



COURSE OUTLINE

CMN 111
Course Number

Speech: Human Communication
Course Title

3
Credits

3
Lecture Hours

Catalog description:

Exploration of the fundamental elements, characteristics, and processes of communication, including communicating in a multicultural society, interpersonal, intrapersonal, as well as small group of contexts. Oral presentation experiences are heavily integrated throughout the course with a focus on public speaking design and delivery.

Prerequisites:

Eligibility for placement in ENG 101

Co-requisites:

N/A

Required texts/other materials:

Communication Works- W/CD, 9th Edition, New York: McGraw-Hill

Latest Review: 2007

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Course goals:

The following student outcomes represent the expectations for students taking a basic communication course, as described by the National Communication Association. (Quianthy, 1990 and Jones, 1966). **CMN 111 Speech: Human Communication** students need basic communication skills, specific speaking and listening skills, interpersonal and group communication skills, communication codes, and listening competencies that will help them succeed in future courses and on the job. Students taking this course will be able to:

1. Understand effective human communication techniques and processes.
2. Develop and practice human communication skills, including skills in verbal, nonverbal, listening, critical thinking, small group and public speaking.
3. Analyze and assess effective human communication.

Units of study in detail

Unit One: Basic Communication Skills

- Recognize when it is appropriate to communicate.
- Select the most appropriate and effective media for communicating.
- Determine the purpose of oral discourse.
- State ideas clearly.
- Communicate ethically.
- Accept responsibility for his/her communication behavior.
- Structure a message for effectiveness with in introduction, main points, useful transitions, and a conclusion.
- Accomplish communication goals.
- Employ vocal variety in rate, pitch and intensity.
- Articulate clearly.
- Employ language appropriate to the designated audience.
- Recognize the needs and concerns of a culturally diverse society.
- Recognize and explain the consequences of ethnocentrism, stereotypes, prejudice and bigotry.
- Demonstrate nonverbal behavior that supports the verbal message.
- Demonstrate appropriate interpersonal skills for various contexts.
- Display self-awareness as a communicator.

Unit Two: Speech Communication Skills

- Choose and narrow a topic.
- Adapt to changes in audience characteristics.
- Demonstrate credibility.
- Identify facts, issues and problems relevant to the topic.
- Support arguments with relevant and adequate evidence.
- Develop messages that influence attitudes, behaviors, and actions.
- Describe or express feelings to others when appropriate.

Unit Three: Interpersonal and Group Communication Skills

- Recognize when another does not understand their message.
- Identify and manage misunderstandings.
- Recognize when it is appropriate to speak.
- Feel and convey empathy towards others.
- Manage conflict.

(cont'd)

- Maintain conversations by taking turns, managing interaction, reciprocal conversation, and self-disclosure.
- Allow others to express different views.
- Effectively assert his/her views.
- Ask questions effectively.
- Listen attentively to questions and comments from other communicators.
- Answer questions concisely and to the point or issue.
- Be open-minded about another's point of view.
- Work collaboratively as a team member.
- Keep group discussions relevant and focused.

Unit Four: Communication Codes

- Use pronunciation, grammar, and articulation appropriate to the designated audience.
- Use appropriate vocal behaviors for the message and the audience.

Unit Five: Listening Competencies

- Display literal listening competencies.
 - Recognize main ideas.
 - Identify supporting details.
 - Recognize explicit relationships among ideas.
 - Recall basic ideas and details.
 - Attend with an open mind.
- Display critical comprehension competencies.
 - Attend with an open mind.
 - Perceive the speaker's purpose and organization of ideas and information.
 - Discriminate between statements of fact and statements of opinion.
 - Distinguish between emotional and logical arguments.
 - Detect bias and prejudice.
 - Recognize the speaker's attitude.
 - Synthesize and evaluate by drawing logical inferences and conclusions.
 - Recall implications and arguments.
 - Recognize discrepancies between the speaker's verbal and nonverbal messages.
 - Employ active listening techniques when appropriate.

REFERENCES

Jones, E.A. (1994). *Essential Skills in writing, speech and listening, and critical thinking for college graduates: Perspectives of faculty, employers, and policymakers*. University Park, PA: National Center for Postsecondary Teaching, Learning, and Assessment.

Jones, E.A. (Ed.) (1996). *New directions for higher education: Vol. 96, Preparing competent college graduates: Setting new and higher expectations for student learning*. San Francisco: Jossey-Bass.

Quianthy, R.L. (1990). *Communication is life: Essential college sophomore speaking and listening competencies*. Annandale, VA: National Communication Association.

Course-specific General Education goals and objectives

- Students will communicate effectively in both speech and writing.
- Students will use critical thinking and problem solving skills in analyzing information gathered through different media and from a variety of sources.
- Students will recognize, analyze and assess ethical issues and situations.
- Students will analyze the implications of commonalities and differences among culturally diverse peoples.

Evaluation of student learning:

The student grade will be based on:

1. The instructor's evaluation of each student speech, reported to the student via a printed form at the end of each round of speeches. Students shall complete a minimum of three of the following types of speeches: introductory, personal experience, informative, and persuasive.
2. Individual peer or peer-group evaluation of each student speech.
3. The instructor's evaluation of written work such as tests (textbook material), journals, speech outline and notes, interview questions, and student self-evaluation.
4. The instructor's evaluation of in-class activities, including introductions, impromptu speeches, dramatic readings, role-playing exercises, interviews, and class discussions.

Academic Integrity Statement:

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual's work as one's own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student handbook and is found on the college website.

(http://www.mccc.edu/admissions_policies_integrity.shtml).

Any student in this class who has special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. If you believe you are eligible for services, please contact Arlene Stinson, the Director of Academic Support Services. Ms. Stinson's office is LB 221, and she can be reached at (609) 570-3525.