

## COURSE OUTLINE

### **Speech 160 (C-ID Number: COMM 160B) Forensics Competition (C-ID Title: Forensics (Speech & Debate))**

#### **Catalog Statement**

SPCH 160 teaches students to participate in competitive Speech and Debate activities and events which are commonly referred to as Forensics. Students learn the strategies, techniques and skills needed to prepare and deliver presentations before various audiences. Activities range from debate to public speaking to oral interpretation of literature. Students who repeat this course master communication skills through further instruction and practice. Regular participation in tournament, campus and community presentations is required.

Total Lecture Units: 3.0

Total Laboratory Units: 0.0

**Total Course Units: 3.0**

Total Lecture Hours: 48.0

Total Laboratory Hours: 0.0

Total Laboratory Hours To Be Arranged: 0.0

**Total Faculty Contact Hours: 48.0**

Recommended Preparation: Eligibility for ENGL 120 or ESL 151

Note: Students can repeat this competition course three times (four total enrollments). If a student has taken SPEECH 190, 191, 192 or 193 prior to Spring 2017, such classes will count towards the four total enrollment limit.

#### **Course Entry Expectations**

Prior to enrolling in the course, the student should be able to:

- follow verbal instructions;
- present information using oral communication skills;
- gather information through library research;
- summarize, analyze and synthesize information, express and apply standards for judgment, compare and contrast, and evaluate evidence in order to form and state reasoned opinions;
- select topics for speeches;
- read and select various genres of literature;
- participate in a collaborative learning environment;
- analyze short essays to identify thesis, topic development and concluding sentences, as well as traditional expressions used to increase coherence;

- evaluate compositions for unity, and sufficiency of development, and coherence, as well as variety of sentence structure;
- organize and write a thesis-driven, organized essay which is at least three paragraphs in length (Paragraphs should have a topic sentence and at least five additional sentences which further develop that topic sentence with explanations or examples. These sentences must be in logical order and be connected by transitional expressions, where appropriate. Paragraphs must be tied together by appropriate transitions or other devices which provide cohesion.);
- use in their essays a variety of sentence types with minimal errors in such basics of the sentence as subject-verb agreement, subordination, and complementation.

### **Course Exit Standards**

Upon successful completion of the required coursework, the student will be able to:

- deliver a speech with effective nonverbal communication, managing signs of visible nervousness;
- identify different speech types with attention to purpose, structural components and organizational strategies;
- write an outline or debate case on a socially significant topic that includes a clear message, purposeful organization, credible evidence, critical analysis, and other structural components;
- specialize in at least one of the following four areas: a. Debate b. Platform Speaking c. Oral Interpretation d. Limited Preparation Speaking;
- analyze and courteously critique speeches with attention to purpose, structural components and organizational strategies;
- demonstrate mastery of speaking skills in competitive and/or community contexts.

### **Course Content**

**Total Faculty Contact Hours = 48.0**

#### **Overview of Forensics Competition (6 hours)**

Etiquette, standards and norms of speech competitions and tournaments  
Types of public speaking events  
Rules and norms of platform, oral interpretation, and debate events  
Selection of significant topics  
Judging criteria

#### **Types of Delivery (3 hours)**

Memorized  
Impromptu  
Extemporaneous

#### **Public Speaking Anxiety (9 hours)**

Understanding the elements of public speaking anxiety  
Identify the major strategies and techniques used to lessen anxiety  
Harnessing constructive criticism

#### **The Interpretive Strand (9 hours)**

Oral interpretation  
Selection of materials per event rules

Creating an original program  
Effective use of voice  
Effective use of gesture, posture and movement

Literature interpretation

Prose

Poetry

Drama

Blending prose, poetry and drama

**The Platform Strand (9 hours)**

Speech organization and preparation

Effective delivery

Fluid speech

Effective modulation and rate control

Effective gestures and facial expressions

Effective posture

Research and analyze issues of political, social and economic importance

Elements of an extemporaneous presentation

Elements of a speech to entertain

Elements of a persuasive presentation

Alan Monroe's Motivated Sequence model

**The Debate Strand (12 hours)**

Case construction and formal debates

Policy debate format

Value debate format

Lincoln Douglas format

Oxford (team) format

Parliamentary Procedure format

Analyze issues of political, social and economic importance

Effective cross-examination skills

Preparation, in advance, of question trees

Crafting of impromptu questions

Crafting effective responses

Effective retrieval of data in a timed debate

Persuasion skills

Rebuttal skills

Refutation skills

Closing argument skills

### **Methods of Instruction**

The following methods of instruction may be used in this course:

- classroom lecture and discussion;
- collaborative group learning;
- educational technologies (e.g. word processing, Internet, and electronic presentation);
- audio/visual activities (e.g. listening/watching and analyzing political debates).

## **Out of Class Assignments**

The following out of class assignments may be used in this course:

- speech and/or debate preparation and practice;
- performance of a speech and/or debate at a public event (e.g. tournament or campus showcase);
- research assignments (e.g. Should a wall be built between Canada and the United States and Mexico and the United States to attempt to keep out all suspected terrorists entering the US illegally?);
- reading assignments from textbooks and/or journal articles;
- journaling (e.g. Since joining the Forensics team, what has been the most beneficial aspect of this experience?).

## **Methods of Evaluation**

The following methods of evaluation may be used in this course:

- discussions and active participation in group activities;
- quizzes;
- performance of a speech and/or debate at a public event (e.g. tournament or campus showcase);
- comprehensive final exam.

## **Textbooks**

Richards, Edward. *Competitive Debate, The Official Guide*. 1<sup>st</sup> ed. Orlando: Alpha P, 2008. Print. \*

11<sup>th</sup> Grade Reading Level ISBN: 9781592576937

Jaffe, Clella. *Performing Literary Texts: Concepts and Skills*. 1<sup>st</sup> ed.

New York: Wadsworth, 2005. Print. \*

12th Grade Textbook Reading Level. ISBN-13: 978-0534620011

Gura, Timothy and Charlotte Lee. *Oral Interpretation*. 12<sup>th</sup> ed. New York: Routledge, 2009. Print. \*

12th Grade Textbook Reading Level. ISBN-13: 978-0205582860

Smelko, William and Rebecca Jordan. *Introduction to Policy Debate*.

Cambridge: Planet Debate, 2015. Digital file.

<http://www.planetdebate.com/textbooks/view/8>.

11th Grade Textbook Reading Level.

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\* *While out of date, these specific editions of the books listed above are commonly considered to be a seminal text.*

## **Student Learning Outcomes**

Upon successful completion of the required coursework, the student will be able to:

- research and employ evidence so as to logically construct and confidently deliver a speech appropriate for an occasion;
- model effective public speaking practices in personal and professional settings;
- communicate with diverse audiences in multiple contexts to meet the goals of the intended communication.