CMST&220 - Public Speaking

Document Type: Master Course Outline Supplemental
Proposal Type: Revision
Requester(s): Jan Oehlschlaeger
College: South
Origination Approved: 06/09/2015 - 7:30 AM

BASIC INFORMATION

Requester(s): Jan Oehlschlaeger
College: South Seattle College
Division/Dept: Academic Programs
Dean: Joseph C Shannon
Peer Reviewer(s): Trina Ballard
Laura Kingston
Rebecca McCarthy
Katherine J Pellman

COLLEGE SUPPLEMENTAL

Proposed Quarter of Implementation: Winter 2016
Class Capacity: 25

Note: The following questions are being asked in order to fulfill Seattle Colleges District VI and AFT Seattle, Local 1789 Agreement language:

Have you discussed the class cap for the course with your unit administrator and with other unit faculty that will be teachi course?
☑ Yes, discussion has been held.

Is the class cap number that you have indicated mutually agreed upon by unit faculty and unit administrators?
☑ Yes, agreement has been reached.

Modes of Delivery: (Check all that apply)
☑ Fully On Campus ☐ Fully Online ☑ Hybrid ☐ Correspondence ☐ Credit by Exam
☐ Seminar ☐ Visual Media ☐ Other Explanation:

Select the Special Designation(s) this course will satisfy, if applicable:
Degree Title

Communications

Class Schedule Description:
Covers the process of getting started with confidence; topic selection and research; and preparation and delivery of informative, persuasive, special occasion, and other forms of presentations. Prereq: Placement into ENGL& 101.

Course Prerequisite(s):
Placement into ENGL&101

Course Corequisite(s):
None

AA Degree Outcomes: ( If Applicable )

Communication (Reading, Oral or Signed, Written, Other Forms of Expression)
Explain meaning of written work, presentations, arts, and media in different contexts and present oral, signed, written, or other forms of expression to increase knowledge, foster understanding, or promote change in an audience.

Critical Thinking, Inquiry and Analysis, and Problem Solving
Explore issues, ideas, phenomena, and artifacts to define and articulate problems or to formulate hypotheses. Analyze evidence to formulate an opinion, identify strategies, develop and implement solutions, evaluate outcomes, and/or draw conclusions.

Creative Thinking
Synthesize existing ideas, images, or expertise in original ways.

Information Literacy
Identify, locate, and evaluate needed information in a complex and changing environment. Effectively and responsibly use that information to develop ideas, address issues, and solve problems.

Technology Literacy
Effectively and critically evaluate, navigate, and use a range of digital technologies.

Collaboration
Work effectively with others to learn, complete tasks, and pursue common goals that shape, influence, and benefit the individual and/or society.

Ethical Reasoning
Examine, assess, and articulate core beliefs and values, and apply that knowledge to analyze and evaluate complex ethical situations from various perspectives.

Foundations and Skills for Life-long Learning
Transfer previous learning to new situations, reflect on learning experiences, and initiate steps to apply effective learning strategies to improve and expand knowledge, skills, and competence.

Student Learning Outcomes:

Communication
Read and listen actively to learn and communicate

Students will apply communication theory to effectively prepare, listen to, and deliver speeches.

Speak and write effectively for academic and career purposes

Students will use prepared outlines and appropriate methods of delivery for informative, persuasive, and commemorative speeches.
Human Relations
Use social interactive skills to work in groups effectively
   Students will frequently participate in small and large group discussions to prepare oral presentations and provide constructive feedback to speakers.

Critical Thinking and Problem-Solving
Think critically in evaluating information, solving problems, and making decisions
   Students will use constructive feedback criteria when evaluating speech content and delivery.

Technology
Select and use appropriate technological tools for academic and career tasks
   Students will utilize technology to prepare and present speeches.

Personal Responsibility
Uphold the highest standard of academic honesty and integrity
   Students will not misrepresent their academic skill by cheating, plagiarizing, or falsifying research when submitting course work for credit.

   Respect the rights of others in the classroom, online and in all other school activities
   Students will practice competent communication when interacting with course participants and diverse perspectives.

   Attend class regularly, complete assignments on time and effectively participate in classroom and online discussions, group work and other class-related projects and activities
   To successfully complete this course, students will adhere to specific assessment due dates and required levels of participation.

Information Literacy
Independently access, evaluate and select information from a variety of appropriate sources
   Students will evaluate the reliability and credibility of selected resources when researching speech content.

   Have knowledge about legal and ethical issues related to the use of information
   Students will recognize the importance of acknowledging the original source of speech material.

   Use information effectively and ethically for a specific purpose
   Students will apply correct citation criteria when giving credit to authors and published material to avoid plagiarizing.

Program Outcomes:

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<tr>
<th>SLO #</th>
<th>Included in Course Objective Number</th>
<th>SSCC Student Learning Outcomes</th>
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<tr>
<td>SLO 1.1</td>
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<td>Communication - Read and listen actively to learn and communicate.</td>
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<td>SLO</td>
<td>Communication - Speak and write effectively for academic and</td>
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### Course Outcomes / Objectives:

**GENERAL COURSE OUTCOMES:**
Upon successful completion of the course, the student will be able to:

1. Utilize communication theory regarding listener-centered public speaking.
2. Differentiate between audiences in order to utilize appropriate and effective speech techniques.
3. Evaluate the credibility of information to construct speech outlines.
4. Differentiate between speech delivery methods, including memorized, impromptu, extemporaneous, and manuscript styles.
5. Utilize appropriate speech strategies for informative, persuasive, and special occasion speeches.
6. Use visual and auditory presentation aids to clarify and illustrate main ideas.
7. Choose language that is appropriate for the topic, context, and audience.
8. Demonstrate appropriate non-verbal techniques to enhance conveying a message.

9. Employ constructive feedback using critical thinking and listening criteria.

10. Design group presentations to meet the general and specific goals of informative and persuasive presentations.

11. Employ academic honesty and integrity while completing course work.

12. Cite sources orally.

**Explain the student demand for the course and potential enrollment:**

Current CMST&220 classes at SSC fully enroll. This includes both the morning and evening sections.

This hybrid format increases enrollment options for students in addition to the daily face to face course offerings and the evening twice a week format.

The demand for online communication courses during the prior two years has increased at SSC. As the department has increased the frequency of three other online communication courses, they fill repeatedly.

Hybrid Public Speaking courses as well as fully online Public Speaking courses were developed by Seattle Central College. Currently, Highline Community College hybrid and fully online Public Speaking courses completely fill.

**Explain why this course is being revised:**

2015 Revision:
This course is being revised as part of Iteration 1 of Academic Program's systemic updating of all course outlines.

**What challenges, if any, do you foresee in offering this course:**

**Challenge:** Some may question teaching speech online. However, this hybrid format should eliminate any serious fears. Students will work on the act of speech making/oratory in a face to face environment, while online forums will allow student flexibility to discuss these processes on their own time. This allows for more complete participation.

The student learning curve of utilizing Canvas is becoming less of an issue. More faculty are using Canvas to enhance face to face courses, expanding South Seattle College student experience with Canvas. Most students find it much more user friendly than former LMS Angel and Blackboard. Canvas also offers student orientation material.

**Not a challenge:** Current face to face students appreciate lecture PowerPoint, resource articles, and sample video speeches. These can be easily incorporated into effective hybrid teaching.

- Similar to face to face course assignments, speeches will be delivered to fellow students during the face to face class sessions.
- Similar to face to face course assignments, group assignments will be partially completed during face to face class sessions. CANVAS supports online group work.
- Similar to face to face assignments, uploaded student speeches will be viewed and self-assessed. Assessments will be submitted online.
- Online discussions will ask students to post constructive speech peer feedback. This will enable the reticent in-class student to more freely enter this type of class discussion than during the face to face format.
- CANVAS media options allow opportunities for multiple shortened online lectures to increase
student comprehension.
• Online CANVAS appointments will allow students to connect with the instructor, thus expanding typical email and face to face office hours.

Notations: List any additional course fees or any additional notes (e.g. Permission required)
NONE
This is to certify that the above criteria have all been met and all statements are accurate to the best of my knowledge.

Faculty involved in originating this program:

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<th>Jan Oehlschlaeger</th>
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Dean:

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<th>Joseph C Shannon</th>
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Results of SSCC Curriculum Coordinating Council Findings

Participating Faculty Response and Remarks

- Recommended for approval
- Not recommended for approval

Chairman, Curriculum Coordinating Council:

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Vice President for Instruction:

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<th>Peter Lortz</th>
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