



Course Specifications

Course Title:	Public Speaking
Course Code:	LING 215
Program:	Applied Linguistics
Department:	Applied Linguistics
College:	Languages
Institution:	Princess Nourah Bint Abdulrahman University



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A. Course Identification

1. Credit hours:	4
2. Course type	
a.	University <input checked="" type="checkbox"/> College <input type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered:	Level 4
4. Pre-requisites for this course (if any):	Advanced Listening and Speaking LING 112
5. Co-requisites for this course (if any):	None None.

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	4	100%
2	Blended	-	-
3	E-learning	-	-
4	Distance learning	-	-
5	Other	-	-

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	40
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify)	-
	Total	40

B. Course Objectives and Learning Outcomes

1. Course Description This course is intended to teach the students the skills to prepare and deliver different types of speeches for diverse audiences.
2. Course Main Objective This course is intended to enable students to: <ul style="list-style-type: none"> Define the process of delivering different effective speeches. Analyse audience and customize speeches for them. Plan and deliver different types of speeches.



3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Recognize the process of delivering different effective speeches.	K1
2	Skills :	
2.1	Plan speeches that are customized to a specific audience	S1
2.2	Deliver speeches based on a variety of verbal and non-verbal criteria in the course.	S5
3	Values:	
3.1	Responding effectively to supervisor's guidance and criticism.	V1
3.2	Demonstrate good decision making and time management skills.	V4

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to the Course	4
2	Getting Started with Confidence (Speaker's Guidebook: Text and Reference) -Becoming a Public Speaker (Ch.1) -Giving It a Try: Preparing Your First Speech (Ch.2) Know Your Audience (HBR Guide to Persuasive Presentations) - Understand the Audience's Power - Segment the Audience (p.7) - Get to Know your Audience (p.15) - Define How You'll Change the Audience (p.19) - Find Common Ground (p.21)	4
3	Message & Delivery (HBR Guide to Persuasive Presentations) - Define Your Big Idea (p.27) - Generate Content to Support the Big Idea (p.29) - Organize your thoughts (P.47) - Balance Analytical & Emotional Appeal (p.51) - Lose the Jargon (p.55) - Rehearse Your Material Well (p.135) - Manage Your Stage Fright (p.167) - Set the Right Tone for Your Talk (p.169) - Be Yourself (p.171) - Communicate with your Body (p.175) - Communicate with your Voice (p.179) A- Get the most of your Q& (p.187)	4
4	Organizing & Outlining(Speaker's Guidebook: Text and Reference) -Organizing the Body of the Speech (Ch.11) -Types of Organizational Arrangements (Ch.12) Introduction & Conclusion -Developing the Introduction (Ch.14)	4



	-Developing the Conclusion (Ch.15) Chapter 23: The Informative Speech	
5	The Informative Speech (Students Presentations)	4
6	Chapter 24: The Persuasive Speech ' Speaker's Guidebook: Text and Reference Midterm	
7	The Persuasive Speech (Students Presentations)	4
8	Media & Slides(HBR Guide to Persuasive Presentations) - Choose the Right Vehicle for Your Message (p.91) - Make the Most of Slide Software (p.95) - Determine the Right Length for Your Presentation (p.99) - Persuade Beyond the Stage (p.103) - Create Slides People Can "Get" in Three Seconds (p.113) - Choose the Right Type of Slide (p.117) - Story Board One Idea per Slide (p.123) - Use the Right Number of Slides (p.149) Chapter 26: Special Occasion Speeches (Speaker's Guidebook: Text and Reference	4
9	Special Occasion Speeches (Students Presentations)	4
10	Revision	4
Total		40

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Recognize the process of delivering different effective speeches.	Lectures	Assignments
2.0	Skills		
2.1	Plan speeches that fulfil the needs of a special occasion customized to a specific audience.	individual and group presentations.	<ul style="list-style-type: none"> • Presentation assessment. • Oral assessment
2.2	Deliver speeches based on a variety of verbal and non-verbal criteria in the course.	<ul style="list-style-type: none"> • Lectures • Peer review 	<ul style="list-style-type: none"> • Exam. • Participation assessment.
3.0	Values		
3.1	Responding effectively to supervisor's guidance and criticism.	Group presentation	Presentation assessment
3.2	Demonstrate good decision making and time management skills.	Individual and group presentations.	<ul style="list-style-type: none"> • Presentation assessment. • Oral assessment



2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Ceremonial Speech Presentation	As scheduled	8%
2	Informative Speech Presentation	As scheduled	8%
3	Persuasive Speech Presentation	As scheduled	8%
4	Participation/Exercises /Assignments	As scheduled	6%
5	Midterm	5	30%
6	Final Exam	As scheduled	40%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

1. Each instructor will have office hours available for the students.
2. Also, each instructor will provide the students with the course specification document at the beginning of the course which will include other means of contact, like e-mail, social media account, and website.
3. For academic guidance, students may consult their assigned academic advisors

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	Duarte, N. (2012). HBR Guide to Persuasive Presentations. Boston: Harvard Business Review Press. (only sections of the following book are needed) O’Hair, D., Stewart, R., and Rubenstein, H. (2015). Speaker’s Guidebook: Text and Reference. 6th Edition. New York: Bedford/St. Martin’s.
Essential References Materials	Grice, G. L. & Skinner, J. F. (2016). Mastering Public Speaking 9th edition. Pearson. Licas, S. E. The Art of Public Speaking. 12th Edition. Mc Graw Hill. Anderson, C. (2016). TED Talks: The Official TED Guide to Public Speaking. Beebe, S. A. & Beebe, S. J. Speaking: An Audience-Centered Approach. 9th Edition. Sprague, J., Stuart, D.&Bodary, D. (2016).The Speaker’s Handbook. 11th Edition. Osborn, M., Osborn, S., Osborn, R.& Turner, K. J.Public Speaking: Finding Your Voice. 10th Edition.



Electronic Materials	Instructor's Resource Manual: http://www.macmillanlearning.com/catalog/static/bsm/speakersguide1e/content/instructor/content/pdf/IRM.pdf - TED Talks: https://www.ted.com/talks
Other Learning Materials	None

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
Technology Resources (AV, data show, Smart Board, software, etc.)	E-podium system (computer and a projector), data show, Smart Board, and internet access Black Board Microsoft teams
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Students and Faculty	<ul style="list-style-type: none"> Students' general standard in the course based on their test scores. Assignments completed by the students in accordance with expected standards. Tracking the students' progress and grades. Using anonymous students' feedback throughout semester. Students' evaluation of the course via questionnaires.
Evaluation of Teaching	Department or Instructor	<ul style="list-style-type: none"> Regular meetings to be held by the course co-ordinator. Examining the course/teacher evaluations at the



Evaluation Areas/Issues	Evaluators	Evaluation Methods
		<p>quality assurance unit at the end of each semester.</p> <ul style="list-style-type: none"> • Examining the students' grades by the department. • Evaluation of a sample exam by the department.
Improvement of Teaching	Coordinator and Instructor	<ul style="list-style-type: none"> • Workshops and training sessions to be held by the course coordinator. • Instructors are encouraged to attend/participate in professional conferences as well as to research and publish.
Standards of Student Achievement	Teaching staff	<ul style="list-style-type: none"> • A certain strategy of marking and distribution of marks can be agreed on among the teaching staff members teaching the same course(s). • Second marking can also be an effective strategy for verifying standards student achievement and marking policy. • Internal course periodic review occurs in accordance with NCAAA. The course review includes course reporting, student surveys, and the annual program review itself conducted under the supervision of the quality assurance unit

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)



H. Specification Approval Data

Council / Committee	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
Reference No.	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
Date	Applied Linguistics Program Committee (1) 9-2-1444 Applied Linguistics Department Council (4) 7-3-1444 College Council (4) 22-3-1444

