



SEATTLE COLLEGES

Central · North · South · SVI

CMST&220 - Public Speaking

Document Type: Master Course Outline Supplemental

Proposal Type: Revision

Requester(s): Jan Oehlschlaeger

College: South

Origination Approved: 06/09/2015 - 7:30 AM

BASIC INFORMATION

Requester(s): Jan Oehlschlaeger

College: South Seattle College

Division/Dept: Academic Programs

Dean: Joseph C Shannon

Peer Reviewer(s): Trina Ballard
Laura Kingston
Rebecca McCarthy
Katherine J Pellman

COLLEGE SUPPLEMENTAL

Proposed Quarter of Implementation: Winter 2016

Request Provisional Exception

Class Capacity: 25

Note: The following questions are being asked in order to fulfill [Seattle Colleges District VI and AFT Seattle, Local 1789 Agreement](#) language:

Have you discussed the class cap for the course with your unit administrator and with other unit faculty that will be teaching the course?

Yes, discussion has been held.

Is the class cap number that you have indicated mutually agreed upon by unit faculty and unit administrators?

Yes, agreement has been reached.

Modes of Delivery: (Check all that apply)

Fully On Campus Fully Online Hybrid Correspondence Credit by Exam

Seminar Visual Media Other Explanation:

Select the Special Designation(s) this course will satisfy, if applicable:

Degree Title

Communications

Class Schedule Description:

Covers the process of getting started with confidence; topic selection and research; and preparation and delivery of informative, persuasive, special occasion, and other forms of presentations. Prereq: Placement into ENGL& 101.

Course Prerequisite(s):

Placement into ENGL&101

Course Corequisite(s):

None

AA Degree Outcomes: (If Applicable)

Communication (Reading, Oral or Signed, Written, Other Forms of Expression)

Explain meaning of written work, presentations, arts, and media in different contexts and present oral, signed, written, or other forms of expression to increase knowledge, foster understanding, or promote change in an audience.

Critical Thinking, Inquiry and Analysis, and Problem Solving

Explore issues, ideas, phenomena, and artifacts to define and articulate problems or to formulate hypotheses. Analyze evidence to formulate an opinion, identify strategies, develop and implement solutions, evaluate outcomes, and/or draw conclusions.

Creative Thinking

Synthesize existing ideas, images, or expertise in original ways.

Information Literacy

Identify, locate, and evaluate needed information in a complex and changing environment. Effectively and responsibly use that information to develop ideas, address issues, and solve problems.

Technology Literacy

Effectively and critically evaluate, navigate, and use a range of digital technologies.

Collaboration

Work effectively with others to learn, complete tasks, and pursue common goals that shape, influence, and benefit the individual and/or society.

Ethical Reasoning

Examine, assess, and articulate core beliefs and values, and apply that knowledge to analyze and evaluate complex ethical situations from various perspectives.

Foundations and Skills for Life-long Learning

Transfer previous learning to new situations, reflect on learning experiences, and initiate steps to apply effective learning strategies to improve and expand knowledge, skills, and competence.

Student Learning Outcomes:

Communication

Read and listen actively to learn and communicate

Students will apply communication theory to effectively prepare, listen to, and deliver speeches.

Speak and write effectively for academic and career purposes

Students will use prepared outlines and appropriate methods of delivery for informative, persuasive, and commemorative speeches.

Human Relations

Use social interactive skills to work in groups effectively

Students will frequently participate in small and large group discussions to prepare oral presentations and provide constructive feedback to speakers.

Critical Thinking and Problem-Solving

Think critically in evaluating information, solving problems, and making decisions

Students will use constructive feedback criteria when evaluating speech content and delivery.

Technology

Select and use appropriate technological tools for academic and career tasks

Students will utilize technology to prepare and present speeches.

Personal Responsibility

Uphold the highest standard of academic honesty and integrity

Students will not misrepresent their academic skill by cheating, plagiarizing, or falsifying research when submitting course work for credit.

Respect the rights of others in the classroom, online and in all other school activities

Students will practice competent communication when interacting with course participants and diverse perspectives.

Attend class regularly, complete assignments on time and effectively participate in classroom and online discussions, group work and other class-related projects and activities

To successfully complete this course, students will adhere to specific assessment due dates and required levels of participation.

Information Literacy

Independently access, evaluate and select information from a variety of appropriate sources

Students will evaluate the reliability and credibility of selected resources when researching speech content.

Have knowledge about legal and ethical issues related to the use of information

Students will recognize the importance of acknowledging the original source of speech material.

Use information effectively and ethically for a specific purpose

Students will apply correct citation criteria when giving credit to authors and published material to avoid plagiarizing.

Program Outcomes:

SLO #	Included in Course Objective Number	SSCC Student Learning Outcomes
SLO 1.1	1,9	Communication - Read and listen actively to learn and communicate.
SLO		Communication - Speak and write effectively for academic and

1.2	1,2,3,4,5,6,7,8,9,10	career purposes.
SLO 2.1		Computation - Use arithmetic and other basic mathematical operations as required by program of study.
SLO 2.2		Computation - Apply quantitative skills for academic and career purposes.
SLO 3.1	10	Human Relations - Use social skills to work in groups effectively.
SLO 3.2		Human Relations – Have knowledge of the diverse cultures represented in our multicultural society.
SLO 4.1	3,9	Critical Thinking—Think critically in evaluating information, solving problems, and making decisions.
SLO 5.1	6	Technology - Select and use appropriate technological tools for academic and career tasks.
SLO 6.1	11	Personal Responsibility – Uphold the highest standards of academic honesty and integrity.
SLO 6.2	7	Personal Responsibility – Respect the rights of others in the classroom, online, and in all other school activities.
SLO 6.3	5,6,10,11	Personal Responsibility – Attend class regularly, complete assignments on time, and effectively participate in classroom and online discussions, group work, and other class-related projects and activities.
SLO 6.4		Personal Responsibility – Abide by appropriate safety rules in laboratories, shops, and classrooms.
SLO 7.1	3,10,11	Information Literacy—Independently access, evaluate, and select information from a variety of appropriate sources.
SLO 7.2	12	Information Literacy – Have knowledge about legal and ethical issues related to the use of information
SLO 7.3	5,10,11,12	Information Literacy - Use information effectively and ethically for a specific purpose.

Course Outcomes / Objectives:

GENERAL COURSE OUTCOMES:

Upon successful completion of the course, the student will be able to:

1. Utilize communication theory regarding listener-centered public speaking.
2. Differentiate between audiences in order to utilize appropriate and effective speech techniques.
3. Evaluate the credibility of information to construct speech outlines.
4. Differentiate between speech delivery methods, including memorized, impromptu, extemporaneous, and manuscript styles.
5. Utilize appropriate speech strategies for informative, persuasive, and special occasion speeches.
6. Use visual and auditory presentation aids to clarify and illustrate main ideas.
7. Choose language that is appropriate for the topic, context, and audience.

8. Demonstrate appropriate non-verbal techniques to enhance conveying a message.
 9. Employ constructive feedback using critical thinking and listening criteria.
 10. Design group presentations to meet the general and specific goals of informative and persuasive presentations.
 11. Employ academic honesty and integrity while completing course work.
 12. Cite sources orally.
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Explain the student demand for the course and potential enrollment:

Current CMST&220 classes at SSC fully enroll. This includes both the morning and evening sections.

This hybrid format increases enrollment options for students in addition to the daily face to face course offerings and the evening twice a week format.

The demand for online communication courses during the prior two years has increased at SSC. As the department has increased the frequency of three other online communication courses, they fill repeatedly.

Hybrid Public Speaking courses as well as fully online Public Speaking courses were developed by Seattle Central College. Currently, Highline Community College hybrid and fully online Public Speaking courses completely fill.

Explain why this course is being revised:

2015 Revision:

This course is being revised as part of Iteration 1 of Academic Program's systemic updating of all course outlines.

What challenges, if any, do you foresee in offering this course:

Challenge: Some may question teaching speech online. However, this hybrid format should eliminate any serious fears. Students will work on the act of speech making/oratory in a face to face environment, while online forums will allow student flexibility to discuss these processes on their own time. This allows for more complete participation.

The student learning curve of utilizing Canvas is becoming less of an issue. More faculty are using Canvas to enhance face to face courses, expanding South Seattle College student experience with Canvas. Most students find it much more user friendly than former LMS Angel and Blackboard. Canvas also offers student orientation material.

Not a challenge: Current face to face students appreciate lecture PowerPoint, resource articles, and sample video speeches. These can be easily incorporated into effective hybrid teaching.

- Similar to face to face course assignments, speeches will be delivered to fellow students during the face to face class sessions.
- Similar to face to face course assignments, group assignments will be partially completed during face to face class sessions. CANVAS supports online group work.
- Similar to face to face assignments, uploaded student speeches will be viewed and self-assessed. Assessments will be submitted online.
- Online discussions will ask students to post constructive speech peer feedback. This will enable the reticent in-class student to more freely enter this type of class discussion than during the face to face format.
- CANVAS media options allow opportunities for multiple shortened online lectures to increase

student comprehension.

- Online CANVAS appointments will allow students to connect with the instructor, thus expanding typical email and face to face office hours.

Notations: List any additional course fees or any additional notes (e.g. Permission required)

NONE

This is to certify that the above criteria have all been met and all statements are accurate to the best of my knowledge.

Faculty involved in originating this program:

Jan Oehlschlaeger
Print Name

Jan Oehlschlaeger
Signature

5/26/2015
Date

Dean:

Joseph C Shannon
Print Name

Joseph C Shannon
Signature

4/30/2015
Date

Results of SSCC Curriculum Coordinating Council Findings

Participating Faculty Response and Remarks

- Recommended for approval
- Not recommended for approval

Chairman, Curriculum Coordinating Council:

Diane Schmidt
Print Name

Diane Schmidt
Signature

6/3/2015
Date

Vice President for Instruction:

Peter Lortz
Print Name

Peter Lortz
Signature

6/9/2015
Date