SPCH 207A SPEECH AND PRESENTATIONS FOR SCIENCE UNDERGRADUATES

3 credits, 14 weeks, 42 hours

SPEECH 207 offers both theoretical and practical study of oral communication skills for the scientific and technical workplace. Students will prepare and deliver a variety of speeches, including informative, persuasive, and research speeches, and critique their own presentations and those of other students and professionals. They will also participate in interviews, group presentations, and class discussion. Throughout the term, they will develop skills in listening, organizational ability, and critical thinking, and also make effective use of communications technology and visual aids to enhance their presentations.

Prerequisites: WRI 103

Instructor

Jane Jacques
S211-D
780-791-5095
e-mail.address@keyano.ca

Office Hours

Tuesday 10-10:50
2-2:50
Wednesday 3-3:50
Thursday 1-1:50
Friday 1-1:50

Hours of Instruction

Monday 1-2:50
Friday 2-2:50

Required Resources


Course Outcomes

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

• Adapt speeches and presentations to different audiences and genres, with an environmental emphasis.
• Develop a proposal, review scientific literature and participate in a group presentation to demonstrate an understanding of environmental research.
• Plan, draft, practice and present informative and persuasive speeches
• Demonstrate professional, ethical conduct in interview simulations
• Apply guidelines to critique student and professional presentations in order to facilitate continuous improvement and to increase analytical and critical skills.
Evaluation

SPEECHES:
- Introductory
- Process analysis 10%
- Advocacy 10%
- Scientific explanation: lay audience 10%
- Scientific explanation: specialists 10%
- Interview 10%
- Research project presentation 20%

CRITIQUES
- Self-evaluations 5%
- Assessments of student work 5%
- Assessments of speakers & lecturer 10%

QUIZZES
- Quizzes on assigned readings 10%

100%

A grade of C- is required for progression or transfer.
Grading System

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Alpha Grade</th>
<th>4.0 Scale</th>
<th>Percent</th>
<th>Rubric for Letter Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A+</td>
<td>4.0</td>
<td>&gt; 92.9</td>
<td>Work shows in-depth and critical analysis, well developed ideas, creativity, excellent</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>4.0</td>
<td>85 – 92.9</td>
<td>writing, clarity and proper format.</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
<td>80 – 84.9</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>B+</td>
<td>3.3</td>
<td>77 – 79.9</td>
<td>Work is generally of high quality, well developed, well written, has clarity, and uses</td>
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<tr>
<td></td>
<td>B</td>
<td>3.0</td>
<td>74 – 76.9</td>
<td>proper format.</td>
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<tr>
<td></td>
<td>B-</td>
<td>2.7</td>
<td>70 – 73.9</td>
<td></td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>2.3</td>
<td>67 – 69.9</td>
<td>Work has some developed ideas but needs more attention to clarity, style and formatting.</td>
</tr>
<tr>
<td>Progression</td>
<td>C</td>
<td>2.0</td>
<td>64 – 66.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>1.7</td>
<td>60 – 63.9</td>
<td></td>
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<tr>
<td>Poor</td>
<td>D+</td>
<td>1.3</td>
<td>55 – 59.9</td>
<td>Work is completed in a general way with minimal support, or is poorly written or did</td>
</tr>
<tr>
<td>Minimum Pass</td>
<td>D</td>
<td>1.0</td>
<td>50 – 54.9</td>
<td>not use proper format.</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>0.0</td>
<td>&lt; 50</td>
<td>Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.</td>
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</tbody>
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Proposed Schedule of Topics

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 5-9</td>
<td>Introduction to course</td>
<td></td>
<td>Introductory speech</td>
<td></td>
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<tr>
<td>January 12-16</td>
<td>Audience and ethics in public speaking; how to write a critique</td>
<td>Chapters 1 to 3: pages 1-45</td>
<td>Process analysis speech assigned</td>
<td>Guest speaker QUIZ 1: Chapter 3</td>
</tr>
<tr>
<td>January 19-23</td>
<td>Listening skills</td>
<td>Chapter 4: pages 46-56</td>
<td>Process analysis speech given</td>
<td>Quiz 2: Chapter 4</td>
</tr>
<tr>
<td>January 26-30</td>
<td>Developing ideas</td>
<td>Chapter 8: pages 124-133</td>
<td>Process analysis critiques due</td>
<td>Quiz 3: Chapter 8</td>
</tr>
<tr>
<td>February 2-6</td>
<td>Introducing and concluding a speech</td>
<td>Chapters 15 &amp; 16 pages 225-237</td>
<td>Scientific explanation speech assigned</td>
<td>Guest speaker QUIZ 4: Chapters 15 &amp; 16</td>
</tr>
<tr>
<td>February 9-13</td>
<td>Scientific explanation speeches</td>
<td>Chapter 13: pages 194-201</td>
<td>Scientific explanation speeches given (expert audience) Guest speaker critique due</td>
<td>Quiz 5: Chapter 13</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Pages/Chapters</td>
<td>Assignment/Quiz Details</td>
<td>Status</td>
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<tr>
<td>February 16</td>
<td>FAMILY DAY</td>
<td></td>
<td></td>
<td>CLOSED</td>
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<tr>
<td>February 20</td>
<td>Delivering a speech</td>
<td>Chapters 18-20: pages 257-278</td>
<td>Advocacy speech assigned</td>
<td>QUIZ 6: Chapter 18</td>
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<tr>
<td>February 23-28</td>
<td>READING WEEK</td>
<td></td>
<td>Scientific explanation critiques due</td>
<td>NO CLASSES</td>
</tr>
<tr>
<td>March 2-6</td>
<td>Scientific explanation speech (lay audience)</td>
<td></td>
<td>Scientific explanation speeches shown (lay audience)</td>
<td></td>
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<tr>
<td>March 9-13</td>
<td>Advocacy speeches</td>
<td>Chapters 9 &amp; 10: pages 134-165</td>
<td>Advocacy speeches given</td>
<td>QUIZ 7: Chapters 9 &amp;10</td>
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<tr>
<td>March 16-20</td>
<td>Principles of persuasive speaking</td>
<td>Chapter 25: pages 350-364</td>
<td>Advocacy critiques due</td>
<td>Guest speaker QUIZ 8: Chapter 25</td>
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<tr>
<td>March 23-27</td>
<td>Interviews and interviewing</td>
<td>Chapter 26: pages 365-378</td>
<td>Interview presentation given</td>
<td>QUIZ 9: Chapter 26</td>
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<td>March 30</td>
<td></td>
<td></td>
<td>Interview presentation given</td>
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<tr>
<td>April 3</td>
<td>GOOD FRIDAY</td>
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<td></td>
<td>CLOSED</td>
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<tr>
<td>April 6</td>
<td>EASTER MONDAY</td>
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<td></td>
<td>NO CLASSES</td>
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<tr>
<td>April 10-13</td>
<td>Presentations</td>
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<td>Group presentations given</td>
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<td>April 17</td>
<td>FINAL CLASS</td>
<td></td>
<td>Keyano Lecture Series critique due</td>
<td>QUIZ 10: REVIEW</td>
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**Please Note:**
Date and time allotted to each topic is subject to change. It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College Credit Calendar.

**Performance Requirements**

Presentations and speeches will be assessed on content, clarity, organization, speaking skills, and effective use of technology and other visual aids. Students will also offer feedback to others and engage in self-evaluation after each speech or presentation. Rubrics for instructor, student, and self-assessment will be distributed with each assignment.

Students will be evaluated on the following speeches:
1. Introductory speech: Describe your interest in science
2. Process analysis speech: Explain how to perform a technical or scientific task
3. Advocacy speech: Persuade or motivate listeners to act on an issue of environmental importance
4. Scientific explanation speeches: Explain a scientific process or principle for an expert audience and again for a lay audience
5. Interview presentation: Develop and present your resume and job skills and respond extemporaneously to interview questions
6. Research project group presentation: In small groups, develop and carry out a research project on an environmental issue and then present your findings in an interactive group presentation

Throughout the course, guest speakers from scientific and technical professions will visit the class, explaining how they use speaking and presentation skills in the context of their work. These presentations will provide models of professional presentation style, and students will discuss and critique the speeches.

Students will also be required to attend at least one evening presentation of the Keyano Lecture Series (or an equivalent lecture or speech for a public audience) and submit a written critique of the presentation.

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a student's learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and/or notes that may be due.

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment

Penalties for academic offences range from a verbal reprimand to dismissal from the College, and in certain circumstances may involve legal action.

Specialized Supports

Counselling and Disability Services

Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career and academic counselling.

SKILL Centre
The SKILL Centre is a learning space in the Clearwater Campus at Keyano College where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff.

The SKILL Centre, through a variety of delivery methods, provides assistance in skill development to Keyano students. Assistance is provided by instructors, staff and student tutors. Individuals wishing to improve their mathematics, writing, grammar, study, or other skills, can take advantage of this unique service.
Authorization
This course outline has been reviewed and approved by the Program Chair.

Jane Jacques, Instructor

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Louis Dingley, Chair  Date Authorized

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Guy Harmer, Dean  Date Authorized

Signed copies to be delivered to:
Instructor
Registrar’s Office