APPLICATION FOR SPEECH REQUIREMENT DESIGNATION  
University of Hawaii System  
Honolulu Community College

The Honolulu Community College Speech Requirement Board will review all proposals to ensure that approved courses meet the Speech Requirement Hallmarks. If clarification is needed, a Board member will contact you. If the Speech Requirement Board approves the proposal, all sections of the course will be designated as satisfying the requirement. The course will be reviewed every five years.

Please provide course information.

Proposer: Douglas Raphael  Division: Humanities
Course Alpha: SP  Course Number: 151
Course Title: Personal and Public Speech

If the course is cross-listed, please provide the cross-listing:

Course Alpha: N/A  Course Number: N/A

SPEECH REQUIREMENT HALLMARKS

1. Each student will conduct or participate in a minimum of three oral communication assignments or a comparable amount of oral communication activity during the class. In addition, at least 40% of the final grade for a 3-credit course will be a function of the student's oral communication activities (30% for a 4-credit course; 60% for a 2-credit course; 100% for a 1-credit course).

2. Each student will receive explicit training, in the context of the class, in oral communication concerns relevant to the assignment or activity.

3. Each student will receive specific feedback, critiquing, and grading of the oral communication assignments or activities from the instructor.

4. If instructor feedback primarily involves individual or paired students, enrollment will be limited to 20 students. If instructor feedback primarily involves groups of students, enrollment will be limited to 30 students.

SPEECH REQUIREMENT DESIGNATION PROPOSAL
For a new designation, answer the following questions:

1. What oral communication assignments will be required? (Students must participate in at least three such assignments or a comparable amount of oral communication activity during the course.)

   At minimum, students will complete three major speeches. Required speeches include the informative presentation, the persuasive presentation, and the group presentation (e.g. group speech, panel discussion, press conference, or debate).
2. What percentage of a student’s course grade will be a function of the student’s oral communication performance? (a minimum of 40% is required; all components of the oral communication assignments—written outlines, self evaluations and peer evaluations—can be included.)

At least 40% of the student’s course grade will be a function of the student’s oral communication performance. Students will submit a written outline/manuscript prior to delivering each speech, along with post-presentation Self and Peer Evaluations following each presentation.

3. What kind of oral communication training will be provided with each assignment?

Students will be trained to:

- recognize how self-concept, perception, culture, and gender can influence public speaking.
- choose and narrow a speech topic appropriate for a specific audience and occasion.
- conduct research and demonstrate different techniques for gathering information and supporting material.
- select and employ an appropriate organizational format.
- demonstrate effective listening behaviors in public speaking situations.
- explain and demonstrate the principles of effective verbal and nonverbal communication needed for a public presentation.
- demonstrate the effective use of visual aids.
- explain and demonstrate how to adapt communication styles for group and public settings.
- design an effective persuasive message.

4. What kind of feedback will students receive regarding their performance on each oral communication assignment?

Students will receive written as well as verbal feedback from the course instructor, and from their peers in the following areas:

CONTENT AND ORGANIZATION

Introduction: Gains audience’s attention, introduces topic or thesis statement clearly, establishes credibility, relates topic to the audience or establishes relevance of topic to the audience, creates common ground, previews main points clearly

Organization: Main points are clear and distinct, ideas are logically arranged, transitions are used effectively between each main point, time devoted equally to each main point

Supporting Material: Main points fully supported with credible sources, support material is vivid, interesting, and varied, new information is presented, adequate number of sources provided in the speech

Language: Used appropriate level of language, defined all technical/specialized terms, explained abbreviations/acronyms, avoided offensive/foul language, avoided prejudiced/gender-biased language, used correct pronunciation

Visual Aid(s): Clearly visible/legible, contains appropriate amount of content, enhances audience’s comprehension and interest
Conclusion: Prepared audience for the ending, summarized main points, concluded with a memorable statement, conveys sense of completeness

DELIVERY
Physical Delivery: Eye contact direct and sustained, facial expressions complement the verbal message, body movement deliberate and purposeful, gestures used effectively, nervous behaviors minimized, posture and body orientation appropriate, notes used appropriately, energy communicated, connects with audience, professional appearance

Vocal Delivery: Used appropriate volume, spoke at appropriate speech rate, refrained from awkward pauses, used conversational tone, articulated words clearly, used vocal variety, speech flowed smoothly

TOPIC CHOICE
Topic was contemporary and unique, topic was stimulating

5. Will feedback be provided to individual students or to groups? (If individuals receive feedback, enrollment will be limited to 20 students; if groups receive feedback, enrollment will be limited to 30 students.)

Feedback will be provided to individuals and hence, enrollment will be limited to 20 students per class section.

6. Provide a brief explanation of how the department will periodically review that this course has been meeting the Speech Requirement Hallmarks including a description of what kinds of evidence will be collected to demonstrate this (e.g., Knowledge Survey results, sample of exam responses, writing samples, etc.). Also include a detailed description of how the department plans to have all instructors of this course share information with each other regarding how the hallmarks have been met. Please include a brief explanation of the assessment tools you will use to make this determination (such as Knowledge Surveys, Exams, Projects, Portfolios, etc.) and how you will use the results to make course improvements.

A student survey that addresses the Speech Requirement Hallmarks will be done for this course at the end of each semester. Student evaluations are submitted to the Speech Requirement Board. Members of the board meet to analyze the results and develop strategies for improvement. Items on this survey include the following:

1. Briefly describe the oral communication assignments for this class.

2. Approximately what percentage of your grade was based on oral communication activities?
   0-25%   26-40%   41-75%   More than 75%

3. The oral communication assignments covered in this class related to the course content.
   5-point Likert scale (Strongly Disagree=1, Strongly Agree=5)

4. I became more comfortable participating in the oral communication activities required for this class.
   5-point Likert scale (Strongly Disagree=1, Strongly Agree=5)
5. The instructor provided sufficient oral communication training to prepare me for the oral communication assignments. 
   5-point Likert scale (Strongly Disagree=1, Strongly Agree=5)

6. I feel more competent to meet the oral communication demands of my proposed profession/career. 
   5-point Likert scale (Strongly Disagree=1, Strongly Agree=5)

7. My instructor provided me with specific feedback, critiques, and grades for my oral communication assignments/activities. 
   5-point Likert scale (Strongly Disagree=1, Strongly Agree=5)

8. What suggestions do you have for improving the oral communication assignments in this course?

In order to verify that the course Student Learning Outcomes are being met, students complete the survey items below at the end of each semester.

1. For each of the following oral communication skills, please indicate which have improved as a result of taking this class: (None=1, Tremendous=4)
   - choose and narrow a speech topic appropriate for a specific audience and occasion.
   - conduct research and demonstrate different techniques for gathering information and supporting material.
   - select and use the appropriate organizational format.
   - demonstrate effective listening behaviors in public speaking situations.
   - demonstrate the effective use of visual aids.
   - demonstrate the principles of effective verbal communication needed for a public presentation.
   - demonstrate the principles of effective nonverbal communication needed for a public presentation.
   - demonstrate how to adapt communication styles for group settings.

   Students also rate the statements below on 5-point Likert scales (1=Very Low, 5=Very Good):

To what degree can you...

   - explain how an individual's self-concept, perception, gender, and culture can influence communication.
   - explain the principles of effective verbal communication needed for a public presentation.
   - explain the principles of effective nonverbal communication needed for a public presentation.
   - explain how to adapt communication styles for interpersonal, group, and public settings.
   - explain various principles of persuasion and how to design an effective persuasive message.
   - explain and apply the principles of effective small group communication.
   - identify various group member roles and different leadership styles.
   - explain and demonstrate conflict management and assertive communication strategies.
Any faculty member assigned to teach Speech 151 must become familiar with both the Student Learning Outcomes and the Speech Requirement Hallmarks. It is the responsibility of the Speech Department Liaison to meet with the instructors and ensure that the course learning outcomes and hallmarks are being satisfied.

Student Learning Outcome #1, 2, 3, 7, 11, 12, 13, and 14 will be assessed by the use of embedded questions on exams because they address knowledge of concepts or theories of communication. See embedded questions below. Two SLOs will be tested per semester on a rotational basis. At the end of a two year period, each of the eight SLOs listed above will have been tested one time. Speech faculty will meet at the end of every year, for the first two years, to evaluate the embedded questions and determine whether the learning outcomes are being addressed by the items selected. Thereafter, Speech faculty will meet every three years for a review of the process.

1. Which of the following is NOT an essential element of the communication process?
   a. source/sender
   b. message
   c. channel
   d. receiver
   e. observer
   f. noise

2. When someone describes a person as “thrifty” and you think of “a person who is very careful about spending money,” this represents a process called:
   a. encoding
   b. decoding
   c. feedback
   d. semantics
   e. communicating

3. The self-fulfilling prophecy occurs when:
   a. predictions cause you or other to behave in ways that make the predictions come true.
   b. believing that something will occur decreased the likelihood of its occurrence.
   c. we fail to live up to expectations.
   d. we fail to act as others expect.
   e. we achieve the goals that we set out for ourselves.

4. Lou is a smoker who sees a public service announcement on TV regarding the devastating effects of smoking on the human body. Instead of continuing to listen to the message, Lou immediately changes the channel. Lou is demonstrating:
   a. the horn effect
   b. the Pygmalion effect
   c. the Galatea effect
   d. selective exposure
   e. blinding
5. Susan knows I blush when I am praised, but I do not realize that I blush when I am praised. My reaction to praise would fall into the quadrant of the Johari window labeled:
   a. blind
   b. secret
   b. hidden
   c. unknown
   d. open

6. When Sam converses with others, s/he tends to ramble on without regard for the other person in the conversation. Although the other person tries several times to get a word in, he/she is unable to get Sam to stop talking. Sam is:
   a. a high Narcissist
   b. a high-self monitor
   c. a low self-monitor
   d. a high Machiavellian
   e. a low Machiavellian

7. According to researcher William Schutz, relationships fulfill three needs. Which of the following is NOT one of these?
   a. popularity
   b. control
   c. inclusion
   d. affection

8. On average, about how much of our communicative time is spent listening?
   a. 15 percent
   b. 20-25 percent
   c. 45-50 percent
   d. 60-65 percent
   e. 75 percent

9. To improve listening performance in conversation and in group communication:
   a. you should completely shift from the role of speaker to listener.
   b. you should rehearse what you want to say as the other person speaks.
   c. you will concentrate better if you focus of the other person’s face.
   d. you should stop listening after a person says something that violates your values.

10. A paraphrase is:
    a. a repetition of what a person said.
    b. your best guess of what you think a person wants you to say.
    c. your understanding of what a person meant.
    d. your effort to find out the hidden meaning behind what someone is saying.

11. Audience analysis can guide the speaker in:
    a. selecting the topic
    b. organizing the speech
    c. presenting the speech
    d. all the above
12. The most important reason for gathering demographic data is so that you can:
   a. sound knowledgeable about audience specifics.
   b. know where to look for information.
   c. adapt the topic to the audience's knowledge and interest level.
   d. change your topic area if the audience isn't interested.

13. When analyzing the speech occasion, you should consider all of the following EXCEPT:
   a. the appropriate length of the speech
   b. the size of the audience
   c. the equipment necessary to give the speech
   d. all of the above should be considered

14. Synergy is
   a. a combination of negative factors that can decrease energy levels is a group.
   b. a commonality of purpose and group efforts that produces a group outcome greater than an individual outcome.
   c. the energy a group has when its members are highly similar to one another.
   d. the energy that a person brings from one group situation to the next.

15. Cohesiveness is more likely to develop in:
   a. a one-meeting group that avoids conflict.
   b. the first few interactions during the forming stage.
   c. interpersonally independent groups.
   d. groups where members feel valued and respected.

16. Effective groups:
   a. should be limited to three to five members.
   b. are small—the smaller the better.
   c. offer their members significant opportunities to contribute.
   d. have members with a great deal of similarity in order to minimize conflict.

17. Effective leadership entails:
   a. exhibiting influence
   b. possessing certain traits
   c. a certain leadership style
   d. controlling group decisions

18. Bill has power because he is popular and well-liked by everyone in the group. Which of the following types of power does Bill exercise?
   a. referent
   b. legitimate
   c. coercive
   d. reward
   e. expert
19. Which of the following statements are valid research finding(s) regarding male versus female communication styles in groups?
   a. Males interrupt more, and females tend to be interrupted more in group communication situations.
   b. Men tend to be more relationship focused, while women are most task focused.
   c. Women tend to use shorter talk-turns, whereas men took longer talk-turns.
   d. Women use more status and power-oriented disclosures while men use more affiliative disclosures.
   e. All of the above are valid findings.
   f. A and C only

20. Interpersonal conflict is:
   a. mutually aggressive behavior that should be avoided.
   b. interaction between persons expressing opposing needs or ideas.
   c. a set of behaviors that are best described as dysfunctional.
   d. a necessary, desirable communication state marked by essentially cooperative behavior.

21. The style of conflict resolution that involves attempting to find a solution that is mutually satisfying is:
   a. avoiding
   b. accommodating
   c. collaborating
   d. compromising
   e. obliging

22. Assertive behavior is characterized by:
   a. the avoidance of confrontational language.
   b. the use of vocalized pauses.
   c. unemotional language.
   d. both avoidance of confrontational language and the use of vocalized pauses.

23. The roles that help the group manage effective levels of conflict are called:
   a. task roles
   b. maintenance roles
   c. normative roles
   d. mediation roles

24. According to Altman and Taylor's Social Penetration Theory, 'breadth' of a relationship has to do with:
   a. the span of time that a couple has known each other
   b. how much you reveal about a particular topic
   c. the number of topics you discuss
   d. how much your relationship consumes your whole life
25. Which of the following statements are TRUE regarding sex differences in self-disclosure in interpersonal relationships?
   a. Women are more likely to use relationship-preserving disclosures, whereas men are more likely to use status-assertive disclosures.
   b. Men are more likely to disclose to other men rather than to women.
   c. Women are more likely to disclose to men rather than to women.
   d. Both A and C

26. Jerry is more likely to be a member of a collectivist culture if he:
   a. is careful to bring up delicate topics with his boss in private, not in public.
   b. is concerned that he receive credit for his work from the boss.
   c. decides to quit work with the family business in order to pursue his own independent goals.
   d. insists that every member of the group must contribute an equal part to the final project.
   e. prefers to be direct in communication.

27. ____________ is the tendency to see your culture as superior.
   a. allocentrism
   b. individualism
   c. idiocentrism
   d. collectivism
   e. ethnocentrism

28. Members of high-context cultures:
   a. prefer direct styles of communication
   b. prefer indirect styles of communication and are highly attuned to implicit rules for behavior.
   c. places a high value on verbal communication
   d. Both A and C

29. Unlike most interpersonal communication, interviewing involves:
   a. both facts and opinions
   b. a mix of questions
   c. one-way communication
   d. verbal and nonverbal communication
   e. preparation by both participants

30. "What are your plans for the company now that you've gained so much publicity?" is an example of:
   a. an open question
   b. a follow-up question
   c. a leading question
   d. a closed question

31. When you are selecting evidence to support your speech claims, you should make sure that:
   a. the evidence comes from a well-respected source
   b. the evidence is recent
   c. the evidence will be persuasive with this audience
   d. all of the above
32. Which organizational pattern is being used for a speech with the following main points?
   I. Landfills can no longer be depended upon to handle most of our garbage.
   II. Recycling can handle much of our garbage.
   a. Motivated Sequence
   b. Comparative Advantages
   c. Criteria-Satisfaction
   d. Problem-Solution
   e. Cause-Effect

33. Which of the following statements is an example of an effective speech TRANSITION?
   a. "Now, let's look at the causes of global warming."
   b. "First, let's take a look at what is causing the earth to heat up."
   c. "Now that you are aware of the causes of global warming, let's take a look at some of the effects that global warming has had on our society."
   d. "So that is a brief look at the causes of global warming."

34. Which organizational pattern is being used for an informative speech with the following main points?:

   A hurricane is made up of three parts going from inside to outside.
   I. At the center of the hurricane is the calm, cloud-free eye.
   II. Surrounding the eye is the eyewall, a dense ring of clouds that produces the most intense wind and rainfall.
   III. Rotating around the eyewall are large bands of clouds and precipitation called spiral rain bands.
   a. chronological
   b. spatial
   c. problem-solution
   d. topical
   e. cause-effect.

35. Which of the following sentences avoids sexism in language?
   a. "Sarah Palin, woman governor of Alaska, is the running mate of Presidential hopeful, John McCain."
   b. "To take immediate action, write to your local congressperson."
   c. "Today, I will be commemorating the bravery of the firemen who risked their lives in the attacks on 9/11."
   d. "Policemen were on the scene to investigate."
   e. "How many of you guys intend on voting in the next Presidential election?"
36. All of the following are guidelines you should follow in order to make an effective PowerPoint presentation EXCEPT:
   a. Use high-contrast colors when selecting background and font colors
   b. Sans serif fonts should be used for greater legibility
   c. Bullet points and full-sentences should be used as much as possible throughout the presentation.
   d. Blank slides should be used to bring the audience's attention back to the speaker.
   e. Generally, font sizes should not be any smaller the 28 point for text, and 36 point for titles.

37. As a general rule for creating PowerPoint slides:
   a. you should attempt to put as much of the text of your speech on each slide as possible in case you forget what you intend to say.
   b. you should try to maximize the number of graphics, sound clips, and media files that you use on each slide in a presentation.
   c. you should minimize verbiage by using key words and phrases rather than full sentences to present key ideas.
   d. you should use YouTube videos as much as possible to maintain the audience's attention and take up time in the presentation.

38. When you practice a speech:
   a. you should concentrate on delivery, not on content or organization.
   b. you should read from your outline.
   c. you should mull over the ideas in your head.
   d. you should rehearse out loud to clarify thought.

39. Ordinarily, the best notes to use when delivering your speech is:
   a. the speech outline you developed in preparation.
   b. complete sentence statements written in small letters so as to fit as much material on your note cards as possible.
   c. the speech itself written word-for-word in large letters on note cards.
   d. key words or phrases written in large letters that help trigger your thought.

40. Which of the following is true about nonverbal messages?
   a. nonverbal messages are more infrequent than verbal messages.
   b. nonverbal messages tend to be more trusted than verbal messages.
   c. nonverbal messages are more important than verbal messages.
   d. Over 90 percent of our daily communication is consists of nonverbal messages.

41. Studies show that when people are talking:
   a. the one doing the talking is likely to have greater eye contact.
   b. the one doing the listening is likely to have greater eye contact.
   c. both the talker and the listener have about the same amount of eye contact.
   d. there is not consistent data regarding the amount of eye contact displayed by either the speaker or the listener.
42. Cognitive dissonance is defined as:
   a. a mental state of imbalance that may prompt a person to change when new
      information conflicts with prior attitudes.
   b. a mental state of unrest rising from the need to persuade every single member of
      the audience.
   c. the tendency of a speaker to be overly rational and logical which may make the
      audience feel discomfort.
   d. all of the above

43. When a listener's behavior conflicts with the attitude he/she holds (for example: Denise
    smokes even though she knows smoking is bad for her), what can he/she do to reduce the
    discomfort caused by the discrepancy in attitude and behavior?
   a. The person can change his/her attitude to be consistent with the behavior.
   b. The person can change his/her behavior to be consistent with the attitude.
   c. Nothing can be done to reduce the inconsistency between attitude and behavior – it
      is a fact of life.
   d. Both A and B.

Student Learning Outcome #4, 5, 6, 8, 9, and 10 will be assessed through instructor evaluations of
student performance on speech presentations because these outcomes address student
development of specific skills related to public speaking.

The Informative Speech Presentation in Speech 151 is a culmination of many skills that the student
learns throughout the semester, including but not limited to, the ability to: select an appropriate
topic, research and gather information, use an appropriate organizational format, choose strong
supporting material, use a visual aid effectively, use language appropriately, demonstrate
confidence in both physical and vocal delivery, adapt to specific audiences, and to listen critically
and provide constructive feedback to other public speakers. Since the Informative Speech is a
mandatory speech that all Speech 151 instructors must incorporate into their curriculum at
Honolulu Community College, and because each instructor will use their own instrument for
assessing student achievement of the learning outcomes, it is necessary to establish consistency in
evaluation across instructors teaching this course. To that end, each instructor will randomly select
at least two students from a fellow instructor's class to evaluate using his/her own evaluation
instrument. At the end of the class session, both instructors will meet to compare the results of
their independent evaluations. To complete this process, the Speech department will meet to
compare the results overall and to make adjustments and improvements where needed. A rubric
will be collectively developed to evaluate student speeches in three basic areas: (1) Content and
Organization, (2) Delivery, and (3) Topic Choice. Since this is a relatively labor intensive process,
this assessment endeavor will occur once every three years.

Initiated by: [Signature]
Date: 2-15-2011

Accepted by: [Signature]
Date: 2/16/2011