Master Course Syllabus

Course Discipline and Number: ENGL 201　　　　　　　**Year: 2024-2025**

Course Title: Public Speaking　　　　　　　**Credit Hours: 3**

I. Course Description: Public speaking is designed for students from any discipline at any level 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, or concurrent enrollment in, ENGL 100. 3 Cr. (3 Lec.) Fall and spring semesters.

II. Additional Course Information:

1. This course is offered in both face-to- face and online formats.
FOR ONLINE SECTIONS:
2. Students must have sufficient internet connection to sustain weekly asynchronous classwork on Blackboard.
3. Students must be able to record their own speeches via phone, computer, or camera.
4. Students will use a third-party site of their choice, such as Vimeo, YouTube, or Flipgrid, to upload their speeches.

III. Student Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Create an organized oral presentation of a researched argument that adapts to a specific audience, situation, and purpose.
2. Deliver oral presentations proficiently with clarity and confidence.
3. Use the characteristics of valid arguments and ethical discourse to create an argument.
4. Evaluate an oral presentation using basic communication theory.

IV. Tompkins Cortland General Education & SUNY Competency Goals

☒ **Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)**
Not only will students learn the basics of logical argumentation but also appropriate and ethical strategies to adapt to diverse audiences, situations, and purposes. They will learn how to ask substantive and relevant questions as well as strategies to respond to questions. Furthermore, analysis of other speeches demonstrates the application of communication theory to various types of public discourse, including but not limited to political activists, community and religious leaders, advertising, artists, and education and business leaders.

☒ **Social/Global Awareness**
Students in this class focus on adapting to a diverse audience, which fosters the awareness and respect of multiple viewpoints. Basic communication theory also encourages students to think of their own position in the world around them, and how language impacts their understanding of that role. Discussions of civility and representing others with integrity covers ethical issues of speaking with diverse audiences.

☒ **Information Management**
 Students are required to select credible sources to incorporate into their presentations. Students are encouraged to think about reliability as well as how to represent sources ethically.

☐ This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

V. Essential Topics/Themes

1.	Students will present at least four speeches. One of these speeches must be a persuasive speech that demonstrates the student's ability to use the tools of research in a compelling and effective manner.
2.	Impromptu speeches and group presentations may be required.
3.	Students will present at least one speech that uses technology, whether that is digital visual aid or digital recording.
4.	Students will analyze examples of speeches given by speakers outside the classroom.

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Student speeches and their effectiveness will be the major form for evaluating the student.	50-75%
2. Analysis of speeches (self, classmates, and speakers outside the class)	10-40%
3. Responses to readings, quizzes, participation, and attendance	10-40%

VII. Recommended Texts

1.	William M Keith and Christian Lundberg, *The Essential Guide to Rhetoric* (Boston: Bedford/St. Martin's, 2008).
2.	Stephen Lucas, *The Art of Public Speaking* (New York: McGraw Hill, 2015).
3.	David Zarefsky, *Public Speaking: Strategies for Success* (New York: Pearson Education, 2017).
4.	Michael Osborn, et. al. *Public Speaking: Finding Your Voice* (New York: Pearson Education, 2014).

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

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

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Revised 11-20/A. Mathers

IX. Other Learning Resources

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

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 accommodations. 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 his or her 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 his or her own. If the student uses the words or ideas of someone else, he or she 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.