

EASTERN MICHIGAN UNIVERSITY  
DIVISION OF ACADEMIC AFFAIRS

**REQUEST FOR INCLUSION OF A COURSE IN THE  
GENERAL EDUCATION PROGRAM:  
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY**

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DEPARTMENT/SCHOOL: COMMUNICATION AND THEATRE ARTS

COLLEGE: ARTS AND SCIENCES

DEPARTMENT CONTACT: DENNIS M. BEAGEN

CONTACT PHONE: 7-3131

CONTACT EMAIL: DENNIS.BEAGEN@EMICH.EDU

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1. Subject Code, Number, and Title: CTAS 124, Fundamentals of Speech

2. Credit Hours: 3

3. Course Description

The Fundamentals of Speech course explores the theory and application of effective speech composition. This course is designed to provide students with the essential tools necessary to become competent speakers and audience members. These competencies are critical for a student's personal, social, academic, professional, and civic life.

4. This course is (check one):

- an existing course with no revisions (need not go through the input system)
- an existing course with revisions (attach this form to Request for Course Revision form)
- a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

- Effective Communication**
- Quantitative Reasoning (*QR designation*)**
- Writing Intensive (*WI designation*)**
- Perspectives on a Diverse World**
- Global Awareness
  - U.S. Diversity

**Knowledge of the Disciplines**

- |                                  |   |
|----------------------------------|---|
| <input type="checkbox"/> Arts    | <input type="checkbox"/> Humanities     |
| <input type="checkbox"/> Science | <input type="checkbox"/> Social Science |

**Learning Beyond the Classroom (*LBC designation*)**

- Self and Well Being
- Community Service, Citizenship, and Leadership
- Cultural and Academic Activities and Events
- Career and Professional Development
- International and Multicultural Experience
- Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students.

The ability to communicate is fundamental to human life. We spend more time communicating than doing anything else. The ability to communicate effectively has a profound impact on an individual's personal, social, academic, professional, and civic life. Developing the skills of speaking and listening effectively is critical not only to the individual, but also to the successful functioning of a growing and increasingly diverse democratic society.

Successful accomplishment of the Fundamentals of Speech course will enable students to prepare, present, and evaluate speeches; thus enhancing and developing their ability to communicate effectively. Students will receive the appropriate instruction and have multiple opportunities to demonstrate the ability to conceptualize, analyze, and research a topic; organize information; adapt to the audience; craft the message with an introduction, body, and conclusion; create speaking notes; utilize a variety of audio-visual material; make appropriate choices in both verbal and nonverbal communication during the presentation; manage speech anxiety; and listen both critically and empathetically. This course will assist the university in meeting the charge of the Boyer Commission when it stressed in 1998 that "Undergraduate education must enable students to acquire strong communication skills, and thereby create graduates who are proficient in both written and oral communication." (Reinventing Undergraduate Education: A Blueprint for America's Research Universities.)

**CTAS 124, Fundamentals of Speech, fulfills the oral communication component of the General Education Effective Communication Requirement.**

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General

Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

Note: CTAS 124 has multiple sections taught by a large number of lecturers. While lecturers will include the common rationale and common outcomes in their syllabus, it is inevitable that they will take somewhat different approaches to fulfill the rationale and meet the outcomes.

Outcome 1: Research, plan, prepare, adapt, and deliver oral messages that clearly and succinctly communicate information to public audiences.

- A. Students will be instructed in ways to prepare and present informative and persuasive speeches. There will be multiple opportunities to present both types of speeches and demonstrate the planning, research, preparation and presentation skills necessary to communicate effectively with their audience.
- B. Assessment activities may include quizzes and tests on the relevant speech theory; writing that is necessary in preparing the speech; oral and written critique by the instructor; and self-evaluation by the student. Assessment will employ rubrics that are explained prior to evaluation of the speech preparation process and the actual speech presentation.

Outcome 2: Critically evaluate and respond to arguments made by others.

- A. Students will be taught persuasion theory, which includes the primary methods of argumentation: logic and reasoning. Students will learn methods of testing evidence and arguments and will apply those methods by assessing the persuasive speaking of others when they speak in class.
- B. **Students will demonstrate their knowledge by listening to the persuasive speeches of their classmates or other assigned speakers. Students will learn how to critically evaluate other speakers using the attached “Speech Peer Evaluation.” The student’s written assessment of speakers will then be evaluated by the instructor to determine their ability to critically evaluate the arguments of others.**

Outcome 3: Use appropriate evidence and/or ethical communication strategies to persuade and/or influence public audiences.

- A. Students will be taught persuasion theory, which includes the ethical use of various types of evidence in designing messages that will affect audience members. Students will present persuasive speeches in class.
- B. Assessment activities may include quizzes and tests on evidence, ethics, and persuasion theory; student writing which explains and justifies the type of evidence selected; and evaluation of the presentation of persuasive speeches by the instructor. Assessment will employ rubrics that are explained prior to evaluation of the speech preparation process and the actual speech presentation.

Outcome 4: Develop the ability to analyze critically and evaluate a public (oral) communication.

- A. Students will be taught critical listening skills and employ these skills by evaluating the

speeches they are assigned to assess. Assessments will occur primarily in class, but may include speeches presented by others outside of class.

- B. Students will take notes on the speeches they observe in class. They will also provide both written and oral evaluation to the speaker which reflects the evaluator's ability to listen effectively, identify key information, and assess its use in the speech. Students will learn how to critically evaluate other speakers using the attached "Speech Peer Evaluation." The student's written assessment of speakers will then be evaluated by the instructor to determine their ability to critically evaluate a public (oral) communication. Students may also be expected to write a critique which meets identified standards of speech criticism and which would then be evaluated by the instructor.

Outcome 5: Learn to use language appropriate to different audiences and occasions.

- A. Students will be taught audience analysis and adaptation techniques. The use of various strategies to connect to audiences will include effective language choices. Students will have many opportunities to present speeches in which they will demonstrate the selection of language appropriate to their audience and occasion.
- B. Assessment of the student's use of audience analysis and adaptation, and the choice of language appropriate to the audience and occasion, may include quizzes or tests on the relevant theory; written preparation work that demonstrates analysis and adaptation to the audience and occasion; and instructor evaluation of the student's adaptation and language strategies presented in the assigned speeches, using a previously explained rubric.

8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.

See attached syllabus.

**Please submit all materials in electronic form.**

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## Action of the Department/College

### 1. Department

Vote of department faculty: For \_\_\_\_\_ Against \_\_\_\_\_ Abstentions \_\_\_\_\_

\_\_\_\_\_  
Department Head

\_\_\_\_\_  
Date

### 2. College

\_\_\_\_\_  
College Dean

\_\_\_\_\_  
Date

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## Action of General Education Advisory Committee

Vote of General Education Committee: For \_\_\_\_\_ Against \_\_\_\_\_ Abstentions \_\_\_\_\_

\_\_\_\_\_  
Chairperson, General Education Advisory Committee

\_\_\_\_\_  
Date

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## Approval

\_\_\_\_\_  
Associate Vice-President for Undergraduate Studies and Curriculum

\_\_\_\_\_  
Date

*Sample Syllabus*

**CTAS 124 Fundamentals of Speech  
Fall 2005**

**Instructor:** \_\_\_\_\_  
**Office:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_  
**E-Mail:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**Text:** Beebe, S., & Beebe, S. (2004). Public Speaking Handbook. Boston: Allyn and Bacon.

**Course Description**

The Fundamentals of Speech course explores the theory and application of effective speech communication. This course is designed to provide students with the essential tools necessary to become competent speakers and audience members. These competencies are critical for a student's personal, social, academic, and civic life.

**Course Rationale**

This course is a General Education course. The following is an explanation of why this course is required as part of the General Education curriculum.

The ability to communicate is fundamental to human life. We spend more time communicating than doing anything else. The ability to communicate effectively has a profound impact on an individual's personal, social, academic, professional, and civic life. Developing the skills of speaking and listening effectively is critical not only to the individual, but also to the successful functioning of a growing and increasingly diverse democratic society.

Successful accomplishment of the Fundamentals of Speech course will enable students to prepare, present, and evaluate speeches; thus enhancing and developing their ability to communicate effectively. Students will receive the appropriate instruction and have multiple opportunities to demonstrate the ability to conceptualize, analyze, and research a topic; organize information; adapt to the audience; craft the message with an introduction, body, and conclusion; create speaking notes; utilize a variety of audio-visual material; make appropriate choices in both verbal and nonverbal communication during the presentation; manage speech anxiety; and listen both critically and empathetically. This course will assist the university in meeting the charge of the Boyer Commission when it stressed in 1998 that "Undergraduate education must enable students to acquire strong communication skills, and thereby create graduates who are proficient in both written and oral communication." (Reinventing Undergraduate Education: A Blueprint for America's Research Universities.)

**CTAS 124, Fundamentals of Speech, fulfills the oral communication component of the General Education Effective Communication Requirement.**

### **Course Outcomes**

- Outcome 1: Research, plan, prepare, adapt, and deliver oral messages that clearly and succinctly communicate information to public audiences.
- Outcome 2: Critically evaluate and respond to arguments made by others.
- Outcome 3: Use appropriate evidence and/or ethical communication strategies to persuade and/or influence public audiences.
- Outcome 4: Develop the ability to analyze critically and evaluate a public (oral) communication.
- Outcome 5: Learn to use language appropriate to different audiences and occasions.

### **Speaking Activities**

We learn best by *doing* things, not merely reading about or watching things done.

- You will present 6 prepared speeches.
- These will be a blend of informative, persuasive, and special occasion speeches in which you will strive to be clear, effective, and interesting.
- Speeches will vary in length, ranging from 2 – 7 minutes.

### **Speech Topics**

Students will be presented with criteria for selecting effective and interesting topics for speeches. Sensitive to the audience, safety, university policy, and the law, students will always choose their own topics for prepared speeches.

### **Speaking Schedule**

Prepared speeches will necessitate an advance schedule. There are a variety of ways to construct such a schedule, though I favor empowering students by allowing them to volunteer for their speaking day. If, after a schedule is set, you find that you are unable to speak that day, you are welcome to switch speaking days with a classmate. If you switch, it is *your* obligation (not your classmate's) to notify me of the switch. You may do so in person, by email, or by phone.

### **Class Schedule**

See the attached Class Schedule.

### **Instruction, Expectations, and Assessment**

The necessary instruction for all assignments will be provided prior to their expected completion. Expectations for each assignment will be published and explained as will the method of evaluation. A variety of assessments will be used, including:

- Pre-speech goal setting followed by post-speech evaluation by the speaker.
- Speaker assessment of videotape of some of his/her speeches.
- Oral and written assessments by classmates.
- Detailed oral and written assessments by the instructor, using a rubric.
- Quizzes and tests are not used, unless it becomes necessary. I prefer students to analyze and write about their reading, and then discuss it in class.

**Grading**

While all work will be scored in points, the following are the percentage values of each component of the class for use in determining the final grade. These percentages are likely to be adjusted, but they should remain close to these numbers.

- Misc. writing assignments                    5 %
- Written chapter analyses                    10 %
- Speech preparation work                    35 %
- Prepared speeches                            50 %

The final grade in the course will convert the points to a percentage, then the grade:

- 89.5 – 100%                    A
- 79.5 – 89.4%                    B
- 69.5 – 79.4%                    C
- 59.5 – 69.4%                    D
- 0 - 59.4%                        E

**Fundamentals of Speech Class Schedule**

*This is the planned schedule, but unforeseen events could alter it. If so, we will make collaborative corrections to the schedule, as necessary.*

<b>Dates</b>	<b>Activities</b>	<b>Ch. Due</b>	<b>(# of Pages)</b>
<b>September</b>			
Thr 8	Course overview. Partner Interviews.		
Tue 13	Speech 1: Partner Presentation. Preparation Process.	1	(15)
Thr 15	Introduce Speech 2: Personal Experience Speech.	2b	(17)
Tue 20	Prep. Speech 2. Set Schedule. Impromptu speeches.	2a	( 7)
Thr 22	Present Speech 2: Personal Experience Speech.		
Tue 27	Present Speech 2: Personal Experience Speech.		
Thr 29	Present Speech 2: Personal Experience Speech		
<b>October</b>			
Tue 4	Introduce Speech 3: Informative Speech.	19	(21)
	Types of informative speeches.	6	(19)
	Topic selection and idea development.		
Thr 6	Audio-Visual Aids:	16	(21)
	Purposes, types, preparation, use.	17	(10)
		18	(8)

Tue	11	Organizing your ideas. Introductions and Conclusions. Impromptu speeches.	9abef 10 11	(16) (13) (6)
Thr	13	Listening & critiquing. Set Schedule.	4a,b,c,e	(17)
Tue	18	Present Speech 3: Informative Speech.		
Thr	20	Present Speech 3: Informative Speech.		
Tue	25	Present Speech 3: Informative Speech.		
Thr	27	Present Speech 3: Informative Speech.		

<b>Dates</b>	<b>Activities</b>	<b>Ch. Due</b>	<b>(# of Pages)</b>
<b>November</b>			
Tue	1	Introduce Speeches 4 & 5: Persuasion. <b>Persuasion Theory and The Ethical Use of Evidence</b>	
Thr	3	Prepare Speech 4: Editorial. Message Design and Presentation. Set Schedule.	20 (22)
Tue	8	Present Speech 4: Editorial. <i>Note: In Pray-Harold.</i>	
Thr	10	Prepare Speech 5: Extended Persuasion. Expand on Message Design. Audience Analysis.	5 a,b (22)
Tue	15	Prepare Speech 5. Audience Analysis and Adaptation.	21 (22)
Thr	17	Prepare Speech 5. Audience Analysis and Adaptation. Set Schedule.	5 c,d (5)
Tue	22	Present Speech 5: Extended Persuasion.	
Tue	29	Present Speech 5: Extended Persuasion.	
<b>December</b>			
Thr	1	Present Speech 5: Extended Persuasion.	
Tue	6	Introduce Speech 6: Special Occasion Speech. Special Occasion Types and Theory.	22 (12)
Thr	8	Prepare Speech 6. Set Schedule.	
Tue	13	Present Speech 6: Special Occasion Speech.	
___	___	Present Speech 6: Special Occasion Speech. (Final Exam) Final Personal Evaluation Due.	

### Informative Speech Instructor Evaluation

Name \_\_\_\_\_ Date \_\_\_\_\_

**Evaluation Key**

+ = Excellent    S+ = Good    S = OK    S- = Weakness    = Done    - = Not Done

**Content \_\_\_\_\_/40**

**Delivery \_\_\_\_\_/40**

**\_\_\_Topic**

- \_\_\_Appropriate
- \_\_\_Narrowed

**\_\_\_Introduction**

- \_\_\_Attention device
- \_\_\_Clear topic statement
- \_\_\_Personal connection
- \_\_\_Connection to audience
- \_\_\_Preview

**\_\_\_Information**

- \_\_\_Quality
  - \_\_\_Develops topic
  - \_\_\_Interesting
- \_\_\_Quantity
  - \_\_\_Balanced
  - \_\_\_Estim. \_\_\_\_\_ Actual \_\_\_\_\_
  - \_\_\_Meets time limits (4-8 min)

**\_\_\_Vocal**

- \_\_\_Volume
- \_\_\_Tone of voice
- \_\_\_Rate
- \_\_\_Rhythm
- \_\_\_Articulation
- \_\_\_Pronunciation

**\_\_\_Non-Vocal**

- \_\_\_Attire
- \_\_\_Eye contact
- \_\_\_Facial Expression
- \_\_\_Appropriate movement
- \_\_\_Posture
  - \_\_\_ Gestures

**\_\_\_Organization**

- \_\_\_Focused
- \_\_\_Sign posts used

**\_\_\_A-V Aids**

- \_\_\_Appropriate to topic
- \_\_\_2 or more provided
- \_\_\_Placement in speech
- \_\_\_Quality
  - \_\_\_Clear
  - \_\_\_Attractive

**\_\_\_A-V Aid Use**

- \_\_\_Concealed/Revealed/Concealed
- \_\_\_Visible/Audible
- \_\_\_Thorough explanation
- \_\_\_Equipment operation
- \_\_\_Smooth inclusion

**\_\_\_Conclusion**

- \_\_\_Brake light
- \_\_\_Summary of key points
- \_\_\_Ending thought

**\_\_\_Q & A**

- \_\_\_Answer quality
- \_\_\_Answer quantity

**\_\_\_Q & A**

- \_\_\_Confidence shown

**\_\_\_Adjustments**

- \_\_\_Positive:    \_\_\_Early    \_\_\_Time Accuracy
- \_\_\_Negative:    \_\_\_Late    \_\_\_Time Inaccuracy

**Total Score \_\_\_\_\_/80**

**Speaker Name** \_\_\_\_\_

**Evaluator's Name** \_\_\_\_\_

**Topic** \_\_\_\_\_

Foundations:

1. What was the speaker's purpose?
2. How did the speaker adapt to the audience and situation?

Content:

1. What kind of organization was used? What it clear and appropriate?
2. Did the speaker use an appropriate variety of content types?
3. How did the speaker establish credibility?

Delivery:

1. Do you believe the speaker accomplished the intended goal?
2. What impressions and/or responses were you left with after the presentation?
3. Why do you feel this presentation was effective or not effective?
4. Identify a delivery strength and a delivery challenge for this speaker.

## Speech Self-Evaluation

Name \_\_\_\_\_

View your videotape, answer the following questions, and submit on the class period following your speech.

If you were not videotaped, still answer the questions and submit on the class period following your speech.

### What were the *strengths* of your speech?

- 1.
- 2.
- 3.

### What areas could you *improve*?

- 1.
- 2.
- 3.

### What personal goals did you *meet*? Explain.

Goal:

I know I met it because

Goal:

I know I met it because

Goal:

I know I met it because

### What personal goals *didn't* you meet? Explain.

Goal:

I know I didn't meet it because

Goal:

I know I didn't meet it because

Goal:

I know I didn't meet it because