



INSTRUCTIONAL PACKAGE

SPC 205

Public Speaking

Effective Term

Fall/Spring/Summer/2019-2020

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2019/Spring 2020/Summer 2020.

COURSE PREFIX: SPC 205 COURSE TITLE: Public Speaking

CONTACT HOURS: 3 CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

Speaking and listening competencies are vital both in the classroom and in the workplace. In fact, studies involving both faculty in higher education and employers identify the ability to communicate as the most significant indicator for success.

Therefore, SPC 205 is designed to address the demand for competent communicators by helping students develop the communication skills needed for achievement of academic and professional goals. In addition, the knowledge students gain from this course will help them become more-critical consumers of communication outside work and school.

COURSE DESCRIPTION:

This course is an introduction to principles of public speaking with application of speaking skills. This course is transferable to public senior institutions as part of the South Carolina Commission on Higher Education Statewide Articulation Agreement.

PREREQUISITES/CO-REQUISITES:

(Credit level [ENG 100](#) Minimum Grade of C* or Credit level [ENG 101](#) Minimum Grade of TC or Credit level [ENG 101](#) Minimum Grade of C or Credit level [ENG 155](#) Minimum Grade of C or Credit level [ENG 155](#) Minimum Grade of TC) or (COMPANION Reading 075 and COMPANION Sentence Skills 081) or (SAT Critical Reading 480) or (ACT English 19 and ACT Reading 19) or (Multiple Measures English 1) or (ACCUPLACER Reading Comp 075 and ACCUPLACER Sentence Skills 081) or (New ACCUPLACER Reading Comp 250 and New ACCUPLACER Sentence Skills 250)) or ASSET 45

***Online/Hybrid** courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

Speech Requirements for Online Courses:

1. Speeches will be recorded and uploaded to D2L OR YouTube (with access granted and the link submitted to the D2L Dropbox in a Word document).
2. A live audience is required. The audience must be in the same physical location as the speaker.

3. You must have a minimum of six adult audience members over the age of 15 who are awake and attentive to the speaker. The audience members must be panned (aka recorded) prior to the introduction of each speech and at the end of each speech. The audience members must be paying attention to the speaker and not simply be present in the room.
4. There should be no breaks, splices or edits of the recording.
5. The recording must have good audio and visual quality. Prior to recording make sure that background noise is at a minimum and that the area is well lit.
6. The video should be of the speaker from the knees up. This is required to be able to evaluate the nonverbal delivery style of the speaker.
7. To receive a passing grade in the class all assigned speeches must be delivered.
8. Please refer to your professor's instructions for other requirements.

Ideas for finding audience members:

- Ask people from work
- Ask people from face to face classes
- Visit a retirement home or adult community center
- Go to the library and ask a "reading circle"
- Post on the D2L discussion to get classmates together
- Church Groups
- Rec Leagues

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE.](#)

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

List other tools, resources, and materials needed by the student for success in the course, including specific costs associated (i.e., calculators proctor fees, hardware/software). Remove section if you don't plan to use.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

I. Module 1: Principles of Communication

*Assessments: Quiz/Test and/or In Class Exercises

A. Students will analyze the process of communication. In this assignment, the student will

1. Explain the communication process.
2. Define speaker credibility.
3. Evaluate verbal and nonverbal communication strategies.

II. Module 2: Speech Topics

*Assessments: Delivering Speeches and/or In Class Activities/Exercises

A. Students will create effective verbal and written messages. In this description, the student will

1. Select appropriate topics.
2. Analyze audiences.
3. Invent appropriate speech purposes (informative, celebratory, persuasive, demonstrative).
4. Adapt topics to speech purpose, rhetorical situation, and audience.
5. Organize ideas logically.
6. Create supporting material.
7. Discriminate among sources.
8. Incorporate source material.
9. Document sources.
10. Express ideas clearly.
11. Reason soundly.
12. Defend ideas logically.

13. Choose culturally sensitive language.

III. Module 3: Effective Speeches

*Assessments: Delivering Speeches and/or In Class Activities/Exercises

A. Students will demonstrate effective delivery skills in speaking. During the delivery, the student will

1. Demonstrate vocal characteristics that enhance the verbal message.
2. Demonstrate use of body that enhances the verbal message.
3. Adjust to the rhetorical situation while speaking.
4. Create a sense of communication with audience members.

IV. Module 4: Listening Skills

*Assessments: Listening to Speeches/Quiz/Test/In Class Activities/Exercises

A. Students will demonstrate skills in listening. While speeches are in session, the students will

1. Determine goals for listening.
2. Demonstrate listening behaviors that enhance communication.
3. Communicate respect for others.
4. Ask questions that clarify the speaker's message and intent.
5. Paraphrase messages.
6. Evaluate reasoning.
7. Distinguish fact from opinion.
8. Criticize the ideas and communication behaviors of the self and others.
9. Participate effectively in discussion.
10. Take useful notes.

V. Module 5: Ethical Situations

*Assessments: Group discussions/Quiz/Test/In Class Activities/Exercises

Students will judge ethical issues in communication. As part of the evaluation, the student will

1. Recognize ethical dimensions of communication.
2. Evaluate alternative approaches to ethical issues.
3. Demonstrate respect for the power of words.
4. Observe reasonable ethical standards.

VI. Module 6: Technological Aids

*Assessments: Speech Presentations

Students will use various forms of technology. During the presentations, the student will

1. Perform research using information technology.
2. Evaluate technological resources.
3. Use presentation aids effectively.
4. Judge the use of presentation software by others.

VII. Module 7: Reduction Theories

*Assessments: Class Activities/Exercises Students will experience various methods of communication apprehension reduction. The students will use various breathing techniques to reduce anxiety, the student will

1. Identify their needs for communication apprehension reduction.
2. Practice communication apprehension reduction activities.

**Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.*

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General Education Outcomes

Please delete the section if this course is not part of the Gen Ed PLO assessment artifact process.

This course fulfills the following General Education Outcomes through the (list the appropriate assessment). Upon completion of this course, students will be able to:

(Check all that apply.)

- Communicate effectively;
- Think critically;
- Self and professional development.

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.

Written component (tests/quizzes and other written assignments)	40%
Oral component (speeches)	60%

Point values to be determined by instructor—the instructor may have additional assignments and adjust the point total accordingly.

****Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.***

GRADING SYSTEM:

State the College's or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean's approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

- 1. Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills.**
- 2. On-line student success and academic support resources.**

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455 or go to the [Online Resource Center](#) to access on-demand resources any time.

TECH Central – Student Information Center



TECH Central provides quality enrollment and collegiate guidance for students, faculty, and staff. Services include phone, walk-in, and online technical support for technology training and troubleshooting. Additionally, we offer support in Office 365, Outlook E-mail setup, and ID cards.

Phone: 843-349-5340

Email: techcentral@hgtc.edu

Text: 843-357-8552

TECH Talk (Live Chat): Located on the "Home" tab in WaveNet.

Website: www.hgtc.edu/techcentral

Locations:

Conway Building 1100, Room 132D

Grand Strand Building 200, Room 136

Student Testing:

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student’s responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, Melissa.Batten@hgtc.edu. Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college’s Chief Student Services Officer, campus law enforcement, or with the college’s Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

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