



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number
CMN 112

Course Title
Public Speaking

Credits
3

Hours: 3
Lecture/Lab/Other
3 Lecture

Co-requisite
ENG 101

Implementation
Semester & Year
Spring 2022

Catalog description: Introduction to principles and practice of audience-centered, credible, confident messages for diverse audiences. Includes a variety of presentations: special occasion, personal experience, impromptu, panel, informative and persuasive. Special focus on communication anxiety management, organizational patterns, supporting research, visual aids, and dynamic delivery. Sustained reading, writing, and testing are also part of the course.

General Education Category:

Course coordinator:

Goal 1: Written and Oral Communication

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Required texts & Other materials:

Through a program required Blackboard shell:

TEXT: Dr. Barbara G. Tucker, primary author, editor. *Exploring Public Speaking: The Open Educational Resource College Public Speaking Textbook* (offered under a Creative Commons Attribution-Noncommercial-Share Alike 4.0 License), Dalton State University, University System of Georgia, 2019.

Web: <https://www.exploringpublicspeaking.com/>

Mobile Friendly: <https://alg.manifoldapp.org/projects/exploring-public-speaking>

Course Student Learning Outcomes (SLO):

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Upon successful completion of this course the student will be able to:

1. Analyze audiences, choose topics, organize, and deliver speeches of introduction, information, persuasion, and ceremony for diverse audiences. (ILG 1, 4, 8, 9, 10, 11).
2. Demonstrate effective vocal qualities, language, delivery techniques, non-verbal communication, listening skills, and visual aids for each speech. (ILG 1, 4, 8, 9, 10, 11).
3. Constructively critique the speeches of others as well as himself or herself. (ILG 1, 8, 9, 11).
4. Distinguish the influence of communication anxiety on delivery and utilize techniques to reduce its impact on their messages. (ILG 1, 10, 11).
5. Work collaboratively in groups or panels to present information or defend a position. (ILG 1,8,9,10,11).

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of study in detail – Unit Student Learning Outcomes:

Unit I – Public Speaking Overview

(SLO 1, 4, 5)

Learning Objectives

The student will be able to:

- Identify and analyze the components of the communication process.
- Recognize the value of ethical public speaking both in historical and modern society.

Unit II – Ethics & Audience Analysis

(SLO 1, 4, 5)

Learning Objectives

The student will be able to:

- Design speaking messages which reflect an understanding of the diverse audience.
- Recognize the ethical responsibilities woven into public speaking.
- Integrate ethical principles into speaking & listening activities.
- Understand and utilize demographic and situational audience analysis to design effective speaking messages.

Unit III – Delivery and Communication Anxiety (SLO 3)

Learning Objectives

The student will be able to:

- Identify the symptoms and causes of communication anxiety.
- Employ strategies to manage communication anxiety symptoms.
- Interpret, examine and discuss a variety of nonverbal communication components which impact speaking and delivery.
- Analyze and integrate delivery techniques into performance; developing skill in real eye contact, vocal variety, gesture, posture, movement and use of space, etc.
- Recognize the difference between the preparation and speaking outline.
- Employ the use of the speaking outline to increase extemporaneous speaking and conversational tone.

Unit IV – Listening

(SLO 1, 4, 5)

Learning Objectives

The student will be able to:

- Analyze the causes of poor listening.
- Discuss and employ active listening skills.
- Recognize the relationship between listening and critical thinking.

Unit V – Selecting a Topic, Purpose and Central Idea (SLO 1, 2, 3, 4)

Learning Objectives

The student will be able to:

- Develop strategies to choose audience-appropriate and manageable topics for a variety of speaking occasions.
- Formulate messages suiting occasion & time limits which refine the central idea to clearly preview main points.

Unit VI – Gathering Support Materials

(SLO 2, 5)

Learning Objectives

The student will be able to:

- Develop skills in locating, evaluating and citing internet, library and other research sources to support ideas.
- Apply techniques for conducting a successful and productive primary research interview.
- Classify various types of plagiarism and develop strong research documentation skills to avoid it.

Unit VII – Organization and Strategic Message Design (SLO 2, 3, 5)

Learning Objectives

The student will be able to:

- Develop skills in achieving coherent, organized speaking messages.
- Employ various attention-grabbing introductory strategies which reveal the topic, create goodwill, and establish speaking credibility.
- Design credible conclusions which signal the end, reinforce the central idea and leave a lasting impression.
- Develop detailed preparation outlines which label speech components and use consistent patterns.

Unit VIII – Language

(SLO 1, 2, 3, 5)

Learning Objectives

The student will be able to:

- Examine the denotative and connotative meanings of language.
- Recognize the value of concrete, familiar and vivid wording to increase clarity in communication.
- Illustrate accurate, audience appropriate language selection in communicating messages.

Unit IX - Visual Aids

(SLO 1, 2, 5)

Learning Objectives

The student will be able to:

- Recognize and discuss the value of visual aids to enhance message clarity, speech credibility and audience involvement.
- Choose strategic visual aids for informative and persuasive projects and develop skills in their design and use.

Unit X – Informative Speaking

(SLO, 1, 2, 4, 5)

Learning Objectives

The student will be able to:

- Identify the categories of informative speaking and their related outline formats.
- Employ information techniques which enhance meaning for the audience including the use of personalization, dramatization, comparison and descriptive language.

Unit XI – Persuasive Speaking

(SLO 1, 2, 4, 5)

Learning Objectives

The student will be able to:

- Examine persuasive messages of fact, value and policy.
- Discuss and develop methods of persuasion which are tailored to specific audiences for maximum impact.
- Formulate ethical sound & methods for persuasive speaking.
- Examine the use of evidence, reasoning and emotional appeals.

Unit XII – Group Communication

(SLO 1, 2, 4, 5)

Learning Objectives

The student will be able to:

- Recognize and employ the strategies & role-playing which encourage a productive and supportive group climate.
- Fully contribute to a collaborative project and take responsibility for its overall function and productivity through shared leadership.
- Verbally encourage participation from others, while respecting diverse points of view and applying strategies to reduce interpersonal conflict within the group.
- Employ aspects of reflective thinking method to solve problems, by utilizing brainstorming, solution criteria and consensus within a collaborative project.

Evaluation of student learning:

The Communication Program fully supports the academic freedom of its instructors as they create a *combination* of engaging & academically rigorous assignments which also ensure completion of all course goals. Academic Freedom is the strategy through which our program thrives as it keeps our

student experience challenging, modern, engaging, creative and in-line with our four-year transfer institutions.

Students taking CMN 112 will be evaluated based on the following criteria:

<p>A Variety of Oral Presentation Experiences which may include:</p> <ul style="list-style-type: none"> • Special Occasion/Commemorative speeches • Impromptu speeches • Personal Experience speeches • Vocal Variety presentations • Other 	<p>20-30%</p>
<p>Written Projects which may include:</p> <ul style="list-style-type: none"> • Reflective papers • Chapter and/or Homework assignments • Journals • Interview Reports • Online Discussions/Wikis 	<p>20%</p>
<p>A Group Communication Project or Presentation</p> <ul style="list-style-type: none"> • Working collaboratively, using positive, productive role-playing strategies to produce a successful outcome under deadline. 	<p>10%</p>
<p>An Informative and/or Persuasive Speech which requires:</p> <ul style="list-style-type: none"> • Choosing and designing strategic speech organizational patterns • Gathering and utilizing credible research materials to support ideas and demonstrate information literacy • Documenting research in appropriate bibliographic formats. 	<p>10-30%</p>
<p>Class participation which can include:</p> <ul style="list-style-type: none"> • Preparation for class • Ethical, positive and productive class discussion • Group Projects/Discussion • Attendance/Lates • Full Participation in any assigned exercises/ activities 	<p>10-20%</p>

*****Special Program Note on Attendance:**

Public Speaking is a performance course.

Full, on-time attendance to all sessions is mandatory in Communication courses because of the live performance, listening, group, speech and class participation factors. Students' individual performance, and the observation of peer performance are equally essential to reinforcing theory and concept. Skills are built over time. Each session is crucial. Missed time directly results in missed performance goals. Extensive lates or absences can result in significant point penalties, instructor-initiated withdrawal, or failure of the course. These policies are communicated to the student in writing and live, in class, at the beginning of the course term and throughout it. For more information about the attendance policies in a communication course, please contact the Communication Program or the specific Course Coordinator.