STUDENT OUTCOMES:

A. General Education Mission Statement and Competencies:

Southern Arkansas University Tech recognizes its role in preparing its associate degree graduates to function as competent and skilled workers to achieve any continuing academic goals and to live as life-long learners and thinkers. Consequently, general education at SAU Tech is designed to assist students in understanding the connection between their course work, their social and vocational responsibilities, and their rewards as citizens of a free nation. In order to support its general education mission, SAU Tech has adopted the following competencies expected of all its associate degree graduates:

1. Proficiency in reading, writing, speaking and listening.

2. Computer literacy skills.

3. A historical, cultural, social, and global perspective.

4. Critical thinking and problem solving skills: scientific, mathematical, social, and personal.

5. Research skills.

Speech class outcomes relate to all general education competencies depending on speech topics.

B. Course Outcomes:

Upon completion of this course with a 70% or above average, students will be able to

1. Identify and demonstrate the principles of public speaking.

2. Find and organize appropriate materials (data, outlines, note cards, and visual aids) for a speech.

3. Deliver effective speeches using narration, demonstration, definition, exposition, and persuasion.

4. Listen effectively and analytically.

5. Adapt the principles of effective speaking to other occasions and formats and give various special occasion speeches (public discussion speeches, acceptance speeches, presentation speeches, and/or tribute speeches).

C. Objectives/Measures:

1. Identifying and demonstrating the principles of public speaking--The student will
a. Identify the terms associated with public speaking by scoring 70 percent or better on quizzes covering them.

b. Analyze the audience, consider the speech setting, prepare and give a narrative speech, and cope with nervousness.

2. Finding and organizing appropriate materials for a speech—The student will

a. Select and narrow topics for several informative and persuasive speeches.

b. Write the speech goals, research the speech topics, organize the speeches, develop introductions and conclusions, adapt the speeches to an audience, prepare appropriate visual aids, and practice speech wording and speech delivery.

3. Delivering effective informative and persuasive speeches—The student will deliver a series of speeches (process, expository, and persuasive speeches) that will demonstrate the student's ability to

a. Exhibit the principles of demonstrating or explaining a process.

b. Demonstrate the principles of informative expository speaking, write specific speech goals that meet ethical standards, adapt to audience attitude, give good reasons and evidence for the speeches, organize reasons to meet audience attitudes, use emotion to motivate, develop credibility and present speeches convincingly, and consider gender and cultural differences and motivate an audience.

4. Listening effectively and analytically—The student will

a. Critique his/her own speeches and determine own strengths to build on and weaknesses to work on.

b. Demonstrate critical listening skills by evaluating speeches, both live and recorded, of other speakers.

5. Adapting the principles of effective speaking to other occasions and formats—The student will

a. Demonstrate the ability to speak at special occasions by developing and delivering one or more of the following: Introductions, presentations, acceptances, welcomes, or tributes.

b. Show how Problem-Solving Groups work by

   i. Defining and demonstrating problem solving.

   ii. Participating in a public discussion problem solving group that advances a solution for an on-campus, online, or community problem.