Syllabus

1	**Course title**	Essentials of Public Speaking
2	**Course number**	2201215
3	**Credit hours**	3
	Contact hours (theory, practical)	
4	**Prerequisites/corequisites**	2201224
5	**Program title**	Applied English
6	**Program code**	2201
7	**Awarding institution**	The University of Jordan
8	**School**	School of Foreign Languages
9	**Department**	Department of English
10	**Level of course**	2nd year students
11	**Year of study and semester (s)**	2021-2022 second semester
12	**Final Qualification**	BA in Applied English
13	**Other department (s) involved in teaching the course**	
14	**Language of Instruction**	English
15	**Teaching methodology**	Blended ☐Online ☐ Face-to-face
16	**Electronic platform(s)**	☑e-learning ☑Microsoft Face to face class ☐Skype ☐ Zoom ☐Others…………
17	**Date of production/revision**	February 2022

18 Course Coordinator:

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19 Other instructors:

Name:

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Name:

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20 Course Description:

As stated in the approved study plan.

This speech communication course initially aims to develop self-confidence to speak in public within the student body. As this is achieved, the course will also focus on (a) accuracy, clarity, and fluency in using spoken English in both formal and informal contexts; and (b) listening ability in academic settings, for example in seminars, lectures or debates, as well as in social contexts. The overall aim is to develop students' communicative competence and performance.

This course strengthens self-confidence in public speaking in a variety of academic and professional settings, which include giving a speech, formal and informal presentations, class discussions and debates. During this course, students will develop accuracy and fluency as well as develop effective gestures to strengthen overall communicative ability and confidence.

This course also offers students a modern and cutting-edge method of learning, through the Blended Learning program. With blended-learning, students are given the opportunity to learn by themselves via a partly online designed course syllabus, where part of the required course hours are done by the student at home via the internet, instead of physically coming to class. This not only gives students more time to interact and collaborate with other students (through online discussion forums and meetings outside class), but also helps students discover their own personalized learning style.

21 Course aims and outcomes:

A- Aims: (PLOs)

This course aims to encourage students to:

The course aims at training students to develop self-confidence, use appropriate body language when speaking in public. It also trains them to speak both impromptu and from notes. Two genres of speech are emphasized: the informative and the persuasive.

1. Demonstrate a mastery of the basic concepts and theories of linguistics in general and in the following linguistic fields, in particular, i.e. phonetics, phonology, morphology, syntax, semantics, discourse analysis, psycholinguistics and sociolinguistics.
2. Develop English language skills by engaging students in a wide range of communicative tasks and activities in academic and non-academic contexts.
3. Discuss general issues concerning nature and function of English language with reference to relevant acquisition principles and implications for teaching and learning.
4. Apply professionally the basic translation principles, skills and techniques to translate texts of various genres from Arabic into English and vice versa.
5. Communicate effectively and appropriately in both spoken and written forms by employing the main technical terms and the basic linguistic features of English in relation to specific fields, namely business, tourism, mass media, hotels, medicine, science and technology.
6. Produce spoken and written texts for a specific disciplinary context using appropriate structure and language features.
7. Utilize scientific research methodologies, higher order thinking skills, critical thinking and creativity in analyzing and observing issues related to the knowledge and skills of the English language.
8. Analyze critically English and Arabic languages in terms of various linguistic levels in different types of discourse and across different social contexts.
9. Use information and communication technology to access databases and international information to develop knowledge, skills, and to generate new knowledge in applied English field.
10. Show respect of cultural diversity, ethics and professional behavior through interacting with and demonstrating appreciation of different literary and linguistic works from a variety of cultures.

B- Intended Learning Outcomes (CLOs):

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

No.	Course Learning Outcomes	Program Outcomes										Assessment Tools									
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1	Demonstrate understanding of the speech process, both as listeners and speakers.	X	X		X		X			X		X		X			X				X

#	Outcome																
2	Recognize different types of audiences and be able to speak or respond appropriately to those audiences.	X	X			X			X		X					X	X	X
3	Listen to lectures and presentations, make notes and recognize main points, examples and specific details.	X	X				X		X		X					X	X	X
4	Recognize lack of clarity and/or misunderstanding and take appropriate steps to ensure clarity.		X		X			X	X		X					X	X	X
5	Organize and present formal and informal speeches and lectures of varying lengths.	X		X	X		X			X	X	X				X	X	X
6	Initiate questions to seek clarification.	X	X				X			X	X	X				X	X	X
7	Respond to both formal and informal questions.		X			X		X	X		X	X				X	X	
8	Understand the importance of, and show ability to use, paralinguistic features such as body language, rhythm, intonation and stress.	X	X				X		X	X	X	X				X	X	

- **Teaching methods include**: Synchronous lecturing/meeting; Asynchronous lecturing/meeting, discussion, and forums.
- **Assessment methods include**: 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. filed study 8. term papers, 9. student portfolio, 10. final exam

22. Topic Outline and Schedule:

Week	Lecture	Topic	Course Learning Outcomes	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	Introductions and Course Overview Introduction to Public Speaking and Public Speaking Competencies	1-8	Face to face class	none	Main textbook
	1.2	Introduction to Public Speaking and Public Speaking Competencies	1-8	Face to face class		Main textbook
	1.3	Introduction to Public Speaking and Public Speaking Competencies	1-8	Face to face class	assignment	Main textbook
2	2.1	Introduction to Public Speaking and Public Speaking Competencies	1-8	Face to face class		Main textbook
	2.2	Self-introduction assignment (what to do/ what to say/ dos and don'ts)	1-8	Face to face class		Main textbook
	2.3	Actual self-introductions	1-8	Face to face class	presentation	Main textbook

3	3.1	Actual self-introductions	1-8	Face to face class		presentation	Main textbook
	3.2	Actual self-introductions	1-8	Face to face class		presentation	Main textbook
	3.3	Chapter 4 listening effectively	1-8	Face to face class		assignment	Main textbook
4	4.1	What is an informative speech? What elements must be there in such a speech? What is an outline? How to write and organize your ideas?	1-8	Face to face class			Main textbook
	4.2	What is an informative speech? What elements must be there in such a speech? What is an outline? How to write and organize your ideas? (Chapters 7+8+15)	1-8	Face to face class			Main textbook
	4.3	What is an informative speech? What elements must be there in such a speech? What is an outline? How to write and organize your ideas? (Chapters 7+8+15)	1-8	Face to face class		assignment	Main textbook
5	5.1	Watching and discussing sample informative	1-8	Face to face class			Main textbook

		speeches				
	5.2	Watching and discussing sample informative speeches	1-8	Face to face class		Main textbook
	5.3	Watching and discussing sample informative speeches	1-8	Face to face class		Main textbook
6	6.1	A class dedicated to doing the one minute talk activities	1-8	Face to face class		Main textbook
	6.2	A class dedicated to doing the one minute talk activities	1-8	Face to face class		Main textbook
	6.3	Preparing for the midterm (informative speech)	1-8	Face to face class		Main textbook
7	7.1	Informative speech (presentations)	1-8	Face to face class	rubric	Main textbook
	7.2	Informative speech (presentations)	1-8	Face to face class	rubric	Main textbook
	7.3	Informative speech (presentations)	1-8	Face to face class	rubric	Main textbook
8	8.1	Informative speech (presentations)	1-8	Face to face class	rubric	Main textbook
	8.2	Informative speech presentations)	1-8	Face to face class		
	8.3	Informative speech presentations	1-8	Face to face class	rubric	Main textbook

9	9.1	Analysis of the presentations and evaluations What is a persuasive speech? What elements must be there in such a speech? What are the elements of its outline? What to include and exclude? Dos and don'ts. (chapter 16)	1-8	Face to face class		Main textbook
	9.2	What is a persuasive speech? What elements must be there in such a speech? What are the elements of its outline? What to include and exclude? Dos and don'ts. (chapter 16)	1-8	Face to face class		Main textbook
	9.3	Watching and discussing some persuasive speeches	1-8	Face to face class		Main textbook
10	10.1	Watching and discussing some persuasive speeches	1-8	Face to face class		Main textbook
	10.2	Getting prepared for a persuasive speech	1-8	Face to face class		Main textbook
	10.3	Delivering persuasive	1-8	Face to face	rubric	Main

		speeches		class		textbook
11	11.1	Delivering persuasive speeches	1-8	Face to face class	rubric	Main textbook
	11.2	Delivering persuasive speeches	1-8	Face to face class	rubric	Main textbook
	11.3	Delivering persuasive speeches	1-8	Face to face class	rubric	Main textbook
12	12.1	Delivering persuasive speeches	1-8	Face to face class	rubric	Main textbook
	12.2	Delivering persuasive speeches	1-8	Face to face class	rubric	Main textbook
	12.3	Delivering persuasive speeches	1-8	Face to face class		Main textbook
13	13.1	Analysis of the presentations and evaluation	1-8	Face to face class		Main textbook
	13.2	Guest speakers	1-8	Face to face class		Main textbook
	13.3	Guest speakers	1-8	Face to face class		Main textbook
14	14.1	Getting prepared for the final Dos and don'ts	1-8	Face to face class		Main textbook
	14.2	Activities for practicing speaking	1-8	Face to face class		Main textbook
	14.3	Activities for practicing speaking	1-8	Face to face class		Main textbook
15	15.1	Activities for practicing speaking	1-8	Face to face class		Main textbook

	15.2	Activities for practicing speaking	1-8	Face to face class		Main textbook	
	15.3						

23 Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
Quiz	10	Assigned topics	1-8	1-15	In class
presentations	10	Assigned topics	1-8	1-15	In class
Midterm	30	Week 1-8 topics	1-8	8	In class
Final	50	All topics	1-8	15	In class

24 Course Requirements

students should have a computer, internet connection, webcam, account on a specific software/platform…etc):

25 Course Policies:

A- Attendance policies:
As per the University Regulations.

B- Absences from exams and submitting assignments on time:
As per the University Regulations.

C- Health and safety procedures:
Please attend all exercise and follow the safety instructions on the walls and the student's booklet.

D- Honesty policy regarding cheating, plagiarism, misbehavior:
As per the University Regulations.

E- Grading policy:
As explained above in 23.

F- **Available university services that support achievement in the course:**
Please ask me or your academic advisor for any help or support.

26 References:

A- Required book(s), assigned reading and audio-visuals:
Kris Barton and Barbara G. Tucker(2019) Exploring Public Speaking - 4th Edition
The Public Speaking Project (n.d.). Public Speaking: The Virtual Text. Retrieved from http://publicspeakingproject.org/psvirtualtext.html (referred to as PSVT for the rest of this syllabus)
B- Recommended books, materials and media:

27 Additional information:

28. Rubrics

Rubric for Oral Presentation

Category	Weight	Unacceptable	Satisfactory	Good	Score
Identify & Explain Errors	30%	The topic and research questions presented by the student are not explained clearly.	There is some explanation provided by the student of the topic and research questions presented, but it is not enough.	Topic and research questions are identified and fully explained in great detail by the student. Appropriate vocabulary is used in explanations.	
Correct Work/Solution	30%	No work is shown by the	The work presented to	Work presented fully explains	

		student that correctly provides a solution to the problem identified.	solve this problem is insufficient.	the correct procedure to provide a solution for the problem. Appropriate vocabulary is used in explanations.	
Problem Solving Strategy	30%	Strategy, tools and procedures to deal with the topic and research questions are not provided.	Strategy, tools and procedures to deal with the research questions are not detailed enough.	Strategy and tools to deal with the research questions are fully explained. Appropriate vocabulary is used in explanations.	
Neatness and presentation skills	10%	The presentation is sloppy or unorganized. There is visible evidence that the student has not practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	The presentation is somewhat organized. It is somewhat notable that the student has not practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	The presentation is very easy to follow, is very organized, and is neat. It is very clear that the student has practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	
Instructor's Comments:					

Syllabus

Assignment Score _____

Assignment Score _____

Name of Course Coordinator: ----------------------------------Signature: ----------------- Date: -----------

Head of Curriculum Committee/Department: --------------------------- Signature: ------------------------

Head of Department: -- Signature: ---------------------

Head of Curriculum Committee/Faculty: -------------------------------------- Signature: ------------------

Dean: --- Signature: --