## OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department and material will vary - see course syllabus available from instructor.

### FACULTY/DEPARTMENT:
COMMUNICATIONS DEPARTMENT

### CMNS 235

### COURSE NAME/NUMBER
ORAL COMMUNICATIONS

### COURSE DESCRIPTIVE TITLE
This course focuses on the principles and psychology of effective speaking. Specific areas include informal presentations to small groups, formal presentations, meetings, the use of audio visual aids, developing the voice and improving body language. Videotaped feedback is an important part of the course.

### PREREQUISITES:
None

### COREQUISITES:
None

### SYNONYMOUS COURSE(S)

(a) Replaces:

(b) Cannot take for further credit

### SERVICE COURSE TO:

### TOTAL HOURS PER TERM:
45

### STRUCTURE OF HOURS:

| Lectures: | 10 hrs |
| Seminar:  | 10 hrs |
| Laboratory: | 25 hrs |
| Field Experience: | hrs |
| Student Directed Learning: | hrs |
| Other (Specify): | hrs |

### MAXIMUM ENROLMENT:
23

### EXPECTED FREQUENCY OF COURSE OFFERING:

### WILL TRANSFER CREDIT BE REQUESTED?
YES  NO  X

### TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:
YES  NO  X

### AUTHORIZATION SIGNATURES:

Course designer(s): Ken Fernstrom
Department Head: Wendy Burton
Chairperson: (Curriculum Committee)
Dean: W.R. Bate

PAC Approval in Principle Date:  
PAC Final Approval Date:  November 1999
LEARNING OBJECTIVES / GOALS / OUTCOMES/ LEARNING OUTCOMES:

1. To learn about speaking as a skill.
2. To learn about the elements of credibility for a speaker.
3. To learn the basic modes of delivery (impromptu, extemporaneous, manuscript, memorized)
4. To learn and apply the principles of effective vocal delivery.
5. To learn the apply the principles of effective physical delivery and body language.
6. To learn the steps in preparing a presentation from audience analysis to selecting and narrowing a topic to organizing material (outlining, selecting and arranging points) to the use of introductions and conclusions and transitional devices.
7. To learn how to create attention and interest.
8. To learn the purpose and use of basic visual aids and visual aid equipment.
9. To learn the effective use of notes and note cards.
10. To learn the elements of effective informational and persuasive presentation.

METHODS:

Lectures, individual and group work. Students make a minimum of three formal presentations which are videotaped. Students must critique their own as well as classmates' work. Through a number of informal exercises, students practice and demonstrate skills.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR  YES ______  NO ______

METHODS OF OBTAINING PLAR:

TEXTBOOKS, REFERENCES, MATERIALS:

Speaking our Minds, Sandie Barnard

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

Note: The following exercises are the minimum required. The instructors may change the order and weighting according to the needs of the class.

STUDENT EVALUATION PROCEDURE:

Exercises (minimum of 5) 20%
Outline and purpose statements (3) 15%
Self and peer evaluations (5) 5%
Demonstration presentation 15%
Informative presentation 20%
Persuasive presentation 25%
CMNS DEPARTMENT LETTER GRADE/PERCENTAGE EQUIVALENTS:

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COURSE CONTENT:

1. Introduction to course, objectives and expectations.
3. Use of voice and body during presentations.
5. Demonstration speeches.
7. The informative speech or brief.
8. Small group communication.
9. Meetings, debates and presentations.

CMNS 235 INSTRUCTOR’S NOTES

Videotaping equipment can be reserved at Instructional Media Services. IMS will make copies of tapes so that one copy can be left for student viewing and one can be taken by the instructor. Students may view the tapes in IMS.

Use self evaluation more than once but focus attention on different aspects of speeches.

Use peer evaluation: one copy to student being evaluated, one to the instructor.

Start the course with "ice breakers".

Retain focus on student speeches, rather than on lectures.

Attendance. In order for students to receive credit or marks for assignments they must be present when other students make presentations. Part of the function of class members is to serve as an audience for their colleagues and to provide feedback. NOTE: The following assignments are the minimum required. The instructors may change the order weighting according to the needs of class.
STUDENT ASSIGNMENTS

Exercises (minimum of 5)  20%

A minimum of five exercises graded on a Credit/No Credit basis. Can include group exercises. At least one exercise should focus on outlining. Possible exercises include:

- Impromptu speeches. At beginning of course have students each write down 4-5 topics suitable for 1-2 minute impromptu speeches. During each class, have 2-3 students draw topics from impromptu bag and give them 2 minutes to prepare speech.

- Talk about where you want to be personally and professionally five years from now.

- If you were stranded on a desert island, what three books or records/cd’s would you take with you and why.

- Present outlines for each of the major speeches on overhead to the class. Discuss principle of organization and ask class for feedback.

- Choral speaking (enunciation and breath control).

- Meeting organized around solving a problem. Define roles. Follow up with group report.

- Talk about an object that is important to you.

- Talk about an incident which made you happy or sad.

- Students sit back to back; one draws a picture, describes it to the other; compare pictures.

- Students write a description of how to tie a shoelace, exchange instructions and try to follow them.

- Leave a "free" evening near the end of the term. Students can suggest topics they would like covered (eg. introducing speakers, debating).

- The "huckster’s" (or hard sell) speech.

- Use exercises which develop the ability to use vivid and precise language. Describe "home".

Outline and purpose statements (3)  5%

One set for each of the three major presentations.

Self and peer evaluations (5)  15%

Three self evaluations: one each for major presentations. Two peer evaluations: one each for demonstration and informative presentations. Done in memo format, evaluations should focus on what speakers did well and what they could improve.

Demonstration presentation  15%

How-to Speech. Must demonstrate the ability to give clear instructions.

Topic Notes: Deal with some problem or situation which might be encountered in work place (no highly technical procedures). Ask class what sort of procedures they might like demonstrated. Past students have demonstrated, for example, the proper way to make coffee or sharpen knives.
Informative presentation  
20%

Must demonstrate ability to organize information, provide transitions, be clear.

Topic Notes: Mini-lecture on an aspect of public speaking... possible based on a journal article. Use of overhead required to outline main points. Ask class what kind of information they need or would like and have students pick from topic list. Use groups to generate the lists.

Persuasive presentation  
25%

Must demonstrate ability to analyze audience, design appropriate appeals, use emotion.

Topic Notes: Speech to Rotary Club to obtain funds for a charity of student’s choice.

Length of speeches might vary depending upon number of students in class but suggested lengths are:

- demonstration  
  3-5 minutes (keep within time limits)

- informative  
  4-6 minutes

- persuasive  
  7-10 minutes.

Often going through topics with class beforehand by putting them on the board is useful as speakers can get an idea of initial interest and types of questions they may have to consider.

Finally, these are the minimum number of assignments and can certainly be added to.