

ESSEX COUNTY COLLEGE
Humanities Division
ENG 109 – Effective Speech
Course Outline

Course Number & Name: ENG 109 Effective Speech

Credit Hours: 3.0 **Contact Hours:** 3.0 **Lecture:** 3.0 **Lab:** N/A **Other:** N/A

Prerequisites: None

Co-requisites: None

Concurrent Courses: None

Course Outline Revision Date: Fall 2016

Course Description: Effective Speech will cover the basic elements of public speaking. The student will prepare and present several brief speeches with emphasis on content, organization and delivery.

General Education Goals: ENG 109 is affirmed in the following General Education Foundation Category: **Written and Oral Communication**. The corresponding General Education Goal is as follows: Students will communicate effectively in both speech and writing.

Course Goals: Upon successful completion of this course, students should be able to do the following:

1. deliver speeches;
2. identify, demonstrate, and exhibit appropriate public speaking/presentation principles and behaviors while delivering the speeches; and
3. deliver coherent, articulate speeches.

Measurable Course Performance Objectives (MPOs): Upon successful completion of this course, students should specifically be able to do the following:

1. Deliver speeches:
 - 1.1 *using effective verbal and nonverbal behaviors, present a number of extemporaneous speeches in a variety of styles;* and
 - 1.2 *stay within the time limit allocated for each speech*
2. *Identify, demonstrate, and exhibit appropriate public speaking/presentation principles and behaviors while delivering the speeches:*
 - 2.1 *implement effective strategies to control one's nerves in front of the audience;*
 - 2.2 *maintain a relaxed, comfortable stance while delivering the speech;*
 - 2.3 *use eye contact with the audience while delivering the speech;*
 - 2.4 *use a clear voice that projects sufficiently for the room in which the speech is given;*

- 2.5 *refer to speaking notes written in topic outline format as necessary while presenting the speech;*
and
- 2.6 *answer questions from the audience after at least one speech*

Measurable Course Performance Objectives (continued):

- 3. Deliver coherent, articulate speeches:
 - 3.1 *use appropriate verbal and nonverbal language in the delivery of the speech;*
 - 3.2 *analyze and deliver to a particular audience;*
 - 3.3 *focus and limit each chosen, researched speech topic with a clear introductory statement that indicates the purpose of the speech;*
 - 3.4 *include a clear thesis in the opening of each speech;*
 - 3.5 *organize topic format for speaking notes and utilize proper citation for supporting speech content;*
 - 3.6 *develop the speech with appropriate, relevant details and examples; and*
 - 3.7 *end the speech with a clear conclusion*

Methods of Instruction: Instruction will consist of lecture, discussion, and the development of a number of speeches of varying types and lengths.

Outcomes Assessment: Checklist rubrics are used to evaluate sampled student speeches for course objectives, such as clear opening (thesis), well-developed material, conclusion, clearly projected delivery, meeting the assigned time, and eye contact.

Course Requirements: All students are required to:

- 1. Prepare and deliver at least four speeches chosen from among the following types:
 - A. Informative speech
 - B. Demonstration speech
 - C. Speech defending a position
 - D. Persuasive speech
 - E. Impromptu speech
 - F. Group Discussion
- 2. Deliver a satisfactory speech as the final.
- 3. Read all assignments and participate in class discussion.

Methods of Evaluation: Final course grades will be computed as follows:

Grading Components	% of final course grade
<ul style="list-style-type: none"> ● 2 or more early-semester speeches (dates to be assigned by the instructor) 	25 – 40%

Speeches will show evidence of the extent to which students meet course objectives including, but not limited to, being able to prepare a speech and deliver it from notes in topic outline format within the allotted time assigned for the specific speech.

Methods of Evaluation (continued):

Grading Components	% of final course grade
<ul style="list-style-type: none"> ● 2 or more mid-semester speeches (to be assigned by the instructor) At this point in the semester, speeches will show increasing evidence of the student’s ability to prepare and present well-developed speeches that follow the assignments’ specific guidelines in terms of topic, method of delivery, and speaking notes among other course objectives. It is strongly suggested that one speech is delivered at or following mid-semester. 	25 – 40%
<ul style="list-style-type: none"> ● 1 speech as the final (to be assigned by the instructor) The Final Speech should demonstrate the student’s mastery of the course material by selecting an appropriate topic, method of development, proper topic outline notes, delivery within the assigned time limit (somewhere between 6 and 10 minutes in length). Answering questions from the audience should not be part of this assignment. 	25 – 50%

NOTE: The instructor will provide specific weights, which lie in the above-given ranges, for each of the grading components at the beginning of the semester.

Academic Integrity: Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

- plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
- cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
- interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
- fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

Student Code of Conduct: All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College's Code of Conduct and attendance requirements.

Course Content Outline: based on the text (required for adjunct instructors/optional for full-time faculty) by Metcalfe, Sheldon. *Building a Speech*. 7th ed. Boston: Wadsworth, Cengage Learning, 2010; ISBN #: 13-978-0-495-56757-8

Class Meeting (80 minutes)	Topic to be Covered
1	Course introduction/Review of class syllabus
2	Short reading of student's choice or a brief introductory statement by each student (1 minute just to get the students ready before class – not graded) Discussion of good speakers
3	The basics of speaking before an audience Preparation and practicing the speech
4 – 5	Preparing speaking notes: topic outline format
6 – 7	Speech #1 (recommended time limit: 3 minutes)
8 – 10	Lecture/discussion regarding a Demonstration Speech
11	Speech #2
14 – 16	Lecture/discussion regarding Persuasive or Informative Speech
17 – 21	Speech #3
22 – 25	Speech #4
26 – 30	Final Speech (recommended time limit: approximately 6 to 10 minutes, which gives the student the opportunity to show mastery of the course)