

## Public Speaking- COM 1100

INSTITUTION	COURSE ID	COURSE TITLE	CREDIT HOURS
Allen County CC	Com 101	Public Speaking	3
Barton County CC	COMM 1230	Public Speaking	3
Butler CC	SP 100	Public Speaking	3
Cloud County CC	CM 115	Public Speaking	3
Coffeyville CC	SPCH 111	Public Speaking	3
Colby CC	SP 176	Public Speaking	3
Cowley County CC	COM 2711	Public Speaking	3
Dodge City CC	SP 106	Public Speaking	3
Ft. Scott CC	SPE 1093	Public Speaking	3
Garden City CC	SPCH 111	Public Speaking	3
Highland CC	SP 106	Public Speaking	3
Hutchinson CC	SH 101	Public Speaking	3
Independence CC	COM 1203	Public Speaking	3
Johnson County CC	SPD 121	Public Speaking	3
Kansas City Kansas CC	SPCH0151	Public Speaking	3
Labette CC	COMM 101	Fundamentals of Speech	3
Neosho County CC	COMM 207	Fundamentals of Speech	3
Pratt CC	COM 276	Public Speaking	3
Seward County CC	SP 1203	Public Speaking	3
Flint Hills Tech Col	SP 100	Public Speaking	3
Manhattan Area Tech Col	COM 115	Public Speaking	3
North Central KS Tech Col	COM-105	Oral Communications	3
Northwest KS Tech Col	COM 120	Public Speaking	3
Salina Area Tech Col	COM 105	Public Speaking	3
Wichita Area Tech Col	SPH 101	Public Speaking	3
Emporia State U	SP 101	Public Speaking	3
Ft. Hays State U	COMM 100	Fundamentals of Oral Communication	3
Kansas State U	COMM 106	Public Speaking	3
Pittsburg State U	COMM-207	Public Speaking	3
Univ. of Kansas	COMS 130 or COMS 150	Speaker-Audience Communication or Personal Communication	3 3
Wichita State U	COMM 111	Public Speaking	3
Washburn U	CN 150	Public Speaking	3

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## ***Public Speaking-COM 1100 CORE OUTCOMES***

Upon completion of the above listed course, students will be able to do the following:

**SPEAKING COMPETENCIES (Quianthy, 1990):** Speaking is the process of transmitting ideas and information orally in a variety of situations. Effective oral communication involves generating messages and delivering them with attention to vocal variety, articulation, and nonverbal signals.

- I. **The Competent Speaker must complete a minimum of four speeches that include a written assignment, peer review and requires increasingly rigorous research and must be delivered in front of a live synchronous audience.**
  - A. Faculty are asked to consider, when evaluating student speakers, that an audience should include five appropriate persons.
- II. **The COMPETENT SPEAKER must be able to compose a message and provide ideas and information suitable to the topic, purpose, and audience.**
  - A. Faculty are asked to consider, when evaluating student speakers, that the competent speaker should be able to demonstrate skills included below.
    1. **Determine the Purpose of Oral Discourse**
      - a. Identify the various purposes for discourse.
      - b. Identify the similarities and differences among various purposes.
      - c. Understand that different contexts require differing purposes.
      - d. Generate a specific purpose relevant to the context when given a general purpose.
    2. **Choose a Topic and Restrict It According to the Purpose and the Audience**
      - a. Identify a subject that is relevant to the speaker's role, knowledge, concerns, and interests.
      - b. Narrow the topic adapting it to the purpose and time constraints for communicating.
      - c. Adapt the treatment of the topic to the context for communication.
    3. **Fulfill the Purpose of Oral Discourse**
      - a. Formulate a thesis statement.
        1. Use a thesis as a planning tool.
        2. Summarize the central message in a manner consistent with the purpose.
      - b. Provide adequate support material.
        1. Demonstrate awareness of available types of support.
        2. Locate appropriate support materials.
        3. Select appropriate support based on the topic, audience, setting, and purpose.
      - c. Select a suitable organizational pattern.
        1. Demonstrate awareness of alternative organizational patterns.
        2. Demonstrate understanding of the functions of organizational pattern, including the following:

- i. Clarification of information.
  - ii. Facilitation of listener comprehension.
  - iii. Change of attitude.
  - iv. Relational interaction.
  - v. Selection of organizational patterns that are appropriate to the topic, audience, context, and purpose.
- d. Demonstrate careful choice of words.
  - 1. Demonstrate understanding of the power of language.
  - 2. Select words that are appropriate to the topic, audience, purpose, context, and speaker.
  - 3. Use word choice in order to express ideas clearly, to create and maintain interest, and to enhance the speaker's credibility.
  - 4. Select words that avoid sexism, racism, and other forms of prejudice.
- e. Provide effective transitions.
  - 1. Demonstrate understanding of the types and functions of transitions.
  - 2. Use transitions to accomplish the following:
    - i. Establish connectedness.
    - ii. Signal movement from one idea to another.
    - iii. Clarify relationships among ideas.

**III. The COMPETENT SPEAKER must also be able to transmit the message by using delivery skills suitable to the topic, purpose, and audience.**

A. Faculty are asked to remember, when evaluating student speakers, that the competent speaker should be able to demonstrate abilities included below.

**1. Employ Vocal Variety in Rate, Pitch, and Intensity**

- a. Use vocal variety to heighten and maintain interest.
- b. Use a rate that is suitable to the message, occasion, and receiver.
- c. Use pitch (within the speaker's optimum range) to clarify and to emphasize.
- d. Use intensity appropriate for the message and audible to the audience.

**2. Articulate Clearly**

- a. Demonstrate knowledge of the sounds of the American English language.
- b. Use the sounds of the American English language.

**3. Employ Language Appropriate to the Designated Audience**

- a. Employ language that enhances the speaker's credibility, promotes the purpose, and the
- b. receiver's understanding.
- c. Demonstrate that the use of technical vocabularies, slang, idiomatic language, and regionalisms may facilitate understanding when communicating with others who share meanings for those terms, but can hinder understanding in those situations where meanings are not shared.
- d. Use standard pronunciation.

- e. Use standard grammar.
- f. Use language at the appropriate level of abstraction or generality.
- g. Use a conversational mode through self-presentation and response to feedback.
- 4. Demonstrate Nonverbal Behavior that Supports the Verbal Message**
  - a. Use appropriate paralanguage (extraverbal elements of voice such as emphasis, pause, tone, etc.) that achieves congruence and enhances the verbal intent.
  - b. Use appropriate kinesic elements (posture, gesture, and facial expression) that achieve
    - c. congruence and enhance the verbal intent.
  - d. Use appropriate proxemic elements (interpersonal distance and spatial arrangement) that achieve congruence and enhance the verbal intent.
  - e. Use appropriate clothing and ornamentation that achieve congruence and enhance the verbal intent.
  - f. Select and use an appropriate presentational aid to enhance audience understanding and increase impact of spoken message.

**LISTENING COMPETENCIES:** Listening is the process of receiving, constructing meaning from, and responding to spoken and or nonverbal messages. People listen in order to comprehend information, critique and evaluate a message, show empathy for the feelings expressed by others, or appreciate a performance. Effective listening includes both literal and critical comprehension of ideas and information transmitted in oral language

**IV. The Competent Listener must be able to demonstrate literal comprehension.**

- A. Faculty evaluating student listening are asked to consider that the competent listener should be able to exhibit the abilities included below.

- 1. Recognize Main Ideas**
  - a. Distinguish ideas fundamental to the thesis from material that supports those ideas.
  - b. Identify transitional, organizational, and nonverbal cues that direct the listener to the main
    - c. ideas.
  - d. Identify the main ideas in structured and unstructured discourse.
- 2. Identify Supporting Details**
  - a. Identify supporting details in spoken messages.
  - b. Distinguish between those ideas that support the main ideas and those that do not.
  - c. Determine whether the number of supporting details adequately develops each main idea.
- 3. Recognize Explicit Relationships among Ideas**
  - a. Demonstrate an understanding of the types of organizational or logical relationships.

- b. Identify transitions that suggest relationships.
- c. Determine whether the asserted relationship exists.

**4. Recall Basic Ideas and Details**

- a. Determine the goal for listening.
- b. State the basic cognitive and affective contents, after listening.

**V. The Competent Listener must be able to demonstrate critical comprehension.**

A. Faculty evaluating student listeners are asked to consider that the competent listener should be able to exhibit abilities included below.

**1. Attend with an Open Mind**

- a. Demonstrate an awareness of personal, ideological, and emotional biases.
- b. Demonstrate awareness that each person has a unique perspective.
- c. Demonstrate awareness that one's knowledge, experience, and emotions affect listening.
- d. Use verbal and nonverbal behaviors that demonstrate willingness to listen to messages when
- e. variables such as setting, speaker, or topic may not be conducive to listening.

**2. Perceive the Speaker's Purpose and Organization of Ideas and Information**

- a. Identify the speaker's purpose.
- b. Identify the organization of the speaker's ideas and information.

**3. Discriminate Between Statements of Fact and Statements of Opinion**

- a. Distinguish between assertions that are verifiable and those that are not.

**4. Distinguish Between Emotional and Logical Arguments**

- a. Demonstrate an understanding that arguments have both emotional and logical dimensions.
- b. Identify the logical characteristics of an argument.
- c. Identify the emotional characteristics of an argument.
- d. Whether the argument is predominantly emotional or logical.

**5. Detect Bias and Prejudice**

- a. Identify instances of bias and prejudice in a spoken message.
- b. Specify how bias and prejudice may affect the impact of a spoken message.

**6. Recognize the Speaker's Attitude**

- a. Identify the direction, intensity, and salience of the speaker's attitude as reflected by the verbal messages.
- b. Identify the direction, intensity, and salience of the speaker's attitude as reflected by the nonverbal messages.

**7. Synthesize and Evaluate by Drawing Logical Inferences and Conclusions**

- a. Draw relationships between prior knowledge and the information provided by the speaker.
- b. Demonstrate an understanding of the nature of inference.
- c. Identify the types of verbal and nonverbal information.

- d. Draw valid inferences from the information.
- e. Identify the information as evidence to support views.
- f. Assess the acceptability of evidence.
- g. Identify patterns of reasoning and judge the validity of arguments
- h. Analyze the information and inferences in order to draw conclusions.

**8. Recall the Implications and Arguments**

- a. Identify the arguments used to justify the speaker's position.
- b. State both the overt and implied arguments.
- c. Specify the implications of these arguments for the speaker, audience, and society at large.

**9. Recognize Discrepancies between the Speaker's Verbal and Nonverbal Messages**

- a. Identify when the nonverbal signals contradict the verbal message.
- b. Identify when the nonverbal signals understate or exaggerate the verbal message.
- c. Identify when the nonverbal message is irrelevant to the verbal message.

**10. Employ Active Listening Techniques When Appropriate**

- a. Identify the cognitive and affective dimensions of a message.
- b. Demonstrate comprehension by formulating questions that clarify or qualify the speaker's content and affective intent.
- c. Demonstrate comprehension by paraphrasing the speaker's message.