



FAR EASTERN UNIVERSITY

**INSTITUTE OF ARTS AND SCIENCES**

*Department of Communication*

*2nd Semester, SY 2011 – 2012*

<i>Course Code</i>	:	SPCH1
<i>Course Title</i>	:	Effective Speech Communication
<i>Course Description</i>	:	This is a course on the principles and techniques of effective speech communication. It covers the study of the elements of oral communication with emphasis on speech personality development: voice, pronunciation and body to enhance the communicative competence of the students.
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### **General Course Objectives:**

At the end of the course, the students are expected to:

1. Enhance their communicative competence through: a) recognition of the factors that make up and affect the communication process; study of, training and practice in, the verbal and nonverbal aspects of communication; and c) Increasing speech confidence provided by the opportunities in the use of English ideas in the spoken discourse.
2. Appreciate speech communication skills as basic tool for success and greatness;
3. Improve oral communication of English through English rhythm, English pronunciation, and speech delivery exercises;
4. Make use of learned rules and techniques in daily oral communication, in public presentations and to related fields.

**Course Content:**

<b>Week</b>	<b>Learning Objectives</b>	<b>Focal Points/ Topics</b>	<b>Competencies</b>	<b>Teaching Strategies</b>	<b>Values</b>	<b>Evaluative Measures</b>
	<b>PRELIMS</b>					
1	<p>Know the definition of communication</p> <p>Recognize the communication process</p> <p>Understand the nature of communication</p> <p>Assess competency in different levels of communication</p>	<p>I. Communication Overview</p> <p>A. Definition of communication</p> <p>B. Communication process</p> <p>C. Principles of Communication</p> <p>D. Nature of communication</p> <p>E. Levels of communication</p>	<p>Identification and recognition</p>	<p>Discussion and power point presentation</p>	<p>Gain the right view of functions of communication</p> <p>Increase of respect to communication principles and nature</p> <p>Expand the awareness of the levels of communication</p>	<p>Relate communication goals</p>
2	<p>Show skills in listening</p> <p>Identify the types of listening</p> <p>Take the steps of becoming a critical listener</p>	<p>II. Listening Skills</p> <p>A. Nature of listening</p> <p>B. Types of listening</p> <p>C. Steps of becoming a critical listener</p>	<p>Listening</p>	<p>Play an audio material</p> <p>Attend to listening activity</p>	<p>Listen to others with all the good characteristics of a good listener</p> <p>Appreciate others</p>	<p>Listening Quiz</p>
3	<p>Compare verbal to nonverbal communication</p> <p>Name the types of nonverbal communication</p> <p>Familiar with culture and gender differences</p>	<p>III. Nonverbal communication</p> <p>A. Comparison of verbal and nonverbal communication</p> <p>A. Types of nonverbal communication</p> <p>B. Nature of nonverbal communication</p> <p>C. Culture and Gender difference</p>	<p>Assertive nonverbal</p> <p>Recognition of culture differences</p>	<p>Demonstration of assertive nonverbal</p> <p>Pinoy Henyo game</p>	<p>Exhibit assertive behavior necessary for effective communication</p>	<p>Posture and poise activity</p> <p>Facial expression test</p> <p>Group activity (pantomime, charade)</p>

Week	Learning Objectives	Focal Points/ Topics	Competencies	Teaching Strategies	Values	Evaluative Measures
4-5	Emphasize important words and syllables due to its meaning  Group words properly to convey a thought and reasons	IV. English Rhythm A. Emphasis B. Phrasing	Right accentuation of meaning  Correct grouping of thoughts	Rhythm markings using emphasis and phrasing oral punctuation marks	Give importance to the message  Care for listeners as speaker phrases	Rhythm marks exercises  Oral delivery of a selected paragraph
6	Connect words together to avoid glottal attack  Achieve musicality of the English language  Place the pitch according to rules	C. Blending D. Intonation	Acceptable delivery of meanings  Non-pedantic pitch	Rhythm markings using blending and intonation	Subordinate function words in connected speech	Transcribe sentences and paragraphs with colloquial reduction application  Graded dyadic using interview format  Periodic Exam
	<b>MIDTERMS</b>					
7	Make a distinction of English pronunciation  Identify speech problems  Recognize the functions of the vocal organs in voice production	V. English Pronunciation A. Speech problems B. Speech mechanism	Recognize speech problem and solving it  Articulation  Resonation	Lecture and demonstration	Signify good articulation  Acquainted with good resonance	Speech production analysis

<b>Week</b>	<b>Learning Objectives</b>	<b>Focal Points/ Topics</b>	<b>Competencies</b>	<b>Teaching Strategies</b>	<b>Values</b>	<b>Evaluative Measures</b>
8	Learn and apply IPA symbols and key words  Delineate sounds 5. apply rules in pronunciation	C. International Phonetic Alphabet D. Sounds of American English	Knowledge of IPA  Sound like natives of the English language	Transcription technique and rules	Distinguish the uniqueness of each sound	IPA quiz
9-10	Distinguish vowels to diphthongs through its definition  Characterize vowels and diphthongs  Produce the vowels accurately in voice production	VI. Vowel Sounds A. Definition of vowel B. Definition of diphthong C. Production of vowels and diphthongs D. Characteristics of vowels and diphthong E. Critical Vowel Sounds	Ability to distinguish vowels and diphthongs  Proper vowel and diphthong production	Listening to words with monosyllabic syllables and tell the vowel and diphthong sound production and resonation  Drills	Recognizing the difference of the vowels and diphthongs production  Recognize proper articulation as one of the results of clarity of voice and meaning	Articulating vowels and diphthongs test
11-12	Show the right manner of articulation  Pair up articulators properly  Learn to perfect the production of consonants through proper articulation	VII. Consonant sounds A. Definition of a consonant sound B. Manner of articulation C. Place of articulation D. Critical Consonant Sounds	Right manner of articulation  Can pair up articulators properly  Produce new consonant sounds with ease	Consonant sounds production and articulation	Recognizing the importance articulation	Voicing Test of consonants  Periodic Exam

Week	Learning Objectives	Focal Points/ Topics	Competencies	Teaching Strategies	Values	Evaluative Measures
	<b>FINALS</b>					
13	Demonstrate mastery of the knowledge that represent sound  Give proper rhythm and pronunciation of English in oral delivery	VIII. Mastery of learned techniques	Mastery of English rhythm and pronunciation	Demonstrations	Give importance to mastery of symbols that represent sounds	Oral Exercises
14	Apply rules of English pronunciation and rhythm	IX. Application of rules of English pronunciation and rhythm	Mastery of English rhythm and pronunciation	Demonstrations	Obey the rules of English pronunciation and rhythm	Group Presentation
15-16	See public speaking as the highest level in face-to-face communication  Analyze published speeches  Research characteristics of audience for speech planning and effectiveness	X. Public Speaking A. Definition of Public Speaking B. Analyzing Public Speaking C. Demographics of audience	Speech power	Speech Analysis	Service to public. Making public speaking as audience centered.	Written Output of speech analysis
17	Write, develop, and organize speech  Learn the types of delivery and attend to at least two public speaking activity	D. Developing and Organizing Public Speeches E. Types of delivery	Logical speech organization  Confident in performance	Speech topic defense	Order of thoughts can achieve impact.	Topic defense  Impromptu speech with timer
18	Write speech that will create impact and acceptance of beliefs so that it can motivate	F. Speech writing and delivery	Principled speaker	Speech writing and coaching	Public speaking as the highest service that one communicator can do.	Formal speech delivery in public.

others to serve						
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**References:**

**Books**

Cabrera, L. (2008). *Effective speech communication for Filipinos*. Manila : Booklore Pub.

Dwyer, K. (2005). *Conquer your speech anxiety [electronic resource] : relaxation exercises and techniques*, (12<sup>th</sup> ed). Belmont, Calif : Thomson Wadsworth.

Fujishin, R. (2006). *The natural speaker*, (5th ed.). Boston: Pearson/A & B [i.e. Allyn and Bacon].

Lucas, S. E. (2007). *The art of public speaking*. (9th ed.). New York, N.Y.: McGraw-Hill.

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Nuval, E. (2007). *Competence in oral communication and public speaking*. Mandaluyong City : Books Atbp. Pub.

Sprague, J. (2010). *The speaker's handbook*. Boston: Wadsworth Cengage Learning.

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Vinuya, R. (2007). *Speech communication*. Makati City : Grandwater Pub.

Wysocki, A. F. (2007). *Compose, design, advocate: A rhetoric for integrating written, visual, and oral communication*. New York, N.Y.: Longman.

**Online/URL**

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**Course Requirements:**

- Posture and poise activity
- Facial expression test
- Group activity (pantomime, charade)
- Speech production analysis
- Oral Exercises
- Group Presentation
- Articulating vowels and diphthongs test
- Rhythm marks exercises

**Computation of grades:**

- 50% -----Oral Exams
- 30%-----Assignments
- 20% -----Quizzes (objective type and qualitative)

$$\begin{array}{l} \text{PG: } \frac{(\text{CS} \times 2) + \text{PX}}{3} \end{array} \quad \begin{array}{l} \text{MG: } \frac{(\text{CS} \times 2) + \text{MX}}{3} = \text{CA} \\ \frac{(\text{CA} \times 2) + \text{PG}}{3} \end{array} \quad \begin{array}{l} \text{FG: } \frac{(\text{CS} \times 2) + \text{FX}}{3} = \text{CA} \\ \frac{(\text{CA} \times 2) + \text{MG}}{3} \end{array}$$