Course Syllabus

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ACGM DESCRIPTION:

1. Particular emphasis is placed upon forensic principles and their application and efficacy in a variety of settings (i.e. informative, persuasive, humorous, extemporaneous, Lincoln-Douglas debate, cross-examination debate, and panel discussions).

2. Students learn to understand and apply basic components of effective speech making as the facilitator introduces and utilizes the relevance of rate, diction, eye contact, volume, enthusiasm, organization, clever openings and closings, posture, humor, supporting data, logical fallacies, types of audiences, judges, purpose, and overall delivery.

3. Students utilize various sources to facilitate and enhance their particular styles, such as online champion speeches, student models, instructor models, and competitive models derived from actual speech competition.

4. Students learn to think critically and comprehensively in terms of across-the-disciplines relevance and presentation.

5. Students articulate a knowledge of local, national, and international issues.

6. Students develop confidence in speaking before audiences of varying backgrounds.

STUDENT OUTCOMES

1. Refutation and clash in competition
   A. Listen critically and formulate responses
   B. Take accurate notes from source materials and during argumentation
   C. Analyze and apply a variety of approaches in presenting, refuting and defending arguments
   D. Recognize and utilize effective introductory emotional and logical appeals, as well as in cross-examination strategies
   E. Extend cross-examination and panel responses into effective refutation

2. Delivery
   A. Incorporate precise language and effective verbal skills in argumentation and discussion
   B. Employ a variety of nonverbal communication techniques in critical-thinking situations
   C. Demonstrate ethical behavior during competition
   D. Develop acuity in extemporaneous speaking styles

3. Assessment
   A. Manifests as knowledge of speaking and debate principles to improve and ameliorate evaluation standards for numerous speaking formats
   B. Provide valid constructive written and oral criticism which would theoretically enable the student to transcend normal speaking circumstances