Change of Course Proposal Form

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| --- | --- |
| Academic area: | School of Arts, Humanities, and Social Sciences  |
| PROGRAM: | ASSOCIATE IN ARTS  |
| PROPOSEd by: | Myra H. Walters  |
| PRESENTER: | Myra H. Walters  |
| SUBMISSION DATE: | 2/18/2014  |
| CURRENT COURSE PREFIX, NUMBER AND TITLE: | **SPC 2023 Introduction to Public Speaking**  |

### SECTION I

|  |  |
| --- | --- |
| TYPE(S) OF COURSE CHANGE: | TYPE PROPOSED CHANGE HERE FOR EACH ITEM CHECKED: |
|  | SPC 2608  |
|  | type new COURSE TITLE HERE  |
|  | ENTER NEW SCHOOL, DIVISION, OR DEPARTMENT |
|  | LIST ALL PREREQUISITES IN SEQUENTIAL ORDER and include the minimum grade for each |
| **DO YOU ANTICIPATE THAT STUDENTS WILL BE TAKING ANY OF THE PREREQUISITES LISTED FOR THIS COURSE IN DIFFERENT PARTS OF THE SAME TERM?** | SELECT ANSWER |
|  | LIST ALL COREQUISITES IN SEQUENTIAL ORDER |
| **IS ANY COREQUISITE LISTED ON THIS COURSE LISTED AS A COREQUISITE ON ITS PAIRED COURSE?** eXAMPLE: CHM 2032 IS A COREQUISITE FOR CHM 2032L AND CHM 2032L IS A COREQUISITE FOR CHM 2032. | SELECT ANSWER |
|  | Click here to ENTER THE NUMBER of CREDITS OR cLOCK HOURS |
|  | SELECT A CREDIT TYPE |
|  | Click here to enter CONTACT HOURS |
|  | SELECT GRADE MODE |
|  |
| This course focuses on developing effective public speaking skills. Specific objectives focus on designing informative and persuasive presentations for specific audiences; applying appropriate nonverbal vocal and physical behaviors to deliver speeches effectively; selecting appropriate multimedia to enhance presentations; and developing critical listening skills using both oral and written assignments.  |
|  |
| * Public Speaking Anxiety
* Audience-Centered
* Ethical Speaking and listening
* Extemporaneous Delivery Style
* Listening Styles
* Speech Preparation and Speech Delivery Outlines
* Multimedia Presentation Aids
* Speaker Language and Style
* Informative Speaking Strategies
* Persuasive Speaking Strategies
 |

**** YES

If yes, list below (for information purposes only). TYPE IN ALL OF THE LEARNING OUTCOMES, ASSESSMENTS, AND GENeral EDucation COMPETENCIES AS THEY SHOULD BE DISPLAYED IN THE SYLLABUS

|  |  |  |
| --- | --- | --- |
| LEARNING OUTCOMES | ASSESSMENTS | GENERAL EDUCATION COMPETENCIES |
| Students will identify ethical principles of communication and apply appropriate strategies when speaking and listening  | Quiz, Examinations Speech Rubric Journal Reflection Rubric | COM  |
| Students will assess and identify their level of public speaking anxiety and apply techniques to manage public speaking anxiety  | PRPSAJournal Reflection Rubric  | COMCT |
| Students will identify appropriate nonverbal vocal and nonverbal physical qualities while delivering speeches extemporaneously and apply them effectively when delivering speeches face-to-face or in a mediated environment.  | Quizzes, Examinations Speech Rubric  | COM |
| Students will identify listening styles and analyze and apply critical thinking standards to evaluate their speech video, the speeches of their peers and speeches outside of the classroom.  | Quizzes, Examinations Journal Reflection RubricOutside Speaker Rubric  | COMCT |
| Students will analyze the audience to determine cultural diversity and other appropriate demographic information; and to determine their attitudes, values, and beliefs to draw reasonable conclusions to adapt their informative and persuasive messages.  | Quiz, ExaminationsSpeech Rubric  | COMGSR |
| Students will analyze speech content and select appropriate multimedia to complement and accomplish the specific purpose for the speech and will show them using LCD projectors and/or SMART Board technology.  | Speech Rubric  | COM |
| Students will define the types of outlines and the techniques for developing them to create preparation outlines with a correctly formatted work cited page and to create speaking outlines using only one appropriate size note card. | Quizzes, Examinations Speech Preparation Outline RubricSpeaking Outline Rubric  | COMCTTIM |
| Students will access electronic databases to locate and select appropriate research that is accurate, relevant and sufficient for their audience and will incorporate oral citations into their speeches to avoid plagiarizing.  | Quizzes, Examination Speech Rubric  | COM |
| Students will identify the difference between oral and written language styles and incorporate appropriate language into their presentations.  | Speech Rubric  | COM |
| Students will create a minimum of three audience-centered presentations delivered extemporaneously in business casual attire; one of which must be a problem-solution persuasive speech.  | Quizzes, Examinations Speech Rubric  | COM |

### SECTION II (must complete each item below)

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| If you intend to restrict student registration based on the students’ major(s), enter all applicable major restriction codes: | n/A |
| Is this an “International or Diversity Focus” course? | NO |
| Is this a General Education course? | YES |
| Is this a Writing Intensive course? | NO |
| Is this an Honors Course? | NO |
| Is this a Repeatable Course?\*(A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3-credit hour course, can be repeated 1 time and a student can earn a maximum of 6 credits.)\*not the same as Multiple Attempts or Grade Forgiveness If “Yes”, what is the maximum number of credits a student can earn for this course? If “No”, enter NA. | NOTYPE NUMBER HERE |
| Will these changes have an impact on other courses, programs, departments, or budgets? | SELECT ANSWER |
| If “Yes”, please explain or submit comments below, if no enter NA |
| CLICK HERE TO ENTER TEXT |
| If “Yes”, have you discussed this proposal with anyone (from other departments, programs, or other institutions) regarding the impact? Were any agreements made?  |
| CLICK HERE TO ENTER TEXT |

### SECTION III (MUST COMPLETE EACH ITEM BELOW)

**PROVIDE JUSTIFICATION FOR EACH CHANGE ON THIS PROPOSED CURRICULUM ACTION (OTHER EXPLANATORY INFORMATION):**

This will bring us up-to-date with the common course numbering system. In addition we have taken the opportunity to update some of the language in the course description and the student learning outcomes.

**nOTE:** Changes for the Fall 2014 Term must be submitted by the January 2014 deadline and approved no later than the February 2014 Curriculum Committee meeting prior to the start of the next academic year. Changes during mid-school year are NOT permitted. Extreme circumstances will require approval from the appropriate dean as well as the Vice President, Academic Affairs to begin in either the spring or summer term.

**TERM IN WHICH PROPOSED ACTION WILL TAKE PLACE:**

FALL 2014

TYPE IN TERM IF “EXCEPTION” AND OBTAIN BOTH SIGNATURES BELOW OR TYPE “NA”

**oRDER OF APPROVAL FOR EXCEPTIONS IS AS FOLLOWS:**

SIGNATURE #1 NEEDED FOR EFFECTIVE TERM EXCEPTION:

dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SIGNATURE #2 NEEDED FOR EFFECTIVE TERM EXCEPTION:

VICE PRESIDENT, ACADEMIC AFFAIRS \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FACULTY ENDORSEMENTS:**PLEASE SEPARATE FACULTY MEMBERS WITH A COMMA



**DEPARTMENT CHAIR / PROGRAM COORDINATOR ENDORSEMENT:**

 2/18/2014

**DEAN ENDORSEMENT:**

 2/18/2014

**DEANS’ COUNCIL Representative:**

 3/17/2014

**FOR CURRICULUM COMMITTEE MEETING DATE: March 28, 2014**

Completed curriculum proposals must be uploaded to Dropbox by the deadline. Please refer to the *Curriculum Committee Critical Dates for Submission of Proposals* document available in the document manager in the MyEdisonState Portal:

* Document Manager
* VP Academic Affairs
* Curriculum Process Documents