Douglas College

CURRICULUM GUIDELINES

A:	Division:	**INSTRUCTIONAL**	Date:		**September 19, 2001**	
B:	Department/ Program Area:	**LANGUAGE, LITERATURE AND PERFORMING ARTS COMMUNICATIONS**	New Course	☐	Revision	**X**

If Revision, Section(s) Revised: **Section L, R**

Date Last Revised: **May, 1998**

C:	**CMNS 425**	**D:**	**ADVANCED ORAL PRESENTATIONS**	**E:**	**3**	
	Subject & Course No.		Descriptive Title		Semester Credits	

F: Calendar Description:
This highly experiential course builds on skills and concepts acquired in Communications 124, 126 and 219. Students research, organize, deliver and evaluate persuasive individual and group presentations. They learn basic principles of graphic design and technology-assisted display to complement presentation aids. Students also learn strategies for preparing for and managing the question and answer period.

G: Allocation of Contact Hours to Types 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:

CMNS 126 or 125

I. Course Corequisites:

NONE

J. Course for which this Course is a Prerequisite:

NONE

K. Maximum Class Size:

20

L: PLEASE INDICATE:

☐ Non-Credit

☐ College Credit Non-Transfer

X College Credit Transfer: Requested **X** or Granted **X**

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

M: Course Objectives/Learning Outcomes

Knowledge:

Within the context of advanced oral presentations, students will be able to:
1.   explain speech apprehension theories
2.   describe types of and organizing patterns for persuasive speeches
3.   account for the effects of argument, psychological appeal and credibility in creating a persuasive message
4.   identify strategies for adapting to positive and negative elements of the speech venue
5.   discuss different types of group presentations
6.   explain the elements of and considerations for effective group presentations.

Skills:

Within the context of advanced oral presentations, students will be able to:
1.   collect pertinent demographic and psychographic information about the audience
2.   use adult education principles to present an audience-appropriate persuasive message
3.   use information about the audience to adapt the presentation prior to and during the speech occasion
4.   compose an effective speech for another speaker
5.   apply a variety of persuasive tools to influence the audience
6.   experiment with variations of voice and nonverbal behaviour to effectively deliver persuasive messages
7.   adapt the purpose of the speech to appropriately respond to hostile, neutral or friendly audiences
8.   prepare for and effectively manage the question and answer period
9.   employ principles of graphic design in creating persuasive presentation aids
10.   use computer technology to augment presentation aids
11.   work effectively with others to prepare and deliver a group presentation.

Attitudes:

Within the context of advanced oral presentations, students will be able to:
1.   cultivate respect for the risks and benefits of speech anxiety
2.   appreciate the importance of thoroughly researching a topic
3.   acknowledge the special considerations required in preparing a speech for another speaker
4.   recognize the importance of proficiency in using presentation aid equipment
5.   appreciate the enhancing effects of high tech options in presentation aids.

N: Course Content

    I.   What Should the Speaker Know About the Audience?

        a.   finding basic information: demographics and psychographics
        b.   moving beyond the basics:
           - splintered or unified group
           - homogeneous or mixed role and status
           - naive or sophisticated knowledge base
           - culturally similar or dissimilar

    II.   How Can Speakers Best Use Information About Audiences to Enhance Presentations?

        a.   tailoring the purpose
        b.   adapting language and imagery:
           - cultural exclusion and inclusive language
        c.   adapting to audience mood, dynamics and reaction during the speech

       d.   managing anxiety associated with audience dynamics:
           - theories of speech apprehension
       e.   applying adult education principles

III.   **What are Some Essential Responsibilities of a Speech Writer?**

       a.   researching the topic: finding accurate, current, reliable and credible information
       b.   researching opposing views
       c.   composing speeches for others
           - learning about the speaker
           - using language characteristic of the speaker
           - creating a user-friendly speech document
           - providing cues

IV.   **What Elements Create a Persuasive Message?**

       a.   identifying kinds of persuasive speeches
       b.   selecting patterns for organizing persuasive speeches
       c.   choosing persuasive tools:
           logos: using sound argument
               - deduction and induction
               - fallacies in reasoning
               - Toulmin model
           pathos: using psychological appeal
           ethos: building intrinsic and extrinsic credibility
       d.   considerations for using persuasive tools:
           - using repetition
           - being aware of timing
           - integrating persuasive tools

V.   **What are the Elements of Effective Persuasive Delivery?**

       a.   voice:
           - varying rate, pitch, tone, pause and emphasis
       b.   nonverbals:
           - using facial expressions, gestures, body orientation, eye contact, space
       c.   presentation aids:
           - ensuring effective use of equipment
       d.   practice:
           - creating an appropriate practice regime
       e.   venue:
           - maximizing the positives and managing the negatives

VI.   **How Can Speakers Best Respond to Hostile, Neutral and Friendly Audiences?**

       a.   responding to a hostile audience:
           - acknowledging the hostility
           - building credibility
           - dealing with overt hostility
       b.   responding to a neutral audience:
           - acknowledging multiple perspectives
           - providing convincing evidence
       c.   responding to a friendly audience:

VII.   What are Some Guidelines for Delivering a Presentation Prepared by Another?

    a.   preparing:
        - making physical preparations
        - meeting with speech writer
           - checking terminology
           - verifying meanings
        - obtaining additional support information
    b.   practicing the speech

VIII.   How Can Speakers Prepare for and Manage the Question and Answer Period?

    a.   preparing for the question and answer period:
        - identifying goals
        - anticipating questions
        - formulating responses
        - allocating sufficient time
    b.   managing the question and answer period:
        - informing the audience of the format
        - ensuring audience attention
        - dealing with inappropriate or incoherent questions
    c.   ending the question and answer period:
        - giving notice of closure
        - ending appropriately

IX.   What Principles of Graphic Design Contribute to Effective Presentation Aids?

    a.   using images, space, text and colour
    b.   creating contrast and balance
    c.   ensuring simplicity

X.   What Technology Can Enhance the Presentation?

    a.   using established technology:
        - overhead transparencies, slides and videotape
    b.   incorporating newer technology:
        - computer projectors and screens
        - computer software, e.g. Powerpoint, Presentations, Astound and PC Story Board
        - laser pointers
    c.   considering high tech options:
        - multimedia

XI.   How Can Presenters Prepare and Deliver Effective Group Presentations?

    a.   identifying types of group presentations
    b.   recognizing advantages and disadvantages of working in groups
    c.   ensuring participation:
        - acknowledging interests and area of expertise
    d.   coordinating tasks and responsibilities
    e.   avoiding *groupthink*
    f.   using time effectively
    g.   managing participation in the question and answer period
    h.   evaluating group presentation

O: Methods of Instruction

This experiential course requires active participation. Students work alone and with peers to prepare, deliver and evaluate professional presentations. They are expected to use appropriate tools, including presentation software, video recordings and graphic display to augment their visual and audio aids. Presentations will be videotaped for the purpose of informed self-evaluation.

P: Textbooks and Materials to be Purchased by Students

Suggested Texts:

Rodman, George and Adler, Ronald, B. (1997). The New Public Speaker. Orlando, Florida: Harcourt Brace College Publishers.

Ullroth, Dana and Alderfer, Richard (1998). Public Speaking: An Experimental Approach. Belmont, CA: Wadsworth Publishing Company.

Q: Means of Assessment

Pre- and Post-Assessment	10%
Extemporaneous Speech	25%
- Presentation Aid	
- Question and Answer Period	
- Self-evaluation	
Group Presentation	25%
- Presentation Aid	
- Question and Answer Period	
- Analysis	
Preparation of Speech Packet for Another Speaker	15%
- Presentation Aid	
Delivery of Speech Prepared by Another	15%
- Question and Answer Period	
- Self-evaluation	
Peer Evaluations, Chairing and Presentation Ratings	<u>10%</u>
TOTAL	100%

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

Not at this time.

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar