Douglas College

A.	Division:	INSTRUCTIONAL	Effective Date:		Winter 2002

B. Department / Program Area: LANGUAGE, LITERATURE AND PERFORMING ARTS COMMUNICATIONS

Revision [X] New Course [ ]

If Revision, Section(s) Revised: F, J, M, N, O, P, Q
Date of Previous Revision: September 19, 2001
Date of Current Revision: June 12, 2002

C: CMNS 125	**D**: ORAL PRESENTATIONS	**E:** 3
Subject & Course No.	Descriptive Title	Semester Credits

F: Calendar Description:

This highly interactive course presents the foundational skills and knowledge that students need to prepare and deliver effective oral presentations. Students learn basic speech communications theory, practice vocal, verbal, and non verbal speech delivery skills, and gain a better understanding of expository and persuasive organizing patterns. They learn how to complement their presentations with appropriate visual aids, and become familiar with a variety of special occasion speech formats. A workshop approach is taken, and learning activities are oriented toward small groups.

G: Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture/Seminar

Number of Contact Hours: (per week / semester for each descriptor)

4

Number of Weeks per Semester:

14

H: Course Prerequisites:

None

I: Course Corequisites:

None

J: Course for which this Course is a Prerequisite

CMNS 425

K: Maximum Class Size:

20

L: PLEASE INDICATE**:**

[ ] Non-Credit

[ ] College Credit Non-Transfer

[X] College Credit Transfer: Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives / Learning Outcomes

Overarching Goal:

By the end of the course, successful students are better equipped to prepare and deliver effective oral presentations in a variety of contexts.

Knowledge:
By the end of the course, successful students are able to:
- explain the causes and effects of speech anxiety
- describe the relationship between and among speech anxiety, uncertainty, and ambiguity
- articulate the purpose, benefits, and methods of audience analysis
- describe a variety of coherence patterns for informative, persuasive and special occasion speeches
- explain the elements of persuasion as they apply to public speaking
- elaborate on the verbal, vocal, and non verbal elements of speech delivery
- give details of the ingredients of effective presentation aids.

Skills:
By the end of the course, successful students are able to:
- develop a personal strategy for effectively managing speech anxiety
- consider and integrate audience interest, needs, and knowledge when preparing a speech
- listen critically to other speakers
- constructively evaluate other students' speeches
- deliver effective impromptu speeches on assigned topics
- effectively organize extemporaneous speeches using outlines and cue cards
- effectively employ a variety of verbal, vocal, and non verbal techniques in speech delivery
- use appropriate informative or persuasive strategies in their speeches
- select or design and integrate effective presentation aids
- prepare and deliver effective special occasion speeches.

Attitudes:
By the end of the course, successful students gain greater appreciation for:
- the motivating effects of speech anxiety
- the importance of adequate speech preparation and practice
- the benefits and pitfalls of their preferred oral presentation style
- the importance of ethical and professional public speaking behaviour.

N: Course Content:

1. What Do We Need To Know And Do About Speech Anxiety?
- causes of speech anxiety
- positive and negative effects of speech anxiety
- methods for managing speech anxiety

2. What Theories Equip Us to Develop and Deliver an Effective Oral Presentation?
- uncertainty reduction theory
- anxiety and uncertainty management theory
- social judgement theory

3. How Does Audience Analysis Help Us Prepare an Effective Presentation?
- the importance of audience analysis
- methods for gathering information about the audience
- assessing audience demographics, knowledge, and attitudes
- adapting the speech to audience interest and needs

4. How Does Listening Prepare Us to Offer Effective Feedback to Speakers?
- active listening skills
- organizing and articulating specific feedback

    ⁻   reducing speaker resistance and defensiveness

5. What Are Some Foundations of Speech Composition?
- selecting and narrowing a topic
- finding relevant information
- developing the central idea of the speech
- organizing the speech
  - introduction
  - main points
  - support materials
  - transitions
  - conclusions
- developing an effective outline

6. What Are Some Methods of Organizing Speech Content?
- informative speeches
  - kinds of informative speeches
  - coherence patterns for organizing informative speeches

- persuasive speeches
  - basic elements of persuasion
  - coherence patterns for organizing persuasive presentations
  - special considerations

- special occasion speeches
  - speech of introduction
  - speech of tribute
  - speech of acceptance

7. What Are Some Elements of Effective Speech Delivery?
- non verbal oral presentations skills
- vocal characteristics and oral presentations
- verbal speech communication skills
- experimenting with and maximizing speech delivery skills

8. How Do Speaking Prompts Enhance Speech Delivery?
- kinds, benefits, and pitfalls of speech prompts
  - brief or elaborate cue cards
  - speaking notes
- preparing effective speech prompts
- maximizing the benefits of speech prompts

9. How Do Basic Presentation Aids Enhance Speech Delivery?
- purpose and selection of presentation aids
- kinds of basic presentation aids
- methods for using presentation aids
- cautions

O: Methods of Instruction

This course emphasizes learning through doing. Students work together in small groups to examine and apply course concepts and they speak every class, beginning in the first session: Early speaking efforts, however, are not formally evaluated. Part of each class is given over to workshop practice of verbal, vocal and non-verbal speech delivery skills. Students speak both extemporaneously and in an impromptu manner, serve as chairperson on speech occasions, and evaluate their own and their classmates' presentations using specific criteria developed in the course. They are expected to be familiar with the course text.

P: Textbooks and Materials to be Purchased by Students

Gregory, H. (2002). Public Speaking for College and Career (6th ed.). New York: McGraw Hill.

Q:	Means of Assessment	
	Quizzes	10%
	Written Audience Analysis Assignment	10%
	Oral Presentations (including	
	Other Impromptu and extemporaneous	
	speeches with presentation aids)	60%
	Self and Peer Evaluations	10%
	Attendance, Participation, Professional	10%
	Conduct, and Ungraded Assignments	
	TOTAL	100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Not at this time.

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Course Designer(s)   Education Council / Curriculum Committee Representative

_____   _____

Dean / Director   Registrar