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Received(time)	4:33 PM
Date	2/8/2006

**Ohio Articulation Number (OAN)
Course Submission Form
2005-2006**



College/University Owens Community College

Course(s) Submitted(Title & Course #) Public Speaking SPE 101 for
Ohio Articulation Number OCM 004

Date 2/1/06 Course 1 of a 1 Course OAN mapping.

Name and title of individual submitting on behalf of the college/university

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Credit Hours 3 qtr _____ sem 3

Lecture Hours 3

Laboratory Hours 0 (if applicable)

Pre-Requisites(s) Course work (if applicable)

Co-Requisite: Composition I ENG 111

Placement Score (if applicable)

(Name of test) N/A

(Domain) _____ (Score) _____

Catalog/Course Description (Includes Course Title and Course #)

A general course that provides students with the basic principles of public speaking through lecture and evaluation of individual speeches. Emphasis is on the audience-centered approach to informative and persuasive speaking. Students will be expected to give a number of speeches throughout the semester.

Texts/Outside Readings/Ancillary Materials

Beebe, Steven A. and Susan J. Beebe. *Public Speaking: An Audience-Centered Approach*. 5th ed. Boston: Allyn and Bacon, 2003.

TELECOURSE TEXT

Nelson, Paul and Judy Pearson. *Confidence in Public Speaking, Telecourse Version*. 7th ed. Los Angeles: Roxbury, 2001.

Nelson, Paul and Judy Pearson. *Study Guide to accompany Confidence in Public Speaking, Telecourse Version*. 7th ed. Los Angeles: Roxbury, 2001.

Course Objectives and/or Plan of Work

GENERAL OBJECTIVES

This course is a general requirement to enable students to enrich their roles as communicators. Students learn to be effective, confident speakers in professional and social settings.

SPECIFIC OBJECTIVES

Students will

1. Describe the communication process.
2. Organize messages, use evidence, and deliver informative and persuasive speeches.
3. Analyze and evaluate verbal and nonverbal communication.
4. Explain the processes involved in listening and thinking critically and demonstrate both.
5. Synthesize the theories and research findings of speech communication.
6. Differentiate among the various delivery styles (impromptu, extemporaneous, manuscript, and memorized), with the emphasis on extemporaneous delivery.
7. Explain barriers to effective communication that may occur in different communication settings and suggest ways to overcome these barriers.
8. Analyze the audience and adjust to different speaking situations.
9. Distinguish between ethical and unethical means of public communication.
10. Explain how emotion, logic, and credibility affect persuasion.
11. Evaluate both their individual speaking performances and the speaking performances of other students and offer suggestions for improvement.

Description of Assessment and/or Evaluation of Student Learning

Speeches will be observed and assessed by the instructor according to predetermined and announced criteria. Class participation will account for a percentage of the final

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The rest of the information in this outline covers other mandatory requirements for the course, as well as some suggestions for how they may be implemented. This information is addressed to the instructor and should therefore be modified to address the student before it is transferred to a syllabus. Other elements, such as content options or percentage ranges should be made specific and spelled out in each instructor's syllabus. See a sample syllabus of the course as a model.

TEXTBOOK

Beebe, Steven A. and Susan J. Beebe. *Public Speaking: An Audience-Centered Approach*. 5th ed. Boston: Allyn and Bacon, 2003.

TELECOURSE TEXT

Nelson, Paul and Judy Pearson. *Confidence in Public Speaking, Telecourse Version*. 7th ed. Los Angeles: Roxbury, 2001.

Nelson, Paul and Judy Pearson. *Study Guide to accompany Confidence in Public Speaking, Telecourse Version*. 7th ed. Los Angeles: Roxbury, 2001.

EVALUATION

Speeches will be observed and assessed by the instructor according to predetermined and announced criteria. Class participation will account for a percentage of the final course grade and tests will be included in the total calculation of the course grade.

The grade percentages follow:

75%	4-5 speeches (in increasing complexity and length—may include informative, demonstration, problem-solution, and persuasive speeches. If the instructor elects to have students give five speeches, one of them may be impromptu)	65-
	Tests and exams	20-30%
	Class participation	0-10%

CLASSROOM PROCEDURE

Multiple methodologies (lecture, discussion, role playing, small group activities, audio-visual aids, etc.) may be employed. Student speeches are a large part of the course. Class involvement and participation are essential aspects of the course.

SPECIAL CONSIDERATIONS

Films and guest speakers may be used when appropriate.

May also be offered as a telecourse.

CONTENT OUTLINE*

Communication theories and functions	3 weeks
Preparing and delivering informative speeches	6 weeks
Preparing and delivering persuasive speeches	5 weeks
Special occasion and impromptu speeches	2 weeks

*The number of weeks devoted to studying each item may vary depending upon differences in class size and instructional approach. The presentation of communication theories and functions may be interspersed throughout the semester.

Revised by: James Hodak, Ann Marie Jablonowski, Renton Rathbun, Eric Reed
 Date: November 2004
 Revised by: Eric Reed
 Date: December, 1999
 Prepared by: Eric Reed
 Date: Spring, 1996

Working Syllabus:

Instructor: Ann Marie Jablonowski **Phone:** 567-661-7079

Office Hours: MTR 9-10; MW 1:15-1:45; Friday 9-12 or just before/after class. **Office:** FPA 118P

Prerequisites: English 111 or equivalent **E-mail:** AnnMarie_Jablonowski@owens.edu

Course Text

Beebe, S. A. & Beebe, S. J. (2006). Public speaking: An audience-centered approach (6th ed.). Boston, MA: Allyn and Bacon.

Course Description

This is a general course that provides students with the basic principles of public speaking through lecture and evaluation of individual speeches. Emphasis is on the audience-centered approach to informative and persuasive speaking. Students will be expected to give a number of speeches throughout the semester.

General Objectives

This course is a general requirement to enable students to enrich their roles as communicators. Students learn to be effective, confident speakers in professional and social settings.

Specific Learning Objectives

The student will:

1. Describe the communication process.
2. Organize messages, use evidence, and deliver informative and persuasive speeches.
3. Analyze and evaluate verbal and nonverbal communication.
4. Explain the processes involved in listening and thinking critically and demonstrate both.
5. Synthesize the theories and research findings of speech communication.
6. Differentiate among the various delivery styles (impromptu, extemporaneous, manuscript, and memorized), with the emphasis on extemporaneous delivery.
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11. Evaluate both their individual speaking performances and the speaking performances of other students and offer suggestions for improvement.

Course Assignments and Grades

Speech One	25 points	Paper Presentation	50 points
Speech Two	50	Exam One	50
Speech Three	50	Exam Two	50
Speech Four	75	Final Exam	50
Speech Five	50	<u>Participation</u>	<u>20</u>
		Total Points	470

Final grades will be based on the following scale:

A	423 – 470
B	376 – 422
C	329 – 375
D	282 – 328
F	281 and below

Speeches:

--Each speech will be explained fully in class and in a handout.
 --You are to come to class prepared to speak on the day assigned to you. If you do not come prepared to speak, or you “skip” your presentation day, you will receive a **Zero (0)** for that speech. There are **no** exceptions. There simply is not enough time to “put off” your speech to a later date.
 --This is a “performance” class. Those students not presenting are thus expected to give additional feedback to the speakers that are presenting their information. You will be given the opportunity to critique others in this class. If you fail to show up to critique others, your participation points will be adjusted accordingly.

The Paper:

--The Paper will be fully explained in a handout and in class. It will be graded primarily on the clarity of the student’s observation, discussion of relevant theories, and examples used to support their ideas. However, that does not mean that spelling, grammar, and punctuation will be overlooked—these are important aspects as well and will be evaluated as part of the paper grade.
 --A printed, hard copy of the paper will be turned at the beginning of class on the day and date assigned. Failure to turn in the paper at the designated time will result in a reduction of the final grade. Any paper more than **one week** over due will be critiqued, but they will receive **no credit**, no exception.
 --Papers will be presented and discussed on the day they are turned in. Every student will have the opportunity to present this information to the whole class.

Class Policies

Participation: Class is conducted through lecture, discussion, and related activities. Every student will be expected to participate in class activities and discussions.

Attendance is mandatory. Each student must be present to make a positive contribution to the daily class activities. If you have perfect attendance (not missing any class sessions) you will receive a bonus of 20 points. If you miss only one class, you will receive a bonus of 10 points. For those students that want to believe this is a correspondence course, I hate to break it to you: It ain’t! For those students who miss **six** or more classes (two weeks of class time or more), I will deduct 25 points from your final point total. If you miss **nine** or more classes (three weeks of class time or more), I will deduct 50 points from your grade.

Academic Honesty: Plagiarism of any type will not be tolerated in this class. For specific information, see the *Owens Community College Catalog*.

Student Responsibility: The student is responsible for material assigned on this syllabus, as well as additional information announced in class. The instructor will not rely totally on material from the book, so the student is responsible for any additional material covered in class lectures, so take notes. If extenuating circumstances should occur, the syllabus and schedule are subject to change. This information will also be found on the BlackBoard site.

Cell Phones: As a courtesy to your classmates, **please turn off all cell phones** (or switch them to vibrate) before entering the classroom. A penalty will be assessed, at the instructor’s discretion, if there are repeated interruptions by cell phones. **In addition:** Do not text-message

during class...if I see you using your phone in this manner I will ask you to leave class for the day...**no** exceptions.

Support Services

****Writing Center:** The Writing Center works with students and instructors to address each student's individual writing needs so they can become more competent and confident writers. In order to accomplish this goal, the Writing Center offers students one-to-one conferences with trained writing consultants. This service is also available on the Findlay campus via a computer connection.

During these 30 to 60 minute conferences, the student and consultant engage in constructive, non-evaluative dialogue about the student's work. Through this "writers' talk," students are encouraged to engage in the critical and creative thinking necessary to produce effective writing. Following the conference, the consultant completes a brief conference report, which the student can have sent to his/her instructor.

The Writing Center is located in College Hall 156D on the Toledo Campus.

****Disability Resources Services Office:** If you have a disability or acquire one, you may be entitled to receive individualized services and/or accommodations intended to assure you an equal opportunity to participate in and benefit from the program. To receive more information or to apply for services, please contact the Disability Resources Services Office.

Outcomes Assessment Protocol

Please refer to page 13 in the 2004-2005 Catalog under the title "Assessment of Student Learning" for a statement expressing Owens Community College's philosophy concerning assessment.

As part of our outcomes assessment process, we will be building portfolios of student work. A random sample of student work may be selected for inclusion in this project. Students should make a copy of all major work they produce for this class before they turn it in, and maintain a file of this work throughout the semester in case they are selected for outcomes assessment participation.

BlackBoard

Each class you take this semester at Owens Community College has been given space on the BlackBoard website. The syllabus, schedule, assignment handouts, study guides, and announcements will also be posted there.

To access BlackBoard:

- Go to www.owens.edu
- On that page, go to the "Quick Links" section on the left-hand side of the page. Arrow down and click on "BlackBoard".
- Once on the BlackBoard page, follow the login procedures posted on the page.
- After you have successfully logged in, you will see all of the classes you registered for this semester. Click on the course you would like to access.

Finally: There is no such thing as a "dumb question." The dumb question is the one that is never asked. So, if at any time you have a question, please ask...you may not be alone.

Additional Documentation

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OBR Use	Action
Approved	
Additional Information Requested	
Rejected	
Date	

Ohio Articulation Number Form Directions

This form is used to submit your course information to the Ohio Board of Regents, for all courses that make up OAN requirements. This document is a form, so the only fields that need to be filled in can be. When you open this, make sure the top of the screen, where the name of the document is displayed, says "Document1" or something similar to that. When you open this form from a location other than inside of word, it creates a blank template to fill in. Please fill it in with the appropriate course information from your institution. All of the fields in this document are expandable, and will grow to fit as much data in them as you need. Note that these fields are implemented as MS Word tables. Keep that in mind as you are copying and pasting between your syllabi and this form.

Once you are done entering your course information, you need to save this file. Since Word opened a blank version of this file, you will need to rename it to save it. Under file, choose "Save as" and then enter the name of the file. The naming scheme for this form is Institution-Year-OAN number-Course Title.

Example, if you were ABC Community College, and you were submitting your Calculus110 course, the name of the file would be ABC-2005/06-OMT005-Calculus110. If two (or more) courses are required to fulfill that same OAN, you would submit ABC-2005/06-OMT005-Calculus110Calculus111.

When you are done with your submissions, please send them electronically to the Ohio Board of Regents at atpanels@regents.state.oh.us so we can keep your information on file.

If you encounter any problems or have any questions, please contact any of the individuals listed bellow:

Jim Ginzer (614) 752-9486 jginzer@regents.state.oh.us

Sam Stoddard (614) 752-9532 sstoddard@regents.state.oh.us

Nick Wilson (614) 466-4158 nwilson@regents.state.oh.us