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| **Course Title**: Speech Workshop |
| **Course Code**: ENG310-2 |
| **Program**: Bachelor of Arts in English |
| **Department**: Department of English |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 1 |
| **Last Revision Date**: **13 November 2024** |

**Table of Contents**

[**A. General information about the course:** 3](#_Toc182550619)

[**B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods** 4](#_Toc182550620)

[**C. Course Content** 7](#_Toc182550621)

[**D. Students Assessment Activities** 8](#_Toc182550622)

[**E. Learning Resources and Facilities** 10](#_Toc182550623)

[**F. Assessment of Course Quality** 11](#_Toc182550624)

[**G. Specification Approval** 12](#_Toc182550625)

# **A. General information about the course:**

**1. Course Identification**

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| --- | --- | --- | --- | --- | --- | --- |
| 1. Credit hours: (2) | | | | | | |
|  | | | | | | |
| 2. Course type | | | | | | |
| A. | University | College | Department | | Track | Others |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Semester 5 - Year 3) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG310-2 Speech Workshop is an expertly designed course that delves into the world of speech crafting, delivery, and debating. Emphasizing both the theoretical and practical aspects of speechmaking, the course provides students with the knowledge and tools to create effective and engaging presentations. Key components of the curriculum include understanding various speech delivery methods, techniques to captivate an audience, structuring information cohesively, and mastering the rules of debate. By integrating these elements, ENG310-2 Speech Workshop not only educates but empowers students to become proficient and confident speakers, capable of conveying ideas and arguments with eloquence and persuasion. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| N/A | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The main objective of ENG310-2 Speech Workshop is to equip students with the skills and knowledge necessary to excel in the multifaceted art of public speaking and debating. This goal is achieved through a methodical study of the principles, techniques, and concepts related to speech delivery and presentation design. Emphasizing hands-on practice, the course guides students in planning and giving engaging presentations, encourages them to debate following established rules, and aids them in crafting speeches that resonate with various audiences. By the end of the course, students are expected to exhibit enhanced speaking abilities and present with a newfound level of confidence and mastery that extends beyond the classroom. | | | | | | |

**2. Teaching mode** (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom | 30 | 100% |
| 2 | E-learning | - | - |
| 3 | Hybrid   * Traditional classroom * E-learning | - | - |
| 4 | Distance learning | - | - |

**3. Contact Hours** (based on the academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
|  | **Lectures** | 30 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **Others (specify)** | - |
| **Total** | | 30 |

# **B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods**

| **Code** | **Course Learning Outcomes** | **Code of PLOs aligned with the program** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- | --- |
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | Comprehend the various terms, concepts, and methodologies associated with speech delivery, debating, and the systematic gathering and sequencing of information for an effective and captivating presentation | K2 | Utilizing the course textbook, students will engage in interactive workshops and collaborative analyses of speeches, enhancing their understanding through a blend of traditional concepts and innovative methodologies in speech delivery and debating. | Midterm Exam (30 Marks) |
| 1.2 | Differentiate among the multiple methods utilized in delivering speeches, recognizing the assorted techniques that contribute to the effectiveness of the presentation | K3 | Through the meticulous examination of the course textbook and the application of various case studies and practice exercises, students will systematically explore and master the diverse methods and techniques utilized in speech delivery, encouraging a rich, hands-on learning experience. | Assignment 1 (5 Marks) |
| 1.3 | Identify and employ techniques that make a presentation stimulating and engaging for the audience, enhancing the overall impact and reception | K3 | Leveraging the foundational insights from the textbook and supplementary materials, students will participate in hands-on audience analysis and dynamic presentation design projects, honing their ability to create stimulating and engaging presentations that resonate with varied audiences. | Final Exam (40 Marks)  Assignment 2 (5 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Demonstrate the ability to apply and implement various methods and techniques in speech delivery and debating, synthesizing knowledge into practice for captivating and effective presentations | S2 | Organize debate simulations and provide feedback, allowing students to execute successful debates, employing the rules and techniques learned throughout the course. | First Formative Assessment (Innovative Group Presentation) -5 Marks |
| 2.2 | Develop the skill to critically evaluate different speech delivery methods and adapt them to specific contexts and audiences, ensuring optimal effectiveness and resonance with the listeners | S5 | Offer guided practice and examples to help students analyze and select appropriate presentation techniques, tailoring them to suit various audience needs and preferences. | Second Formative Assessment (Innovative Individual Presentation) -10 Marks |
| 2.3 | Cultivate the expertise to design and execute stimulating and engaging presentations, utilizing both theoretical insights and practical techniques to create dynamic content that captivates diverse audiences | S9 | Use personalized assignments and peer reviews to enable students to formulate and structure presentations, applying the studied methodologies with precision. | Quiz (Presentation Design and Execution) – 5 Marks |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Critically reflect on their own presentations and the presentations of others | V1 | Peer evaluation and group discussion | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.2 | Communicate appropriately, accurately, and effectively while debating and giving presentations taking diversity into consideration | V2 | Regular in-class presentations and debates | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.3 | Work ethically and professionally as a part of a team or independently while debating or giving presentations | V3 | Regular in-class group presentations | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | **Chapter 1: Introduction to Public Speaking:**  1.1 What Is Public Speaking?  1.2 Why Study Public Speaking? | 3 |
|  | **Chapter 2: Speaking with Confidence:**  2.1 Understand Your Nervousness  2.2 Build Your Confidence | 4 |
| **3.** | **Chapter 3: Presenting Your First Speech** | 4 |
| **4.** | **Chapter 6: Analyzing Your Audience** | 3 |
| **5.** | **Chapter 7: Developing Your Speech** | 3 |
| **6.** | **Chapter 8: Gathering and Using Supporting Material:**  8.1 Sources of Supporting Material  8.3 Types of Supporting Material  8.4 The Best Supporting Material | 3 |
| **7.** | **Chapter 10: Introducing Your Speech**  **Chapter 11:Concluding Your Speech** | 3 |
| **8.** | **Chapter 13: Delivering Your Speech:**  13.2 Methods of Delivery  13.3 Characteristics of Effective Delivery  13.4 Delivering Your Speech  13.5 Responding to Questions | 3 |
| **9.** | **Basic Debating Skills** | 4 |
| **Total** | | **30** |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **First Formative Assessment (Innovative Group Presentation)**  Mapped to learning outcome 2.1, this assessment requires that students collaboratively apply and implement various methods and techniques in speech delivery and debating. The assessment requires students to synthesize their theoretical knowledge into a captivating and effective group presentation. By working together, students will demonstrate their understanding of speech dynamics and debating tactics, applying those concepts innovatively to create a compelling performance. This approach encourages peer collaboration and emphasizes the real-world application of principles taught in class, providing a clear window into students' practical abilities. | Mentioned in the new Course Syllabus | 5% |
|  | **Second Formative Assessment (Innovative Individual Presentation)**  Mapped to learning outcome 2.2, this assessment requires that students develop the skill to critically evaluate different speech delivery methods and adapt them to specific contexts and audiences. Each student will prepare and deliver an individual presentation, showcasing their ability to select and modify techniques to suit a particular audience or subject matter. The assessment will focus on the student's insight into the effectiveness and resonance of their chosen methods, as well as their ability to innovate within the confines of traditional speech techniques. This fosters a deeper, more personalized understanding of speech crafting. | Mentioned in the new Course Syllabus | 10% |
|  | **Midterm Exam**  **While aligned with a specific CLO for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time.**  While the Midterm Exam includes some questions specifically aimed at assessing **Learning Outcome** **1.1**, the exam is summative in nature. Its purpose is to evaluate students' overall competence and understanding of all the course material covered up to this juncture, as determined by the course teaching team. | Mentioned in the new Course Syllabus | 30% |
| **4.** | **Assignment 1**  **1.2 Differentiate among multiple methods utilized in delivering speeches.**  Reasoning: This assignment focuses on CLO 1.2, evaluating students' ability to distinguish between various speech delivery methods. It encourages understanding of different techniques that enhance the effectiveness of a presentation. The assignment will also encompass a cumulative range of related course content, ensuring a comprehensive assessment of public speaking skills. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Assignment 2**  **1.3 Identify and employ techniques for stimulating and engaging presentations.**  Reasoning: Aligned with CLO 1.3, this assignment tests students' skills in making presentations engaging and stimulating for the audience. It will integrate a broad spectrum of relevant content from the course, aiming to enhance the overall impact and effectiveness of students' presentation skills. | Mentioned in the new Course Syllabus | 5% |
| **6.** | **Quiz (Presentation Design and Execution)**  Mapped to learning outcome 2.3, this assessment requires that students cultivate the expertise to design and execute stimulating and engaging presentations. This quiz will require students to respond to various scenarios or challenges related to the design and execution of presentations. Through a mixture of theoretical questions and practical design tasks, students will demonstrate their ability to combine theoretical insights with practical techniques to craft content that resonates with diverse audiences. The assessment will focus on their comprehension and application of these principles, ensuring they can translate their theoretical knowledge into effective, engaging speeches. By evaluating their understanding in this way, the quiz will assess students' comprehensive grasp of both the art and science of dynamic presentation design and delivery. | Mentioned in the new Course Syllabus | 5% |
| **7.** | **Final Exam**  **Although aligned with a certain CLO for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course.**  While the Final Exam incorporates questions specifically designed to evaluate **Learning Outcome 1.3** among others, its overarching purpose is to serve as a summative, comprehensive assessment. The exam aims to evaluate students' overall competence and understanding of the entirety of the course material, spanning from the beginning of the term to its conclusion, in alignment with the guidelines established by the course teaching team. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | Beebe, Steven A. & Beebe, Susan J. (2020). "Public Speaking Handbook" (Fifth Edition). Pearson Education, Inc.: Boston |
| **Essential References** | The Art of Public Speaking by Dale Carnegie and J. Berg Esenwein  *Updated in 2020*  <https://www.gutenberg.org/cache/epub/16317/pg16317-images.html> |
| **Electronic Materials** | Talk the Talk: How to Create and Deliver Confident Presentations and Speeches. OpenLearn. Retrieved from <https://www.open.edu/openlearn/education-development/talk-the-talk/content-section-overview?active-tab=description-tab> |
| **Other Learning Materials** | TED’s Official Public Speaking Course  <https://masterclass.ted.com/> |

**2. Required Facilities and equipment**

| **Items** | **Resources** |
| --- | --- |
| **FACILITIES** | • STANDARD CLASSROOM (CAPACITY 25-30 STUDENTS)  • ADEQUATE LIGHTING AND VENTILATION  • SUITABLE SEATING ARRANGEMENTS  • WHITEBOARD |
| **TECHNOLOGY EQUIPMENT** | • COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR  • DATA PROJECTOR  • SPEAKERS  • OPTIONAL: SMART BOARD |
| **OTHER EQUIPMENT** | • MARKERS AND ERASERS  • NOTICE BOARD |
| **ADDITIONAL RESOURCES** | • OPTIONAL: LANGUAGE LAB FACILITIES  • OPTIONAL: AUDIO EQUIPMENT  • OPTIONAL: MOBILE CHARGING STATION |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **EFFECTIVENESS OF TEACHING** | • Students  • Peer Reviewers  • Program Leaders | • Direct: Classroom observations  • Indirect: Student course evaluation surveys  • Indirect: Faculty self-evaluation reports |
| **EFFECTIVENESS OF STUDENT ASSESSMENT** | • Faculty  • Program Leaders  • External Reviewers | • Direct: Analysis of grade distributions  • Direct: Review of assessment tools  • Indirect: Student feedback surveys |
| **QUALITY OF LEARNING RESOURCES** | • Students  • Faculty  • Library Staff | • Direct: Resource utilization reports  • Indirect: Student satisfaction surveys  • Indirect: Faculty feedback on resource adequacy |
| **THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED** | • Course Instructor  • Department Head  • Quality Committee | • Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam)  • Indirect: End-of-course student surveys |

# **G. Specification Approval**

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| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |