

LSCM 2330-01 ORAL COMMUNICATION

NOBTS/South Florida Campus

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Mondays: 6 pm – 8 pm

Course Description

The course is designed to introduce students to the form of non-mediated communication known as public address. The basic elements of public speaking and oral communication will be examined and students will demonstrate said elements by learning communications skills and exhibiting proficiency by writing and delivering assigned presentations.

Course Textbook:

Kent, Carol. **Speak Up with Confidence**. Colorado Springs, Colorado: Nav Press, 1997.

Student Objectives

Students will:

1. Identify definitions and basic elements of interpersonal communication and public address.
2. Cultivate skills in the development and writing of public speeches.
3. Demonstrate understanding of speaker/audience relationship by memorizing, diagramming:
 - a. Shannon/Weaver model
 - b. One-way model
 - c. Interactive model
 - d. Transactional model
4. Learn the muscular and skeletal structure of the vocal mechanism.
5. Acquire understanding of the hindrances to oral communication and public speaking.
6. Discover ways to enhance communications skills
7. Learn the means to care for the vocal mechanism
8. Memorize the non-verbal communication aspects of communication

Course Evaluation

1. The students will be evaluated by written exams.
2. The second student objective will be evaluated by giving:
 - a. Prepared testimony of 3-5 minutes with the notes on index cards
 - b. Prepared speech of a “HOW-TO nature” for 3-5 minutes/notes note-cards.
 - c. Prepared speech of “My Favorite Birthday” for 3-5 minutes/notes note-cards.
 - d. Prepared introduction of a fellow class member (instructions given in class)
3. All students will be observed for form, style, content, clarity, and poise.

4. Selected speeches and oral presentations of famous persons will be presented for observation of style and abilities.
5. This course is a three credit hour course. As part of complying with ATS accreditation standards, each student will present one additional assignment per week reflecting having invested one hour of course study outside of the traditional classroom setting. Assignments will range from the study of written sermons by great evangelical preachers to the writing and delivery of sermons by students as well.

Grading: the student's grade will be determined by the following:

1. Class participation----- 15%
2. Delivered presentations---- 25%
3. Sectional exams----- 30%
4. Final exam----- 30%

Absences and make-up work

Students are allowed a maximum of nine absences during the course. The student will receive an automatic "F" for the course when the tenth absence has occurred, in accordance with seminary policy. The student may appeal this decision to the Dean of College of Undergraduate Studies, provided that all of the absences are for emergencies.

Make up exams are expected within one week of the scheduled exam that was missed.

Course Outline

1. Introduction to the field of communications
2. Examination and study of the human anatomy as it relates to the vocal mechanism, its function and enhancement of communication
3. Vocal Care and misuse
4. Communication skills, to include non-verbal skills
5. Composing speeches, testimonies and introductions
6. Student presentations/evaluations/observations
7. Preparing for job interviews

Course Schedule

Important Class Assignments and Due Dates:

January 27	First Class Begins & Chapter 1
February 3	Chapter 2
February 10	Chapter 3
February 17	Chapter 4
February 24	Chapter 5
March 3	Chapter 6
March 10	Chapter 7 & Midterm Exam Review
March 17	Midterm Exam
March 24-28	Spring Break (No Class)
March 31	Chapter 8
April 7	Chapter 9

April 14	Chapter 10
April 21	Chapter 11
April 28	Chapter 12
May 5	Chapter 13 & Final Exam Review
May 12	Final Exam

Selected Bibliography

Cooper, Pamela & Morreale, Sherwyn (2003) *Creating Competent Communicators: Activities for Teaching Speaking, Listening, and Media Literacy in Grades K - 6*. Scottsdale, AZ: Holcomb Hathaway Publishers.

Cooper, Pamela & Morreale, Sherwyn (2003) *Creating Competent Communicators: Activities for Teaching Speaking, Listening, and Media Literacy in Grades 7 - 12*.

Hamilton, Martha and Mitch Weiss. (2005) *Children Tell Stories: Teaching and Using Storytelling in the Classroom*, 2nd Ed. Katonah, NY: Richard C. Owen Publishers, Inc.

Horwitz, Betty. (2002) *Communication Apprehension: Origins and Management* . (2002). Singular Publishing Group, Thomson Learning, P.O. Box 6904, Florence, KY 41022.

Miyata, Cathy. (2004) *Speaking Rules! Games and activities for creating effective speakers, presenters and storytellers*. Curriculum Corporation ISBN 1863667636

Nelson, Keith E., Ayhan Aksu-Koc, & Carolyn E. Johnson, Eds. 2001. *Children's Language (Vol. 10): Developing Narrative and Discourse Competence*. Lawrence Erlbaum Associates, Inc., 10 Industrial Ave., Mahwah, NJ 07430.

Ryokai, K, C. Vaucelle and J. Cassell. Virtual peers as partners in storytelling and literacy learning. *Journal of Computer Assisted Learning*, Volume 19, Number 2, June 2003, pp. 195-208(14)

Smith, Patricia G. Ed. 2001. Talking Classrooms: Shaping Children's Learning Through Oral Language Instruction. Newark, DE: International Reading Association.
Staab, Claire. 1992. Oral Language for Today's Classroom. Markham, Ontario: Pippin.
ISBN: 0-88751-046-9

Trostle-Brand, Susan and Jeanne M. Donato. 2001 Storytelling in Emergent Literacy: Fostering Multiple Intelligences. Albany, NY: Delmar Thomson Learning