

## SPEAKING

### School of Business

<b>Course Number</b> <b>ENL1829</b>	<b>Contribution to Program:</b> General Education Elective	<b>Educator(s)</b> Business English Faculty
<b>Applicable Program(s):</b> Two and Three Year Business Programs	<b>AAL:</b> 3,4,5,6	<b>Approval Date:</b> August 2007
	<b>Prerequisites:</b> None	<b>Approved By:</b> <hr/> Title: <u>Acting Chair, Business Administration Core &amp; Service Courses</u>
<b>Course Hours:</b> Delivered: 45 Normative: 45	<b>Corequisites:</b> None	<b>Approved for Academic Year:</b> 2007-2008
<b>Prepared by:</b> Doug Duminie		

## COURSE DESCRIPTION

This advanced speaking course provides each candidate an opportunity to self-actualize a unique and effective public persona through self-understanding and awareness of others. The eight-part lecture series on body language and voicing is framed within knowledge of related physiology, psychology, and culture. Concurrently, the course participation methods provide consistent self-analysis, continuing evaluation of other candidates, and frequent public speaking practice. Detailed evaluation sheets standardize group discussion after each student speech and reinforce the self-actualization process of becoming more aware in terms of recognizing and using powerful aspects of body language and voicing which are often overlooked, under-used, or unconscious. The formal student speeches are all focused on themes of personal growth and provide a parallel variety and enrichment to the ongoing process of self-discovery and understanding.

## RELATIONSHIP TO PROGRAM LEARNING OUTCOMES

<p><b>This is a general education course that supports learning in the following goal areas:</b></p>	<p><b>This course contributes to your program by helping you to achieve the following essential employability skills standards:</b></p>
<ul style="list-style-type: none"> <li>• Personal Understanding (#4)</li> </ul>	<ol style="list-style-type: none"> <li>1. Communicate clearly and coherently using written and spoken formats which fulfill the purpose and meet the needs of audiences.</li> </ol>

## COURSE CURRICULUM

### I. Course Learning Requirements/Embedded Knowledge and Skills

Course Learning Requirements	Knowledge and Skills
<p><b>When you have earned credit for this course you will have demonstrated an ability to:</b></p>	
<p>1. Actualize, and maintain a unique best-self speaking character (“persona”)</p>	<ul style="list-style-type: none"> <li>• learn physiological / psychological basics / history</li> <li>• recognize brain laterality influences</li> <li>• function fully as a mature and honest person</li> <li>• self-actualize</li> <li>• conquer shyness and masking patterns and</li> <li>• recognize same in others</li> <li>• develop stress management skills</li> <li>• use confidence reinforcement techniques</li> </ul>
<p>2. Accurately evaluate speaking skills of self and others</p>	<ul style="list-style-type: none"> <li>• recognize male / female advantages</li> <li>• explain impact of age, culture, roles, and values</li> <li>• use advanced body language and voicing insights</li> <li>• master and employ detailed marking techniques</li> </ul>
<p>3. Apply appropriate group interaction skills</p>	<ul style="list-style-type: none"> <li>• support non-consensus interactions</li> <li>• actively listen</li> <li>• share feedback</li> <li>• factor-in multicultural considerations</li> </ul>
<p>4. Recognize and use NONVERBAL aspects of powerful, successful speaking</p>	<ul style="list-style-type: none"> <li>• verbal and nonverbal symbols and complements</li> <li>• general poise / appearance .... overall persona</li> <li>• platform usage</li> <li>• arm and hand movements</li> <li>• facial expressions</li> <li>• eye contact and eye expressions</li> <li>• volumes</li> <li>• rates</li> <li>• pitch and inflection</li> <li>• pausing</li> <li>• articulation</li> </ul>

5. Have approved a speech topic that can demonstrate personal understanding / growth	<ul style="list-style-type: none"> <li>• subliminal communication</li> <li>• choose a topic from personal experience prior to the Speaking course involvement. Examples could include: Overcoming a Disability, Leaving Home, Traveling to a Unique Environment, Culture Shock, Rehabilitation, Accomplishing a Dream, Group-Think, Overcoming a Fear, Dealing with Bullying, Family Adjustments, A Mentor etc.</li> </ul>
6. Prepare, design, and practice a speech and related materials aimed both at successfully delivering the chosen topic and at impressively demonstrating the speaker's self-actualized speaking persona.	<ul style="list-style-type: none"> <li>• incorporate and adapt research and introspection</li> <li>• implement all the important nonverbal aspects</li> <li>• optimize introductions</li> <li>• develop an appropriate thesis statement</li> <li>• use previewing and reviewing techniques</li> <li>• optimize conclusions</li> <li>• create and use effective speech trigger sheets</li> </ul>

## II. Learning Resources

The actual information of Speaking comes initially from the continuing research and experience of the instructor. However, the very best resources of this course are the students themselves working and discovering together. And, the very best materials and methodologies of Speaking have evolved out of the many student contributions and suggestions over the several years the course has been offered.

Students are required to download a brief handbook, Speaking, written by D.M. Duminie and available on Black Board at <http://online.algonquincollege.com>

## III. Teaching/Learning Methods

During this course you are likely to experience:

- lectures, group discussions, and introductory speaking practice sessions during the initial weeks of the course;
- brief role-playing and acting practices;
- individual speaking coaching (often using videotape);
- informal and formal speaking opportunities;
- instruction regarding evaluation of speaking;
- group collaboration and discovery.

## IV. Learning Activities and Assessment

Samples of learning activities include:

- compiling a detailed and organized set of notes based on the initial lecture series;
- successfully completing a written examination on the lecture material;
- participating in individual and group speaking practice sessions;
- planning, researching, and delivering one formal ten-minute speech focused on personal understanding;

- creating effective speech trigger sheets
- evaluating student speeches by using detailed sheets provided and by taking part in structured review sessions with the group
- maintaining a course learning log noting items of personal insight and growth for the lecture series, the various practices, and the student speeches. (model provided)
- writing and submitting a final reflective summary based on the learning log, class notes, student speeches, and in-class speaking practices. (model provided)

## V. Evaluation/Earning Credit

The following will provide evidence of your learning achievement:

- proficient knowledge of course lecture materials;
- a new ability to recognize and use speaking nonverbals, space, subliminals, and paralinguistics (rate, pitch, etc.);
- a confident, respectful manner of being assertive;
- a continuing willingness to share class meetings and constructive criticism;
- enthusiasm for participating with all others in the course and readiness for impromptu situations;
- define personal growth both in performing and in evaluating speaking skills;
- a new ability to recognize and use the specific, advanced listening techniques required in this course;

A passing grade will be based on:

Term Exam .....	25%
One 10-Minute Speech .....	25%
Course Participation.....	25%
Attendance.....	15%
Final Reflective Summary .....	10%

### Evaluation Note:

After the first three-to-four introductory weeks of the course, including the lecture series, there is the Speaking term test. After that point, each student’s participation in the course becomes especially important because each is required to attend and evaluate every other student’s formal ten-minute speech (students are provided with detailed marking sheets which are all handed in at the semester’s end). Attendance at each formal student speech and at the fifteen-minute evaluation session that follows is mandatory for every Speaking student and provides the main, ongoing basis for an overall course participation mark for each individual (evaluated by both the students and the instructor). **Class attendance involves peer analysis, discussion, and evaluation of in-class presentations, and is essential since each student must submit class speech rankings by the end of the course. And, although simply attending student speeches does provide valuable peer exemplification of the course requirements, taking active part in the speech reviews is even more powerful for each participant. Therefore, each student must also submit class participation rankings by the end of the course and there are distinct marks for attendance (15%) and participation (25%). The participation mark is larger because it also covers the informal practice sessions and assignments occurring throughout the entire semester.**

“It is Algonquin College’s policy to give students the opportunity to complete a course assessment survey in each course that they take which solicits their views regarding the curriculum, the professor and the facilities.”

## VI. Prior Learning Assessment

Evidence of learning achievement for PLA candidates will include:

- an accomplished ten-minute speech on an approved topic;
- an oral dialogue demonstrating candidate's reasonable knowledge of course materials.

## RELATED INFORMATION

- If you are a student with a disability, it is strongly recommended that you identify your needs to the professor and the Centre for Students with Disabilities (CSD) by the end of the first month of the semester in order that any necessary support services can be arranged for you. You can do this by making an appointment at the CSD, Room C142, Ext. 7683, followed by appointments with your professors to discuss your needs. Students with supporting documentation who identify their needs to the CSD may, in certain courses, be given accommodations to address these needs. Reasonable accommodation may include such things as extended time for tests/exams, specialized equipment provided by CSD, etc. In order to provide testing accommodations, the department and faculty must receive your Individual Student Plan well in advance of tests and exams.
- At the discretion of the professor, students may be required to word process or type assignments.
- Word processing facilities are available in the Access/Language/Learning Centre.
- Students will be required to write some assignments during class time.
- In all course work, students must comply with the conventions of standard English.
- Interim evaluation of student's progress will take place.

## STUDENT ACADEMIC RESPONSIBILITIES

You are responsible for the following:

- attending class regularly (if you are to develop your communication skills, you will require class instruction and practice; for this reason, you risk failing the course if you attend fewer than 80% of the class periods);
- maintaining folder for all work you do in the course;
- knowing the due dates for assignments and meeting these dates;
- handing in assignments that are your own work.

*Plagiarism is the submission of work that is in whole or in part someone else's work which you claim as your own. You should be aware of the college policy of plagiarism (Algonquin Directive E43).*

[www.algonquincollege.com/directives/sectionE/E43.pdf](http://www.algonquincollege.com/directives/sectionE/E43.pdf)

### **LATE ASSIGNMENT POLICY: Ordinary Circumstances**

- In-class assignments must be submitted during the class period in which they were assigned.
- Out-of-class assignments must be submitted on or before the due date

### **LATE ASSIGNMENT POLICY: Extraordinary Circumstances**

*"Wherever possible, students are expected to anticipate their needs for special allowances, and enter into discussion and make necessary arrangements with the appropriate faculty member (or other academic officer) in advance of the situation. In all cases, special allowances are subject to negotiation and agreement between the faculty member and the student concerned"* (Algonquin Directive E3).

**EXEMPTIONS:**

Exemptions may be granted to students who have passed (with the minimum grade of C-) an equivalent course at a post-secondary institution. Anyone wishing to apply for an exemption should submit an application to the Communications Department during the first week of classes. The deadline for applying for an exemption is the end of the third week of classes.

**DATE FOR OFFICIAL ACADEMIC WITHDRAWAL:**

Please consult the timetable you received from the Registrar's Office.

**Students, it is your responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.**

**ENL 1829 ..... Speaking Weekly Schedule**

The first six weeks of the Speaking course involve lectures and practicing of the particular lecture insights. They conclude with the term exam and exam take-up.

	<u>Lecture Topics</u>	<u>Class One</u>	<u>Class Two</u>
Week # 1	Introduction	Laterality	
2	Volumes	Rate	
3	Pausing	Articulation	
4	Body Language	Pitch	
5	Speech: How to	SpeechTopics	
6	Term Exam	Exam take-up	

The remaining weeks of the semester are devoted mostly to individual speeches and speech reviews. Ideally each class would involve two brief speaker introductions, two 10-12 minute speeches, two 15 minute speech reviews by the entire class, and 20 minutes of speaking practice for all students. However, the overall enrolment in the class might necessitate having three introductions, speeches and reviews for some classes. Occasionally, it is possible to schedule in classes that concentrate solely on speaking practicing for all the students.

The very last class of the Speaking course semester is called The Marking Session. At this time each student hands in all of their written speech reviews, speech rankings, and participation rankings. Also due from each is a personal Reflective Summary which indicates how the student benefited from the course requirements.