

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ENGL201

Year: 2025-2026

Course Title: Public Speaking

Credit Hours: 3

I. Course Description: Public speaking is designed for students from any discipline to improve skills for speeches and oral presentations. Analyzing and adapting to different audiences, purposes, and situations is required. A primary focus of the course will be selecting and organizing information into effective and ethical speeches while using available technology to enhance presentations. The course offers an opportunity for practice and discussion of the role of research, civility and diversity in public discourse, and delivery strategies. ENGL 201 fulfills the SUNY General Education Basic Communication requirement for oral skills. Prerequisite: Prior completion of ENGL 100. 3 Cr. (3 Lec.) Fall and spring semesters.

II. Additional Course Information:

1. The primary method of assessment in this course is effectiveness of student speeches
2. This course is offered in both face-to- face and online formats
3. Impromptu speeches and group presentations may be required
4. Students will present at least one speech that uses technology, whether that is a visual aid or digital recording
5. Students will analyze examples of speeches by non-class members
FOR ONLINE SECTIONS:
1. Students must have sufficient internet connection to sustain weekly asynchronous classwork on Learning Management platform.
2. Students must be able to record their own speeches with adequate audio and visual connections
3. Instructors may require students to upload videos to third-party sites, such as Vimeo, YouTube, or Flipgrid, so long as they are secure.

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Research a topic, develop an argument, and organize supporting details
2. Create coherent college-level oral communication that informs, persuades, or otherwise engages with an audience
3. Evaluate oral communication for substance, bias, and intended effect
4. Revise and improve oral communication

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs

Complete this section for “service” courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- ☒ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
 - 2. Create coherent college-level oral communication that informs, persuades, or otherwise engages with an audience
- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline.
- ☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program:

SUNY General Education Competencies

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING & REASONING-

☐ INFORMATION LITERACY - Students will:

☒ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): Oral Communication

For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

- Research a topic, develop an argument, and organize supporting details;
 - SLO 1. Research a topic, develop an argument, and organize supporting details
- Demonstrate coherent college-level communication (written and oral) that informs, persuades, or otherwise engages with an audience;
 - SLO 2. Create coherent college-level oral communication that informs, persuades, or otherwise engages with an audience
- Evaluate communication for substance, bias, and intended effect;
 - SLO 3. Evaluate oral communication for substance, bias, and intended effect

- Demonstrate the ability to revise and improve written and oral communication
 - SLO 4. Revise and improve oral communication

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1. Types of speeches
2. Methods of presentation
3. Delivery
4. How to provide feedback
5. Effective listening
6. Research
7. Organization
8. Audience

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Four to six student speeches (at least one persuasive)	60-80%
2. Analysis of speeches (self, classmates, and speakers outside the class)	10-30%
3. Process work (such as responses to course materials, outlines, research, etc)	20-40%
4. Participation, and attendance	5-10%
5. Quizzes, tests	0-10%

VII. Texts – ☐ Required ☒ Recommended ☐ Used for more than one course (list courses)

High school instructors may consult with staff in the CollegeNow office for additional information and guidance.

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1. William M Keith and Christian Lundberg, The Essential Guide to Rhetoric (Boston: Bedford/St. Martin's, 2008).	<input type="checkbox"/>
2. Stephen Lucas, The Art of Public Speaking (New York: McGraw Hill, 2015).	<input type="checkbox"/>
3. David Zarefsky, Public Speaking: Strategies for Success (New York: Pearson Education, 2017).	<input type="checkbox"/>

4. Michael Osborn, et. al. Public Speaking: Finding Your Voice (New York: Pearson Education, 2014).	<input type="checkbox"/>
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Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

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| 1. Nick Morgan. Give Your Speech, Change the World (Boston: Harvard Business School Press, 2005). |
| 2. Matthew Abrams, How to Speak Up without Freaking Out. (Dubuque, IA: Kendall Hunt, 2016). |
| 3. Douglas M. Fraleigh and Joseph S. Tuman. Speak Up: An Illustrated Guide to Public Speaking. (Boston: Bedford/St. Martins, 2011). |
| 4. Kairos, published by Rhetoric Society of America |

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IX. Other Learning Resources

Audiovisual: TED talks

Electronic: www.americanrhetoric.com, Purdue OWL, "Rhetorical Situations," MIT "Public Speaking Tips"

Other: 1. *Communication Education*, published by National Communication Association
2. *Communication Teacher*, published by National Communication Association

Attendance Policy: To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

Services for Students with Disabilities: It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.

Academic Integrity: Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of their academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.

Any written work submitted by a student must be their own. If the student uses the words or ideas of someone else, they must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and

engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.