

# Course Prospectus

## For THL 150B – Introduction to Biblical Communication II

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### Overview

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This course builds on the principles and skills developed in THL 150A and more experience in preparing and delivering speeches to religious and other audiences. Emphasis is placed on developing specific types of public speeches with the needs and unique aspects of the audience constantly in mind. Upon completion, students should be able to make clear and convincing oral presentations to groups of people, including churches, and other groups.

#### COURSE CATALOG DESCRIPTION FOR THIS COURSE

This course provides a foundation for speaking to religious audiences. Emphasis is on dealing with challenges in effective oral communication through study and experience in analysis, synthesis and presentation of subject matter in biblical communication. Upon completion, students should be able to make clear and convincing oral presentations to individuals, churches, and other groups, clarify information as needed, and facilitate an open exchange of ideas.

#### COURSE CREDIT

Two (2) semester hours.

### Instructional objectives

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On successful completion of this course, a student should be able to:

1. Choose suitable topics for public speaking;
2. Use proper grammar and diction to clearly articulate concepts and ideas in a publication setting;
3. Become confident in public speaking;
4. Comprehend the importance of understanding the audience when preparing and delivering public speeches;
5. Differentiate between speech delivery methods designed for different audiences;
6. Organize, develop, and support a chosen topic with appropriate sources;
7. Deliver a speech within a specified amount of time;
8. Understand the importance of persuasion in speech development and delivery;
9. Be able to effectively assess one's own and others' speech delivery and effectiveness;

### Students with Disabilities

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The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities have a learning environment that provides for reasonable

accommodation of their disabilities. Students having a disability requiring an accommodation should inform the instructor through the “Contact Instructor” link on the course home page.

## Technology access

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This course requires web access and the student has to have an established e-mail account. The Adobe Acrobat Reader is necessary to view documents that are PDF files. One can download the reader free at <http://www.adobe.com/products/acrobat/readstep2.html>.

## Course evaluation

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Student input is welcome for improving this course. Making suggestions by e-mail is helpful. Our goal in this course is to facilitate the successful achievement of all instructional objectives by all students. At the end of the course students have the opportunity of assessing the course. We want to make e-learning courses as effective as we can. We may also ask some other questions concerning a student’s experience in distance learning to help us improve our program. We appreciate students letting us know how we can improve our products and services for them and other distance learners.

## Textbooks

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The textbook for this course are as follows:

Beebe, S & Beebe, S. (2005 – 6<sup>th</sup> Edition). *Public Speaking: An Audience-Centered Approach*. Allyn & Bacon. (this text is designed to be kept as reference resource for the second semester course upon the conclusion of this course).

The book used or referred to in this course is a commercial publication. It represents the views and ideas of their authors, editors, and publishers. Living University does not endorse these texts nor vouch for their accuracy. We simply employ them in helping you master the content of the course.

## Personal Biography

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All students are requested to post a brief personal biography and photo (if available) by the first Friday of class. This will give your fellow students an idea of who else is taking the course. In this biography, cover who you are, where you live, where you grew up, when you came into contact with the truth, why you chose to take this course, and any other relevant information. Try to limit the biography to one typed, single-spaced page or less (20 points).

## Course requirements and grades

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### DUE DATES AND EXTENSIONS

Submit assignments **on** or **before** the date due and time, in your time zone. **No** late or make-up assignments will be allowed except for extreme circumstances (permission of instructor is necessary).

### DISCUSSION FORUM POSTS/CLASS PARTICIPATION

Students are required to post ONE different discussion post for each chapter specified (Total of 6). The discussion posts will be a reaction to the chapter and one of the corresponding questions. The “rubric” below will be used for students to “grade themselves” on their participation in the discussion forum at the end of the semester (30 points total). Forum posts are always due by Friday at NOON in your time zone. Look over the grading rubric below and identify what will be expected in order for you to ascertain the best grade.

### SPEECHES

You will be required to prepare and deliver four different speeches this semester (*100 points each*). Each speech is designed to build on the previous one and to help you incrementally build your skills. Each speech should take 5-6 minutes, with a 30 second grace period. In order to complete the speech on time, students should practice their speech before delivering it and use a time piece (watch) when speaking. Speeches are due on Sundays. The following are your speech assignments:

**Speech 1 – Icebreaker** : This speech is designed for you to tell your audience about you! It is also designed to help you develop some comfort in speaking to the audience. See the specific directions on the “Handout” listed under Lesson 4 on the course web site, for more detail on how to develop this speech. As you develop this speech, keep your audience in mind. This speech should not be a “laundry list” of everything that has ever happened to you. Instead, it should briefly touch on several aspects of your life that really helped form you into the person you have become. Think about sharing situations that your audience will appreciate and find interesting and useful as you help them “get to know” you.

**Speech 2 – Descriptive.** This speech is designed to get you thinking about the detail of your descriptions and diction. Part of the job of speakers is to teach and make their material not only informative, but also “real” to their audience. Making material “real” requires accurate and colorful description. In this speech you should have an overall purpose, but in achieving that purpose, you should make special effort to add detail to your descriptions – detail that makes your descriptions “come alive.” Choose a topic and content that lend themselves to deep and colorful description. Use *chapter 12* of the textbook to help you.

**Speech 3 – Informative/Factual.** Credibility of a speaker is essential if you want your audience to believe what you are saying. A very important way to lend credibility to your speech is to use accurate sources to validate your claims. This is a two-fold challenge. **First**, you need to articulate a source that supports your claims. Often this takes the form of “quoting” from a source. In citing or quoting from a source,

clearly articulating the source is important. For example, be sure to state the author, the title of the publication, the publication year, and the page number when providing a direct quote (e.g.- “Dr. Roderick Meredith made that statement on page five of the January-February 2009 *Living Church News*”). **Second**, you must be sure to use “credible” sources. If you cite a source that your audience does not respect, you will hurt your own credibility. Additionally, it is important to cite “primary” sources. For example, do not cite a quote from the *London Telegraph* that we quote in the *Tomorrow’s World* magazine. Cite the *London Telegraph* quote directly. This *Informative/Factual* speech should use at **least four (4) references** to support your point. See *chapters 7, 8 & 15* in your textbook for additional detail and guidance in preparing this speech.

**Speech 4 –Persuasive.** This speech should clearly describe something that you value very much, and aim to persuade your audience to take a specific action. In it, you should attempt to use descriptions, factual information, and also emotion to persuade your audience understand how deeply you value this thing. Persuasive speeches use emotion carefully in order to “win over” an audience or to motivate them to act in a certain way. It is critical to pick a topic and an action that you can completely get behind and that you personally feel is valuable to your audience. Use *chapters 16 & 17* to help you identify some “persuasive strategies” that you can employ in your speech delivery.

#### SELF EVALUATION

Self evaluation or self critique is one of the most powerful tools used by highly effective speakers. For each speech you complete, you also need to turn in a brief critique. In this critique, you need to review and address the criteria outlined below. Additionally, you need to consider how well you met the criteria or expectations for the speech. After you give and “save” your speech. Let it “rest” for a day. Then come back, “listen to it,” and evaluate yourself. With this assignment, note areas for future improvement, but also be sure to note your strengths and things you did well. That way, in future speeches, you can BUILD ON your strengths and modify your weaknesses. This write-up should accompany and be submitted along with your speech. It should only be a few paragraphs long. Pick two or three strengths of your speech and two or three areas for improvement (20 points each).

#### PEER SPEECH EVALUATIONS

You will be required to evaluate the speeches of two different peer speeches during the semester. (These brief exercises are designed to teach you to effectively, critically, and encouragingly learn to evaluate the effectiveness of a speech. To do this, you need to have the speech criteria at hand (as listed below). Additionally, your evaluation should follow the format: **encourage and praise -> instruct -> encourage and praise.**

## Grading

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A course grade will be determined based on the number of points a student has earned over the semester as follows:

SUMMARY OF COURSE REQUIREMENTS	POINT VALUE	Letter Grade	Total Points
Introductory biography	20		
Discussion Forum Posts/Class Participation (6 different posts)	30	A	522 and above
Peer Speech Evaluations (25 points each)	50	B	464-521
Self Evaluations (20 points each)	80	C	406-463
Speech 1 – <i>Ice Breaker</i>	100	D	348-405
Speech 2 – <i>Descriptive</i>	100	F	347 and below
Speech 3 – <i>Informative/Factual</i>	100		
Speech 4 – <i>Persuasive</i>	100		
<b>Total</b>	<b>580</b>		

## Academic irregularity

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Students have the responsibility for conducting themselves in such a manner as to avoid any suspicion that they are improperly giving or receiving aid on any assignment or examination. An academic irregularity not only includes cheating but also includes plagiarism (taking another's ideas and/or words and presenting them as if they were the writer's own) and the submitting of the same paper in separate courses without prior consent from the faculty members concerned.

In cases of suspected academic irregularity, faculty members may refuse to grade such papers, completely or in part, or examinations, and to record each of them as a failure.

If an academic irregularity is sufficiently serious, the University may take one or more of, but not limited to, the following actions:

1. Drop the student from the course with a grade of F;
2. Place the student on academic probation; and/or
3. Dismiss the student from the University.

## Course Topics

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<b>Lesson 1:</b> Overview of public speaking & Knowing your audience
<b>Lesson 2:</b> Speaking Ethics, Learning to listen, Analyzing your Audience
<b>Lesson 3:</b> Basic Speech Development, Organization, & Introductory and Concluding remarks
<b>Lesson 4:</b> Outlining & Editing, Using Language, & Delivery
<b>Lesson 5:</b> Informing your Audience and using Presentation Aids
<b>Lesson 6:</b> Supporting Material
<b>Lesson 7:</b> Using Persuasion in Speaking