the methods of instruction:

1. Lecture
2. Discussion
3. Seminar assignments
4. Small group collaborations
5. Workshops
6. Individual presentation
7. Group presentations
8. Guest speakers
9. Audio/Video presentations
10. Field trips
11. Community service

2. Describe the methods of evaluating of student performance.

Student grades will be determined using multiple measures, including, but not limited to:

1. Quizzes
2. Exams
3. Class participation
4. Group Collaborations
5. Written analysis, evaluations, and/or journals
6. Video taping
7. Use of visual and audio materials

3. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

4. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

NOTE: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

Check if Section C is not applicable

C. CORRESPONDENCE EDUCATION COURSE SECTIONS (Correspondence, hybrid correspondence)

Correspondence education

is a mode of delivery in which instructional materials are delivered by mail, courier or electronic transmission to students who are separated from the instructor by distance. Contact between instructor and students is asynchronous.

Hybrid correspondence education

is the combination of correspondence and face-to-face interaction between instructor and student.

1. Describe the methods of instruction.

1. Recorded Lecture
2. Field observations
3. Computer assisted instruction

2. Describe the methods of evaluating student performance.

1. Journals
2. Research Essays and written speech manuscripts
3. Exams/tests/quizzes
4. Chapter summaries

3. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on Canvas between instructor and student.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using, at the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.

The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to time lines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in a correspondence or hybrid correspondence instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

Check if Section D is not applicable

D. DISTANCE EDUCATION COURSE SECTIONS (online, ITV, hybrid)

Online education

is a mode of delivery in which all instruction occurs online via the Internet. Student and instructor access to email and the Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues.

Interactive television (ITV)

is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit).

Hybrid instruction

is a combination of face-to-face instruction and online instruction.

1. Describe the methods of instruction.

1. Lecture
2. Discussion
3. Seminar assignments
4. Small group collaborations
5. Workshops
6. Individual presentation
7. Group presentations
8. Guest speakers
9. Audio/Video presentations
10. Field trips
11. Community service

2. Describe the methods of evaluating of student performance.

1. Quizzes
2. Exams
3. Group Collaborations
4. Written analysis, evaluations, and/or journals
5. Video taping
6. Use of visual and audio materials

3. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; online discussions; e-mails; letters; notes; phone calls; or postings on Canvas between instructor and student.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the

College verifies the identity of a student who participates in class or coursework by using and the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.

The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in an online, ITV or hybrid instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Students may need computer and audio/video capabilities.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

E. REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:

List author, title, and current publication date of all representative materials.

Jaffe, Clelle. Public Speaking Concepts and Skills for a Diverse Society. 8th ed. Cengage. 2016

SIGNATURES

COURSE INITIATOR: _____

DATE: _____

DIVISION CHAIR: _____

DATE: _____

LIBRARY: _____

DATE: _____

CHAIR OF CURRICULUM COMMITTEE: _____

DATE: _____

SUPERINTENDENT/PRESIDENT: _____

DATE: _____