



COURSE OUTLINE

Outline Status: Outline Update (ECD 10117); 2009-2010

Section I: BASIC COURSE INFORMATION

1. **COLLEGE: L.A. SOUTHWEST COLLEGE**
2. **SUBJECT: SPEECH**
3. **COURSE NUMBER: 101**
4. **COURSE TITLE: ORAL COMMUNICATION I**
5. **UNITS: 3**
6. **CATALOG COURSE DESCRIPTION:**

This course offers training in the theory of speech communication and the practice of effective preparation and delivery of structured oral presentations. Emphasis is placed on research techniques and methods of speech preparation.

7. CLASS SCHEDULE COURSE DESCRIPTION:

Students practice and perform informative and persuasive extemporaneous public speeches utilizing effective research techniques, outlines, structure and style.

8. **INITIAL COLLEGE APPROVAL DATE: before 2000**
9. **LAST UPDATE DATE: 12/15/09**
10. **CLASS HOURS:**

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	3	54	3
Lab/Activity (w / homework):	0	0	0
Lab/Activity (w /o homework):	0	0	0
Totals:	Lecture: 3	Lecture: 54	Lecture: 3
	Lab: 0	Lab: 0	Lab: 0
	Total: 3	Total: 54	Total: 3
<i>Totals In Protocol:</i>	Lecture: 3	Lecture: 54	
	Lab: 0	Lab: 0	
	Total: 3	Total: 54	Total: 3

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT:

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an 'appropriate and rational measure of a student's readiness to enter the course or program' and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

PREREQUISITES: No

	Subject	Number	Course Title	Units	Validation Approval Date

COREQUISITES: No

	Subject	Number	Course Title	Units	Validation Approval Date

ADVISORIES: Yes

	Subject	Number	Course Title	Units	Validation Approval Date
	ENGLISH	028	INTERMEDIATE READING AND COMPOSITION	3	12/15/09

12. OTHER LIMITATIONS ON ENROLLMENT: (See Title 5, Section 58106 and Board Rule 8603 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE - Lecture: Outline the topics included in the lecture portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lecture: Upon successful completion of this course, the student will be able to..(Use action verbs - see <i>Bloom's Taxonomy</i> for 'action verbs requiring cognitive outcomes.')
I. ROLE OF COMMUNICATION	3.00	1. Answer questions on, or write a brief essay about, the role of communication in society.
II. THE PROCESS AND NATURE OF COMMUNICATION A. Relating public speaking to interpersonal, small group and mass communication by underscoring their common theories and characteristics. B. Examining the interrelated roles of audience, message and speaker. C. Focusing on the role of communication in society.	3.00	2. Describe the process of communication and related theory. 3. Analyze the effectiveness of student and professional speakers in both oral and written format.
III. COMMUNICATION EVALUATIONS A. Self analysis of speaking performances including possible videotaped performances. B. Instructor and peer evaluations. C. Applying the process to speeches inside and outside of class.	20.00	4. Prepare and deliver a variety of speeches which could include one or more of each of the following: demonstration/description, informative, persuasive, impromptu, special occasion. Write within the formal outline referenced sources. 5. Describe a variety of techniques for dealing with communication apprehension.
IV. ADAPTATION TO VARIOUS SPEAKING SITUATIONS A. Requiring both researched formal (prepared - informative/persuasive) and informal (impromptu) speaking performances. B. Emphasis on a variety of speaking purposes. i.e. demonstration, informative, persuasion, definition, and special occasion speaking. C. Promoting an understanding of and techniques for dealing with performance anxiety.	9.00	6. Prepare and explain the elements of an outline and its uses. 7. Prepare outlines in conjunction with the various types of speeches being studied or delivered and include referenced sources. 8. Explain verbally or in writing the role of introductions and conclusions in a speech. 9. List the steps in narrowing a topic from an initial idea to the development of a central idea.
V. EFFECTIVE ORGANIZATION A. Traditional patterns of organization and hierarchy of needs and the motivated sequence. B. Requirements of effective introductions and conclusions. C. Understanding and practicing speaking purposes and topics. D. Practicing effective outlining techniques. E. Writing researched speeches with MLA style bibliography.	4.00	10. Evaluate the process of topic selection. 11. Assess the process of audience analysis.
VI. ADAPTATION TO LISTENERS A. Practicing the modes of gaining and retaining listener attention. B. Understanding the listening process.	8.00	12. Employ research and multimedia: Use traditional research resources in a library. Use the Internet as a research tool in planning a public speech. Describe and utilize electronic indexes. Discuss and utilize audio support materials in a speech. Discuss and utilize visual support materials in a speech.

C. Practicing audience analysis. D. Receiving audience feedback.		
VII. USE OF SUPPORTING MATERIALS A. Requirement of external documentation cited orally in speaking. B. Requirement of visual aids in speaking.	5.00	
VIII. VOCAL AND NONVERBAL DELIVERY A. Understanding of vocal rate, rhythm, variety and volume. B. Understanding of physical delivery in eye contact gestures, facial expression and bodily movement.	2.00	
FINAL EXAMINATION		
Total:	54	
Total Hrs In Protocol:	54	

1. (cont'd) LAB:

COURSE CONTENT AND SCOPE - Lab: Outline the topics included in the laboratory portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lab: Upon successful completion of this course, the student will be able to..(Use action verbs - see <i>Bloom's Taxonomy</i> for 'action verbs requiring cognitive outcomes.')
Total:	0	
Total Hrs In Protocol:	0	

1. (cont'd) SLO:

The student will.. (outcome)	As measured by the following method.. (assessment strategy)	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation)	Recommendations to improve teaching and learning. (modifications)
1. Prepare an organized and coherent speech with an introduction, body and conclusion using logical transitions and documented references and 2. deliver an extemporaneous speech using reference notes at a glance and eye contact with the audience.	using rubric for the (2) Slo's. Results will be compared between the pre and post evaluations.	1. See attached Rubic in section 8.	Slo's 1 and 2 January 2010	
SLO REVIEW, 12/4/09, GY				

2. REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Speaking, An Audience-Centered Approach Steven A. Beebe & Susan J. Beebe 2009

3. READING ASSIGNMENTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Jennifer Sweeney, 'Racial Profiling,' Winning Orations 2000 (Mankato, MN: Interstate Oratorical Association, 2000)1 Barack Obama, 'Cutting Costs and Covering America: A 21st Century Health Care System,' speech delivered at University of Iowa, May 29, 2007. 22 June 2007
www.barackobama.com/2007/05/29/cutting_cost_covering_ame.php Lou Gehrig, 'Farewell speech,' Lou Gehrig: The Official Website 23 June 2007 www.lougehrig.com/about/speech.htm N Joyce Payne, 'A Family Member needs Long Term Care,' Vital Speeches of the day (1 Oct 2006): 692-94 Proquest. Texas State U- San Marcos , TX. 22 June 2007 proquest.umi.com

4. WRITING ASSIGNMENTS:

Writing assignments, as required by Title 5, in this course may include, but are not limited to the following:

Students will write four essay examinations in class, analyzing similarities, and differences in preparation, organization and delivery of speeches to inform (i.e. demonstration speeches and expository speeches) versus speeches to persuade (motivational speeches).

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):

Out of class assignments (Homework) may include, but are not limited to the following:

Students will write four speech (complete sentence) outlines at least four pages in length. Students will deliver these speeches orally extemporaneously (exact wording of the speech occurs when given). Students will demonstrate in the delivery and the outline the specific purpose, the thesis statement, one of the eight basic styles of introductions, one of several styles of content development (by chronological, spatial cause/effect or problem solution order) as well as one of the six types of speech conclusion. Students must also write an MLA Style bibliography with at least 5 sources at the end of each speech.

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Provide examples of assignments, as required by Title 5, that demonstrate critical thinking.

A typical assignment would consist of the following: Students are given a list of controversial issues: (i.e. Is religion essential in education? Does Welfare do more harm than good?) Students choose a topic they feel strongly about because they must take a stand pro or con. Students must research and compare the information to support their thesis statement. Students must decide which content development is best for the persuasive speech (i.e. statement of reasons method, problem solution method, comparative advantages methods or criteria satisfaction method.) Students will then develop an appropriate introduction and conclusion and orally deliver the speech.

7. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be 'based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.' Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed 'Course Objectives' at the beginning of Section II):

Classroom performance of organization, research and delivery of speeches, midterm, final exam. Speech outlines and other written materials.

8. METHODS OF INSTRUCTION:

Please Check All That Apply

- Lecture
- Discussion
- Laboratory
- Activity
- Field Experience
- Independent Study
- Other (Please Explain)

A/V materials. PowerPoint demonstration and video clips of speeches.

9. SUPPLIES:

List the supplies the student must provide.

Visual aid materials

10. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

Database research will be necessary. Familiarity with the school data bases is important. Students are required to use EBSCO or library databases.

11. INFORMATION COMPETENCY:

If applicable, explain how information competency is included in the course.

Database research/library indexes/word processing/possible power point

12. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

Diversity is an important aspect of audience analysis. In addition, students will learn about diverse groups as they listen to their classmates' presentations.

13. SCANS COMPETENCIES:

(required for all courses with vocational TOP Codes; recommended for all courses)

SCANS (Secretary's Commission on Necessary Skills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.

Interpreting and Communicating Information: Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.

Using Computers to Process Information: Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

Understanding Systems: Knowing how social, organizational and technological systems work and operating effectively with them.

Monitoring and Correcting Performance: Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.

Improving or Designs Systems: Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

Selecting Technology: Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.

Applying Technology to Tasks: Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.

Maintaining and Troubleshooting Equipment: Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: Yes

a. If yes, the course will be a requirement portion of the 'approved program' listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>)

Journalism AA - Program: 060200 State ID: 02865 Speech Communication AA - Program: 150600 State ID: 02880
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2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

a. Area Requested: D(2). Communications and Analytical Thinking

Approval Date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

None

b. Area Requested: None

Approval Date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

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Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

a. Transferable to the University of California: Yes b. UC Approval Date:	c. Transferable to the California State University: Yes d. College Approval Date:
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2. GENERAL EDUCATION FOR TRANSFER:

<p><i>IGETC Certification</i></p> <p>a. Area Requested: 1C : Oral Communication b. Date Requested: c. IGETC Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p><i>CSU Certification</i></p> <p>a. Area Requested: A1 : Oral Communication b. Date Requested: c. CSU Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>
<p>a. 2nd Area Requested: b. Date Requested: c. IGETC Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p>a. 2nd Area Requested: b. Date Requested: c. CSU Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>

3. MAJOR REQUIREMENT FOR TRANSFER:

Will this course be articulated to meet lower division major requirements?:

List college/university and the majors:

CAN NUMBER: **CAN SEQUENCE #:**

CAN Approval -

Date requested: Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPT/DIVISION NAME:** Arts And Humanities
2. **DEPT/DIVISION CODE:** 01
3. **SUBJECT CODE:** 901
4. **SUBJECT ABBREVIATION:** SPEECH
5. **RECOMMENDED MINIMUM QUALIFICATION AREA:**
6. **ABBREVIATION FOR TRANSCRIPTS:** ORAL COMMUNICATION 1
7. **DEGREE CREDIT:**

Indicate whether the course meet the 'standards for approval' for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level: **Degree Applicable**

8. **GRADING METHOD:** LETTER GRADE
9. **REPETITIONS:** # of times repeated for credit: **0**

If this course is repeatable, explain how repetition of this course meets Title 5, section 55041(c)(2)(B):

10. **PRIOR TO TRANSFERABLE LEVEL:**

This course attribute applies to **English, Writing, ESL, reading and mathematics** courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable**

11. **CREDIT BASIC SKILLS:**

Title 5, section 55000(j) defines basic skills as 'courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b).': **No**

12. **CROSS REFERENCE:**

Is this course listed as equivalent in content to existing College/District courses in another discipline?: **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS W/ DISABILITIES:**

Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an 'approved special class' for students with disabilities?: **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029:

14. COOPERATIVE EDUCATION STATUS:

Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education - - i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program?: **No**

15. COURSE CLASSIFICATION: Liberal Arts and Sciences

Note: A course's Classification, TOP Code and SAM code must be aligned e.g., Courses with an 'Occupational' Course Classification must have an 'Occupational' TOP Code and a SAM Code of A, B, C, or D; courses that do not have an 'Occupational' Course Classification cannot have an Occupational TOP Code and must have an 'E' SAM Code. Courses coded as 'basic skills' in #11 should be coded 'Adult and Secondary Basic Skills.'

16. TOP CODE - (6 digits XXXX.XX): **1506.00**

Course content should match discipline description in Taxonomy of Programs found at <http://ecd.laccd.edu/TaxonomyOfPrograms.doccurriculum.htm>

17. SAM CODE (Student Accountability Model): **E**

18. FUNDING AGENCY CODE:

19. STATE COURSE ID:

Section VI: APPROVAL STATUS

1. APPROVAL STATUS:

		Approval Date Of	Board Date	Requested Effective Semester	Approved Effective Semester
a.	<input type="checkbox"/> New Course	College:	Board:	Effective Semester:	Effective Semester:
b.	<input type="checkbox"/> Addition of Existing District Course	College:	Board:	Effective Semester:	Effective Semester:
c.	<input type="checkbox"/> Course Change*	College:		Effective Semester:	Effective Semester:
d.	<input checked="" type="checkbox"/> Outline Update	College: 12/15/09			Effective Semester:
e.	<input type="checkbox"/> New Course	College:		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> New Course	College:	Board:	Effective Semester:	Effective Semester:

* Changes to a course require the completion of a 'Course Change Request' form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

Section VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

1. **ORIGINATOR:** Lewis, Pat

2. **DEPARTMENT:** 01

3. **IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:**

By additional funds. Describe:

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing course. List courses and number of sections to be deleted:

FIRST YEAR: SECOND YEAR: THIRD YEAR:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. **IMPACT**

IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus? No (If yes, briefly explain how)

5. **METHOD OF SUPPORT**

-- Indicate how the college plans to support the proposed course:

A. Additional staff -- List additional staff needed:

B. Classroom -- List classroom type needed:

C. Equipment -- List new equipment needed and indicate funding source for any new equipment:

D. Supplies- List supplies and indicate dollar value:

E. Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

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CERTIFICATION AND RECOMMENDATION

- This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate Degree.
- This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

Originator	Date
Department/Cluster Chairperson	Date
Articulation Officer	Date
Librarian	Date
Dean (if applicable)	Date
Curriculum Committee Chairperson	Date
Academic Senate President	Date
Vice President, Academic Affairs	Date

Section VIII: ADDENDA

(Uploaded Documents)

SLO Rubric	Rubric for student evaluation of skills in organization, research and extemporaneous delivery of speeches.	<u>Sp101STUDENT EVAL form05.doc</u>
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STUDENT EVALUATION

Date _____

Student _____

Time _____

Title _____

Speech Purpose _____

ORGANIZATION (Circle the number)

1	2	3	4
Student seems to be speaking off the top of his/her head. No clear thesis statement, or specific purpose communicated. Student seems to ramble. No clear division between introduction, body and conclusion. No attention-getter in the introduction and speech ending lacks finality.	Speech is somewhat organized with an introduction, body and conclusion, Main points lack balance, coherence and logic, or are not parallel, or mutually exclusive. Weak or minimal transitions between main points. Attention-getter in introduction lacks creativity and effectiveness and conclusion has a weak ending.	Speech is organized with an introduction, body and conclusion. Main points make sense, through they may not be completely balanced or mutually exclusive. Good transitions between main points. Good attention-getter begins the introduction and conclusion ends with finality.	Speech is coherently organized and developed. Clear introduction, body and conclusion. Main points are balanced, parallel with logical ideas that work together to support the speech thesis. Smooth, creative transitions provide logical connection between ideas. Solid, creative Attention getter in introduction and conclusion ends with a bang.

RESEARCH SKILLS (Circle the number)

1	2	3	4
No sources or inappropriate sources used to support claims. Evidence offered, if any, doesn't work well to support claims. No documentation of sources provided in speech or outline.	Few sources are mentioned. Quality of sources is questionable. Lack of clear relationship between claims and support offered. Documentation of all sources not provided in speech or outline.	Good sources are mentioned in support of most significant claims. Clear connection between evidence and claims. Documentation of sources provided during speech and in outline.	Quality academic sources are cited in support of all significant claims. Evidences provided warrant acceptance of claims. Appropriate documentation provided during speech and in speech outline.

EXTEMPORANEOUS DELIVERY - EYE CONTACT & VOICE (Circle the number)

1	2	3	4
Speech is read Directly from speaking notes. Student lacks eye Contact with audience. No to limited vocal Variety. Lacks animation & is monotonous.	Student is tied to notes, glancing up between phrases or sentences. Minimal eye contact. Student displays limited vocal variety. Minimal animation.	Good use of notes though student may look at them more than necessary. Good eye contact with some audience members for much of the speech. Vocal variety & energy throughout most of the speech.	Delivery is direct natural and confident. Student may glance at notes, but looks up to the audience before speaking Strong eye contact with several members of the aud. Strong vocal variety dynamic & energetic.

Comments _____

Delivery Grade _____

Outline Grade _____

Combined GRADE _____

CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: **SPEECH 101, Oral Communication I**

(Course to which pre/corequisite/advisory applies)

Check
Applicable
Box

Prerequisite:

Corequisite:

Advisory: **Course & Number, Title: English 28, Intermediate Reading and Composition**

- A. **Target Course Entry Skills: Course & Number, Title: Speech 101, Oral Communication I**
(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)

Entry Skills for Speech 101 (skills the students gained in English 28 and need to be successful the very first of Speech 101)

1. Demonstrate the ability to write complete sentences extrapolating minor information from major content to develop a thesis.
2. Demonstrate the ability to develop three major ideas and support those ideas with facts, illustrations, examples or statistics.
3. Demonstrate the ability to separate facts from opinion and use the materials in a creative, cohesive way to suggest speech content.
4. Demonstrate the ability to "think on their feet" from personal experience and deliver 5 sentences orally with logical, precise standard English.

- B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:**
Course & Number, Title: English 28, Intermediate Reading and Composition

(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Demonstrate strategies for extracting meaning from expository writing and fiction, i.e., finding the thesis and major and minor support in expository writing and finding theme and how it is given in fiction.
2. Write a combination of 8-12 paragraphs and essays of up to 700-1000 words demonstrating mastery of English fundamentals and principles of composition.
3. Practice writing in various contexts, i.e., in the classroom and outside of class.
4. Demonstrate writing skills drawn from personal experience to writing about ideas.

CONTENT REVIEW SKILLS MATRIX FOR ADVISORY VALIDATION

**COURSE & NUMBER, Title: Speech 101, Oral Communication I
Entering Skills of Target Course**

COURSE & NUMBER: ENGLISH 28
Course Title: Intermediate Reading and Composition
Exit Skills of Advisory Course

	1	2	3	4	5	6	7	8	9
1	x		x						
2		x		x					
3				x					
4									
5									
6									
7									
8									
9									

Comments:

(Include justification for assessments, health and safety, or non-course prerequisites)

Validation requires at least one match of each exit skill with each entry skill.

Was validation achieved? **YES**

PARTICIPANTS IN CONTENT REVIEW:

(Signatories should include instructors for both exit and entering skills courses.)

Name: _____ Title: _____ Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

CERTIFIED BY:

Initiator Date

Department Chairperson Date

Curriculum Chairperson Date