

University of Houston-Downtown

Course Prefix, Number, and Title: COMM 1304 Introduction to Speech Communication

Credits/Lecture/Lab Hours: 3/3/0

Foundational Component Area: Component Area Option-Oral Communication Focus

Prerequisites: READ 1300 or acceptable reading placement score.

Co-requisites: None

Course Description: An overview of skills important in developing effective communication. Students will gain experience in interpersonal, small group, and public communication. (SPCH 1311)

TCCNS Number: SPCH 1311

Demonstration of Core Objectives within the Course:

Assigned Core Objective	Learning Outcome Students will be able to:	Instructional strategy or content used to achieve the outcome	Method by which students' mastery of this outcome will be evaluated
Critical Thinking Communication	Prepare an outline and text for presentations in which there is a clear thesis; an engaging introduction; multiple, focused supporting points; a logical and effective organization of ideas; and a conclusion that open up the argument to wider application.	<p><u>Content Topics:</u> Organizing, Writing, and Outlining Presentations; Informative Speaking (goals of informative speaking, informing, not persuading, speaking appropriately, topics for informative presentations, approaches to conveying information, guidelines for informative speeches); Persuasive Speaking (goals of persuasive speaking, propositions of fact, value, and policy, audience dispositions, audience needs, ethos, logos, pathos, logical fallacies, problem-solution pattern, refutational organizational pattern, comparative advantage, Monroe's motivated sequence).</p> <p><u>Instructional Strategies:</u> Students will write a full sentence outline for an individual presentation. Students will construct and deliver an individual</p>	<ul style="list-style-type: none"> • Rubric of full sentence outline • Individual presentation rubric • Exam with multiple choice and true/false questions

		and another group speech.	
Critical Thinking Communication	Use and cite sources appropriately.	<p><u>Content Topics:</u> Organizing, Writing, and Outlining Presentations;</p> <p><u>Instructional Strategies:</u></p> <ul style="list-style-type: none"> • Students will verbally cite at least three credible sources in their presentations. • Students will provide proper documentation of all sources. 	<ul style="list-style-type: none"> • Speech and full sentence outline rubric
Critical Thinking Communication	Use research and analysis to develop an oral presentation.	<p><u>Content Topics:</u> Preparing and Researching Presentations; Organizing, Writing, and Outlining Presentations; Delivering Presentations; Informative Speaking (goals of informative speaking, informing, not persuading, speaking appropriately, topics for informative presentations, approaches to conveying information, guidelines for informative speeches); Persuasive Speaking (goals of persuasive speaking, propositions of fact, value, and policy, audience dispositions, audience needs, ethos, logos, pathos, logical fallacies, problem-solution pattern, refutational organizational pattern, comparative advantage, Monroe's motivated sequence)</p> <p><u>Instructional Strategies:</u></p> <ul style="list-style-type: none"> • Students will conduct research in preparation for one individual and another group presentation • Students will write a full sentence outline for an individual presentation. Students will construct and deliver an individual and another group speech. 	<ul style="list-style-type: none"> • Rubric of full sentence outline • Individual presentation rubric • Group presentation rubric • Exam with multiple choice and true/false questions
	Use nonverbal communication (gestures,	<u>Content Topics:</u> Communication: Essential Human Behavior (The	<ul style="list-style-type: none"> • Speech rubric with a section focused on

	<p>dress, eye content, visuals, etc.) to reinforce communications and engage the audience.</p>	<p>Functional Perspective, Expressing affiliation, Competent Communication model, linear model, interaction model); Perceiving the Self and Others (selecting information, schemas, attributions); Communication and Culture (approaches to power distance, time orientation); Nonverbal Communication (functions of nonverbal including reinforcing, substituting, contradicting, regulating, creating immediacy, deceiving others; gestures and body movements, facial expressions, eye behavior, voice, physical appearance, space and environment, mediated nonverbal communication) <u>Instructional Strategies:</u></p> <ul style="list-style-type: none"> • Students will deliver presentations in front of an audience. • Students will identify theories of non-verbal communication in multiple-choice and true/false test questions. 	<p>non-verbal communication</p> <ul style="list-style-type: none"> • Exam with multiple choice and true/false questions • <i>Evaluation</i> via a speech rubric with a section focused on non-verbal communication.
<p>Critical Thinking Communication</p>	<p>Assess the impact of oral and visual communication during presentations and provide feedback.</p>	<p><u>Content Topics:</u> Verbal Communication (symbolic nature of language, multiple meanings, language and thought, context, language as means of control, language as ritual, abstraction and meaning, situation and meaning); Nonverbal Communication (communicative nature of nonverbal behavior, spontaneous and unintentional nature of nonverbal communication, ambiguity in nonverbal communication, believability of nonverbal communication, culture and nonverbal communication) <u>Instructional Strategies:</u></p> <ul style="list-style-type: none"> • Students will identify sources in the content of the speech for credibility. Students will 	<ul style="list-style-type: none"> • Speech rubric with section on speaker credibility and audience analysis • Speech rubric with section on effectiveness of visual aids (posters, graphs, etc.) • Exam with multiple choice and true/false questions

		<p>analyze their audience and provide relevant statistics, facts, and other data.</p> <ul style="list-style-type: none"> • Students will include appropriate visual aids that illustrate information. 	
<p>Critical Thinking</p> <p>Communication</p>	<p>Use active listening to respond to questions, summarize, clarify and facilitate understanding.</p>	<p><u>Content Topics:</u> Listening (the listening process, personal listening preferences, meeting listening goals, environmental listening challenges, hearing and processing challenges, multitasking, listening apprehension, listening in context including relational and situational listening contexts, cultural listening context, and technology listening context); Delivering Presentations (techniques for answering difficult questions); Competent Interviewing (The informational-gathering interview, interview formats: the opening and questions)</p> <p><u>Instructional Strategies:</u></p> <ul style="list-style-type: none"> • Audience members will illustrate listening skills through active nonverbal feedback. • Audience members will ask questions during a Q & A session after speeches. • Speakers will respond to immediate feedback from the audience during presentations and answer questions during a Q & A session after speeches. 	<ul style="list-style-type: none"> • <i>Evaluation</i> via self-evaluation and peer-evaluation forms. • Exam with multiple choice and true/false questions
<p>Critical Thinking</p> <p>Teamwork</p>	<p>Identify strategies for presenting in alternative delivery situations, such as, culturally diverse audiences, teams, and distance presentations.</p>	<p><u>Content Topics:</u> Communication and Culture (Communication and cultural variations, high and low context cultures, collectivist and individualist orientations, comfort with uncertainty, masculine and feminine orientations, approaches to power distance); Communicating in Groups (characteristics of groups, size and</p>	<ul style="list-style-type: none"> • Speech rubric for audience analysis • Provide documentation of meetings with group members in a variety of settings, including distance communication, face-to-face meetings, and

		<p>complexity, formation of cliques, social loafing, task roles, social roles, anti-group roles, role conflict, group cohesion, group norms, clarity of goals, individual differences); Leadership and Decision Making in Groups (understanding group leadership, five sources of power, leadership styles, gender and leadership, the problem-solving process, planning meetings, managing meetings, technology in meetings, evaluating group performance); Communicating in Organizations (classical management approach, human relations approach, human resources approach, systems approach, organizational storytelling, supervisor-supervisee relationships, peer relationships, communication technology, globalization, work-life balance, sexual harassment); Understanding Mass and Mediated Communication</p> <p><u>Instructional Strategies:</u></p> <ul style="list-style-type: none"> • Students will identify their audience in the presentation after conducting an audience analysis of the class. • Students will prepare and deliver a group presentation. 	<p>other electronic communication</p> <ul style="list-style-type: none"> • Group presentation rubric • Exam with multiple choice and true/false questions
<p>Personal Responsibility</p>	<p>Connect choices, actions, and consequences to ethical decision-making.</p>	<p><u>Content Topics:</u> Ethics in Communication (e-mail etiquette, ethics and self-concept, overcoming intergroup biases, dangers of biased language, relationship repair, ethics of doing research, plagiarism, ulterior motives in informative speaking); Developing and Maintaining Relationships (types of interpersonal relationships, functions of relationships, interpersonal attraction, managing relationship dynamics, self-</p>	<ul style="list-style-type: none"> • Speech and full sentence outline rubric • Exam with multiple choice and true/false questions. Questions include an examination of scenarios in which unethical communication might occur, such as biased language, research techniques, conflict

		<p>disclosure, relationship stages); Managing Conflict in Relationships (unproductive and productive conflict, conflict triggers, power dynamics, strategies for managing conflict); Leadership and Decision Making in Groups (decision making in groups) <u>Instructional Strategies:</u></p> <ul style="list-style-type: none"> • Students will verbally cite at least three credible sources in their presentations. • Students will provide proper documentation of all sources. • Students will identify ethical dilemmas in communication contexts. 	<p>triggers, etc. The student would need to choose an ethical solution to the scenarios presented in the problem. Application questions indicate whether the student understands what a possible ethical choice entails.</p>
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Additional Course Outcomes: After completing the course:

- Students will prepare and present effective oral presentations.
- Students will apply and discuss theories of communication to a variety of communication settings.
- Students will recognize communication technologies and their influence on human communication in a variety of contexts.
- Students will demonstrate improved listening skills through appropriate feedback.
- Students will engage in effective group discussion and decision-making through the problem solving process.
- Students will write using correct grammar, sentence construction and spelling.

Course Outline:

- Communication: Essential Human Behavior Perceiving the Self and Others
- Communication and Culture
- Verbal Communication
- Nonverbal Communication
- Developing and Maintaining Relationships
- Managing Conflict in Relationships
- Communicating in Groups
- Leadership and Decision Making in Groups
- Communicating in Organizations
- Preparing and Researching Presentations
- Organizing, Writing, and Outlining Presentations

Grading/Course Content which Demonstrates Student Achievement of Core Objectives

Course Grade A=90-100 B: 80-89 C: 70-79 **D: 60-69** F: 0-59

Summary of Course Exams, Quizzes, Activities, and Final

COMM 1304 Introduction to Speech Communication:

Test 1 (written)	15% of course grade
Test 2 (written)	15% of course grade
Individual presentation	15% of course grade
Paper (4-5 pages)	15% of course grade
Group presentation	20% of course grade
Communication event	10% of course grade
Participation	10% of course grade