Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

Updated 9/23/14

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: ________________________________________________

2. Date submitted: ________________________________________________

3. Date approved: ___________________ Date revised: 10/14/2014

4. Department/discipline: Speech

5. Department(s) endorsement(s): ________________________________________
   (Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Public Speaking
   Abbreviated course title (25 characters or less):

7. Course Designator: SPCH

8. Course Level: 1010

9. Number of Credits: Lecture: 3__ Lab: 0

10. Control Number (on site): 25__
    Control Number (online): 0

11. Catalog/Course description:

    This course provides students the opportunity to develop and/or enhance their public speaking skills with attention to cultural diversity. With a focus on extemporaneous delivery, students will learn to organize, outline, prepare, and deliver introductory, informative, and persuasive speeches. Impromptu, manuscript, group discussion and minimizing stage fright techniques will also be examined. (Meets MnTC goal area 1).

12. Course prerequisite(s) or co-requisite(s):
    Prerequisite(s): None
    Co-requisite: None

13. Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

    1. Textbook: Public Speaking in a Diverse Society, by Patricia Kearney and
14. **Course Content** (Provide an outline of major topics covered in course)

1. Why do we Speak/Who do we speak to/How do we speak?
2. Common Goals and Functions of Speeches
3. Understand the Listening Process
4. Speaker-Audience Reciprocity
5. Communicating in a Culturally Diverse Society
6. Influence of Culture in Public Speaking
7. Modes of Speech Delivery and Speech Types
8. Causes of and Techniques to deal with Speaking Anxiety/Stage Fright
9. Establishing Speaker credibility
10. Finding and Cultivating one's Rhetorical Style
11. Analyzing and Adapting to Audiences
12. Selecting and Researching Topics
13. Organizing and Outlining Speech Content
14. Introductions and Conclusions in Speeches
15. Strategies/Appeals and other Rhetorical Tools for Various Speech Designs and Speech Types
16. Verbal and Nonverbal Communication-Understanding Platform Delivery Conduct
17. Using Visual Aids, technology, and Effective Demonstration Techniques
18. Specific Speech Preparation and Deliveries to include: Introductory/Self Disclosure, Impromptu, Information, Demonstration, Ceremonial, Persuasion, Panel Discussions, Group Presentations and Symposiums

15. **Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)

B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)

C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)

D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)
Course learning outcomes will fulfill the identified competencies:

Course Learning Outcomes:

Upon completion of this course, students will be able to:

1. Demonstrate appropriate information was researched and gathered to effectively impact an audience. (A)
2. Demonstrate skills in reducing and managing "Stage Fright" when communicating in public settings. (B)
3. Design and write a variety of speech types for oral delivery. (B)
4. Demonstrate effective skills as an audience member. (B)
5. Distinguish among a variety of informative strategies and persuasive appeals to effectively reach an audience. (B)
6. Use patterns of sound and unsound reasoning and arguments to enhance audience reception. (B)
7. Demonstrate an understanding of various cultural speech patterns, communication styles and behaviors that are influenced and determined by different cultural memberships. (B, D)

16. Minnesota Transfer Curriculum (MnTC): If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s):

Goal and Outcomes:
  - Goal:
  - Outcome:
Complete the following only if you are proposing a new course:

1. Planned pattern of offering:
2. Rationale for course: If this course is an ADDITION or replacement to current offerings, add a detailed explanation of the necessity for the change.
3. Does this course overlap with any course(s) offered at FDLTCC? If so, justify such duplication or indicate other adjustments to be made. Obtain signatures from affected departments.
4. What is the apparent or expressed student need for this course?
5. If this course includes a Native American or specifically Anishinaabe component list campus resource person/s—i.e., campus cultural/spiritual resource person/s and, if necessary, elder/s—consulted and include specific comments and written responses as appropriate.
6. Are there any additional licensing/certification requirements involved?
   a. Provide a copy of the required licensing/certification standards to the AASC chair and to the vice president of academic affairs.
   b. Attach the required documentation to show course meets required licensing/certification standards.
7. What types of tutoring will be made available through the CAA to students taking this course?
8. How will the course be evaluated?
9. Special resources—e.g. faculty, space, equipment, library, etc
10. Special course fees:
11. Relationship of course to the college mission statement and goals.
12. Relationship of course to the department’s mission statement and goals.
13. Relationship of course to colleges/university offerings (include tribal colleges).

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