



**CATALOG YEAR** 2010-2011  
**(Please use separate form for each add/change)**

COLLEGE/SCHOOL/SECTION: COAS/Language and Literature/Communication  
COMM 1315-Public Speaking

**Course:** Add: X Delete: \_\_\_  
(check all that apply) Change: Number \_\_\_ Title \_\_\_ SCH \_\_\_ Description \_\_\_ Prerequisite \_\_\_\_\_  
New course will be part of major \_\_\_ minor \_\_\_ as a required \_\_\_  
or elective X course  
New course will introduce \_\_\_, reinforce \_\_\_, or apply \_\_\_ concepts

If new, provide Course Prefix, Number, Title, **Measurable** Student Learning Outcomes, SCH Value, Description, prerequisite, and lecture/lab hours if applicable. If in current online catalog, provide change and attach text with changes in red and provide a brief justification.

**Program:** Delete: \_\_\_ Add: X Change: \_\_\_ Attach new/changed Program of Study description and 4-year plan. If in current online catalog, provide change and attach text with changes in red.

**Minor:** Add: \_\_\_ Delete: \_\_\_ Change: \_\_\_ Attach new/changed minor. If in current online catalog, provide change and attach text with changes in red.

**Faculty:** Add: \_\_\_ Delete: \_\_\_ Change: \_\_\_ Attach new/changed faculty entry. If in current online catalog, provide change and attach text with changes in red.

**College Introductory Pages:** Add information: \_\_\_ Change information: \_\_\_  
Attach new/changed information. If in current online catalog, provide change and attach text with changes in red.

**Other:** Add information: \_\_\_ Change information: X Attach new/changed information. If in current online catalog, provide change and attach text with changes in red.

Approvals:	Signature	Date
Chair Department Curriculum Committee	_____	_____
Chair Department	_____	_____
Chair College Curriculum Committee	_____	_____
Dean 11/22/10	_____	_____

## PROPOSED ADDITION TO CATALOGUE

COMM 1315 Public Speaking Three semester hours. (FL)

Approved for Core, 3/4/11  
by Core Curr Comm.

The course acquaints students with public speaking applications thereof in various social, professional, and educational settings. Prerequisite: ~~ENGL-1302~~ Per e-mail, prerequisite: ENGL 1301 or concurrent enrollment.

### **Justification**

We will also petition the Core Curriculum Committee to have this course included in the core curriculum as option. Students would have the option to take either COMM 1311 (Fundamentals of Communication) or COMM 1315 Public Speaking, among other courses listed in the core curriculum. The national trend of our discipline (as is evidenced by the hundreds of intro textbooks being written) tends to side with the fundamentals course being theory based and an overview of communication in general. Last, and most importantly Public Speaking is more a course for Communication majors and it is unfair to make all TAMIU students take this class if it is not part of their major. Instead there should be an option for the students. That is the purpose of the Fundamentals course being separate from the Public Speaking course.

### **Student Learning Outcomes:**

- ❖ Students will be able to apply a range of public speaking tools to demonstrate their communicative competence and identify what constitutes successful public speaking.
- ❖ Students will be able to recognize the possibilities of speaking to an audience in professional settings.
- ❖ Students will be able to understand and demonstrate writing and speaking processes through invention, disposition, style, memory, and presentation.

\* Below you will find:

- 1 A chart of how the new course will function in the Communication Matrix.
2. The Common Course Syllabus for more details.

## CORE Justification: COMM 1315-Public Speaking Core Curriculum Communication Matrix

Matrix	Exemplary Educational Objectives	COMM 1311-Fundamentals of Communication
1	To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.	<p><b>SPCH 1311 focuses on the latter components of editing and presentation.</b></p> <p>Yes. COMM 1315 students will complete outlines as part of their speeches. They will learn about the 5 Canons of Rhetoric which discuss and implement invention and disposition (organization) as part of their speech making process. Of course, a large portion is still dedicated to presentation.</p>
2	To understand the importance of specifying audience and purpose and to select appropriate communication choices.	<p><b>Yes. SPCH is fundamentally about understanding and responding to audience. Students complete self-evaluations of each speech in which they address the degree to which they effectively addressed their audience and why.</b></p> <p>Yes. COMM 1315 is fundamentally about understanding and responding to an audience in a specific context: public. With the changes to the course students will be able to focus on audience analysis and self-evaluation geared more specifically toward public speaking.</p>
3	To understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication.	<p><b>Yes. SPCH 1311 requires each student deliver speeches in four different genres during the semester; these are demonstrative, persuasive, informative and ceremonial.</b></p> <p>Yes, COMM 1315 students will be required to prepare and deliver speeches in two different genres (persuasive and informative) and two different modes (impromptu and extemporaneous).</p>
4	To participate effectively in groups with emphasis on listening, critical and reflective thinking and responding.	<p><b>Yes. SPCH 1311 students must participate in peer evaluations—which require careful listening reflection, critical thinking, and a written response—of all speeches.</b></p> <p>Yes. COMM 1315 students will complete self-evaluations which require them think critically and reflexively about their performances.</p>
5	To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.	<p><b>Yes. SPCH 1311, the most heavily-weighted speech of the semester is the persuasive speech, which requires successful students to conduct research, anticipate perspectives (and objections) of audience members, and attend to technical detail.</b></p> <p>Yes. In COMM 1315 the most heavily-weighted speech would still be the persuasive speech.</p>
6	To develop the ability to research and write a documented paper and/or give an oral presentation.	<p><b>Yes. Students who succeed in SPCH 1311 cannot do so without delivering four required speeches, three of which mandate attributed sources.</b></p> <p>Yes. COMM 1315 students will complete three speeches, allowing students time to come to an understanding of “delivering” a speech effectively in different modes while still using attributed sources.</p>

**COMM 1315-Public Speaking**  
(Standard on all course syllabi)

**Instructor Name:**

**Office Location:**

**Phone:**

**E-mail:**

**Office Hours:**

**Course Description:** The course acquaints students with public speaking applications thereof in various social, professional, and educational settings. Prerequisite: ENGL 1302.

**Program Outcome:** Graduates will employ a range of skills to demonstrate their communicative competence and reduce speaking apprehension in public contexts.

**Student Learning Outcomes:**

- ❖ Students will be able to apply a range of public speaking tools to demonstrate their communicative competence and identify what constitutes successful public speaking.
- ❖ Students will be able to recognize the possibilities of speaking to an audience in professional settings.
- ❖ Students will be able to understand and demonstrate writing and speaking processes through invention, disposition, style, memory, and presentation.

**Textbook:** Zarefsky, David. *Public Speaking: Strategies for Success*. (6<sup>th</sup> E.d.) Boston, MA: Pearson Education, 2011. Print. **ISBN:** 978-0-205-63832-1

**Materials:** One folder for filing speech critique forms, outlines, notes and handouts, notebook for in-class notes, and a package of note cards for presentations.

**Student Responsibilities:** Student responsibilities include punctual and regular attendance, practiced performances, setting individual performance goals and self-monitoring, assigned readings, and passing exams. Classroom discussion will largely reference the textbook, as well as supplementary material distributed by the instructor. Students are additionally required to consistently access TAMIU Angel for classroom communication, assignments and instructor updates.

Students are expected to learn through the application of classroom discussions, and text concepts. Students are expected to develop credible research skills, as well as develop presentation skills. Students will also express their own ideas persuasively and ethically. At all times students are required to be strong, creative, and respectful of their learning environment.

All assignments and research must be completely the work of the student. Academic integrity is a priority set forth through the university, department, and the class instructor. Academic dishonesty (plagiarism) is not tolerated. For a complete definition, see Plagiarism and Cheating in the Policies of the College of Arts and Sciences (below).

**Attendance Policy:** Students are responsible for their individual success in a given course. A significant portion of that success is a result of consistent attendance and overall classroom awareness. As a student, you should be dutifully aware of how much your education costs YOU, therefore be mindful of your personal investment and accountable to it. Excessive absences will

be handled in jurisdiction with university standards and the course instructor's discretion. Non-excused absences will not be tolerated. Therefore, **there will be no makeup opportunities for non-university accepted absences!** TAMIU policy indicates that students are expected to be in class unless students are involved in a university excused activity, can provide a doctor's excuse for an illness, or experiences an unavoidable emergency. In the case of planned absences, assignments may be turned in before their due date.

### Grading Policy

Impromptu Speech One	50 points
Informative Speech	75 points
Persuasive Speech	100 points
Self Evaluations	50 points
Midterm Exam	50 points
Final Exam	100 points
Instructor's Discretion	75 points
<b>Total points</b>	<b>500 points</b>

Point Values are as follows: **A** (450-500) **B** (400-449) **C** (350-399) **D** (300-349) **F** (299-0)

### Assignments

#### Speeches

*Impromptu Speech*- The goal of this speech is to get students up in-front of the class presenting to the class with limited preparation time.

*Informative Speech*- The goal of this speech is to inform (educate/enlighten/teach) the class about a particular subject.

*Persuasive Speech*- The goal of this speech is to persuade your class and instructor to take a specific action. Students will use Monroe's Motivated Sequence for this speech.

**Self-Evaluations:** Following each speech, students will be required to submit a self-evaluation in which they discuss the feelings they experienced before, during and after each speech was presented. They will also discuss their individual goals for each speech and whether or not they feel they succeeded in accomplishing those goals.

**Exams:** will contain objective questions (such as Multiple Choice, True/False, and Matching) and objective questions (short answer/essay). Exams will be designed to determine your understanding of assigned readings and material. As per university policy, the final will include an essay question worth 20% of the grade.

**Instructor Discretion:** Each instructor may create assignments worth up to 15% of the total grade.