

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

SLO #1 Proper Speaking Techniques

Identify and employ the proper speaking style to be used in various business situations.

SLO #2 Effective Messages

Develop logical presentation skills as a means of delivering an effective message.

SLO #3 Speaking Situations

Demonstrate effective planning, delivery, and time management skills for any given speaking situation.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Critically analyze a business communication scenario including the audience and goal of an interpersonal exchange.
 - Written homework
2. Research, write, and deliver an effective speech including supporting visual aids. Demonstrate clear understanding of the needs of an audience and the communication model.
 - Presentation
3. Provide effective feedback and evaluation of business presentations.
 - Other (specify)
 - Homework
4. Demonstrate ethical use of information and decision making in business communications.
 - Other (specify)
 - Exams and Homework
5. Synthesize information and apply listening, nonverbal, and interpersonal communications techniques in a business setting.
 - Presentation

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	6	I	Background of Communication Theory and the Communication Model A. History B. Effective communication in the workplace today C. Channels of communication and barriers D. Language codes E. Principles of ethical communication including listening and speaking
Lecture	3	II	Organization of a Business Presentation A. Topic selection B. Method of delivery C. Structure of your message (Introduction, key ideas, and conclusion) D. Data that supports your message
Lecture	3	III	Critical Thinking: Rhetoric in Presentation A. Ethos – the credibility of the speaker B. Pathos – the drawing upon emotions C. Logos – the clarity of the message D. Common rhetorical fallacies
Lecture	4	III	Message Delivery A. Preparation B. Voice control, diction and control of nervousness C. Physical presence, body language, eye contact and movement D. Personal appearance
Lecture	3	IV	Active listening techniques A. Audience attention B. Speaker maintains focus on topic C. Memory techniques
Lecture	2	V	Visual devices A. Key words and images to reinforce the message B. Props C. Presentation software options
Lecture	3	VI	Physiological Reaction of Speaking A. Significance of stage fright B. Freeze, flight, and fight reactions C. Non-verbal communications and gestures
Lecture	6	VII	Informative Speech Preparation and Delivery (such as a business overview)

			<ul style="list-style-type: none"> A. Elements of an informative speech B. Organization of an informative speech C. Visual elements incorporated into the speech D. Effective delivery E. Questions and answers preparation
Lecture	6	VIII	<p>Persuasive Speech Preparation and Delivery (such as a sales pitch)</p> <ul style="list-style-type: none"> A. Elements of a persuasive speech B. Evidence to persuade the audience C. Organization of a persuasive speech D. Visual elements incorporated into the speech E. Effective delivery
Lecture	6	IX	<p>Ceremonial Communications in the Workplace</p> <ul style="list-style-type: none"> A. Purpose and business applications B. Appropriate message development and delivery
Lecture	6	X	<p>Interview Communications</p> <ul style="list-style-type: none"> A. Resumes and Cover Letters B. Oral speech communications in an interview as the interviewer and interviewee C. Common questions to prepare D. Key points to persuade the audience E. Organization and delivery F. Types of interview situations including face-to-face and panel presentations, screening telephone conversations, and virtual interviews
Lecture	6	XI	<p>Instructional Speech (such as training an employee)</p> <ul style="list-style-type: none"> A. Elements of providing instruction B. Organization of giving instructions C. Visual elements incorporated into the speech (handouts, notes) D. Effective delivery
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Other - (Skills demonstrations, Quizzes, Exams, and deliver at least six graded oral student speeches or presentations in front of an audience and instructor with original written scripts that include independent research, organization, critical thinking and communications skills.)

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Your task is to prepare and deliver an extemporaneous instructional speech to train new employees. Your one to two-page speech must be delivered in under six minutes. You must also turn in your outline that shows how you structured the main ideas.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. You are the Brand Manager for a new product. In this role you must introduce and highlight the features and benefits of the product to an audience. Your speech should include relevant data that ethically persuades the audience and must include PowerPoint-type visual aids developed specifically to support your message. Submit a full script of your speech, PowerPoint slides (or other visual device) for the presentation, and present your speech.
2. Present a two-minute response to the typical interview prompt of "Tell us about yourself." This speech is intended to be your opening statement of an interview. You should address your educational and professional accomplishments in a friendly, conversational way. Your presentation should be designed to create a favorable impression, establish rapport, and set conversation points for the remainder of the interview process. Your evaluation is based on submission of a full script of less than two pages and your presentation of that script to the audience.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Performance exams
Class Performance
Multiple Choice
True/False

V. INSTRUCTIONAL METHODS

Discussion
Group Activities
Lecture
Multimedia presentations
Role Play
Simulation
Other (please specify)
Student presentations, written exercises and evaluations by students

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Required reading
Problem solving activities
Script preparation
Presentation practice

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Adler, Elmhorst & Lucas. Communicating at Work: Strategies for Success in Business and the Professions. 11th ed. McGraw-Hill, 2012. Discipline Standard.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
English 1	Category: Course Justification: This course involves reading college level textbooks, developing written projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills.
Eligibility for English 1A or qualification by appropriate assessment	Category : Non-Course Justification: This course involves reading college level textbooks, developing projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills.

D. Recommended Skills

<p>Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.</p> <p>ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts.</p> <p>ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p>
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E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Fern McCoard on 01/01/1973.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 10/21/2019

Last Reviewed and/or Revised by: Melissa Son De Cerff

Date: 9/25/2019