

# Speech 11 – Basic Communication Skills and Practice

## Department of Communications & Performing Arts

**Class Meetings:** 3 hours/3 credits

**Required Textbook:** Greenberg, Cindy (2020). *Communication Basics: Principles and Practice* (2<sup>nd</sup> ed.). Dubuque, Iowa: Kendall Hunt Publishing Company.  
ISBN: 978-1-7924- 1287-5.

### **Course Description:**

An introductory course in listening and speaking including the basics of human communication, verbal and nonverbal communication, and elements of listening with an emphasis on critical listening. Students will develop and deliver several presentations as well as evaluate the presentations of their peers. Not open to students at ENG 1200 or higher. Flexible Core: Creative Expression (Group C.)

### **Topical Course Outline**

1. Demonstrate understanding and appreciation of communication
  - a. Identify the components of communication
  - b. Distinguish among types of communication
  - c. Understand the Transaction model of communication
  - d. Realize the impact of culture on communication
  - e. Understand a definition of communication
  - f. Employ how to be an effective communicator
  - g. Comprehend why we communicate
2. Demonstrate understanding and appreciation of nonverbal and verbal communication
  - a. Define language
  - b. Identify the basic principles of language
  - c. Understand how theorists describe language and meaning
  - d. Employ effective language
  - e. Distinguish between verbal and nonverbal communication
  - f. Understand the nature of nonverbal communication
  - g. Define the characteristics of nonverbal communication
  - h. Identify the functions of nonverbal communication
  - i. Distinguish among the types of nonverbal communication
  - j. Understand the impact of nonverbal communication on relationships
  - k. Become a better communicator nonverbally
3. Demonstrate understanding and appreciation of listening
  - a. Define hearing

- b. Define listening
  - c. Define deafness
  - d. Understand the basic auditory system
  - e. Identify the parts of the listening process
  - f. Employ ways to improve your listening skills
  - g. Distinguish among the types of listening
  - h. Understand how to put communication theory into practice
4. Demonstrate understanding and appreciation of critical listening
    - a. Define critical listening
    - b. Identify reasons for critical listening
    - c. Employ persuasion and you : Monroe's Motivated Sequence
    - d. Distinguish between critical listening and critical thinking
    - e. Understand critical listening : the first 'C' – comprehension
    - f. Understand critical listening : the second 'C' – consider
    - g. Understand critical listening: the third 'C' – conclude
    - h. Employ communication basics : how to be a critical listener and use C-A-T
  5. Demonstrate speaking skills
    - a. Effectively engage audience and inform audience through verbal and nonverbal communication
    - b. Conduct research via internet-based applications on authentic/controversial topic
    - c. Analyze information and sources for accuracy and verifiability
    - d. Formulate and organize oral arguments into cohesive whole, inclusive of transitional devices and thematic unity
    - e. Provide multi-sourced supports and examples with citations
    - f. Effectively engage audience and employ rhetorical devices to persuade audience
    - g. Employ nonverbal cues to engage and persuade audience
  6. Demonstrate listening and critical listening skills
    - a. Listen for comprehension of main idea and details
    - b. Listen while coping with obstacles
    - c. Listen for speaker bias
    - d. Listen for organization
    - e. Listen critically for validity of facts, reasoning and persuasive arguments

**Course Assignments:**

1. Development and delivery of three creative presentations to engage and inform audience, inclusive of verbal and nonverbal cues in creative self-expression
2. Development and delivery of one formal persuasive presentation with researched and evidential supported outline
3. Written outline for persuasive presentation, inclusive of references
4. Nonverbal Observation assignment: Observation and analysis of the use of nonverbal cues in social interactions with relative/friend and the effectiveness of those cues.

5. Analyze variant dialogues for verbal cues, inclusive of dialect, word choice, register, grammatical usage, and employment of impediments to effective verbal communication. Dialogues sourced from textbook, audio CDs, DVDs internet-based authentic interviews, newscasts, debates, speeches, and/or (role) plays

**Course Requirements:**

1. Assignments /homework
2. Presentations,
3. Examinations
4. Class participation
5. Attendance

**Class Grading:** TBD

**CUNY Common Core Objectives/ Group C – Creative Expressions:**

1. Gather, interpret, and assess information from a variety of sources and points of view.  
[Objective met through gathering, analyzing and interpreting information from their textbook and multimedia sources including newscasts and internet-based interviews, debates and speeches as well as research materials including newspapers, magazines, professional journals and government websites/databases]
2. Evaluate evidence and arguments critically or analytically.  
[Objective met through listening and analyzing student presentations as peer evaluations. One presentation includes analysis of multisource materials and evidential supports. Additionally, critical listening exercises focus on recognizing and evaluating bias/purpose in communication]
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.  
[Objective met through an oral persuasive presentation which includes both written organizational outline and use of researched and cited evidential supports and examples. Additionally, written textbook exercises focus on using evidence and support in oral arguments]
4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression.  
[Objective met through presentations and textbook exercises that focus on creative development/expression as a means to engage and inform the audience.]
5. Articulate how meaning is created in the arts and how experience is interpreted and conveyed.  
[Objective met through student practice of both verbal and nonverbal cues to create meaning in presentations and textbook exercises.]
6. Demonstrate knowledge of the skills involved in the creative process.  
[Objective met through creative presentations to engage and inform the audience, inclusive of verbal and nonverbal cues in creative self-expressions. Additionally, textbook exercises provide opportunities for demonstration of the knowledge of the skills involved in the creative process.
7. Use appropriate technologies to conduct research and to communicate.  
[Objective met through research for presentation(s) via Internet based applications as well as online searches utilizing CUNY databases.]