



| Course Information | | | | | |
|--|---|------------|------------------------|------------|--|
| Code: | ENG41003 | Course: | PUBLIC SPEAKING | | |
| Coordination Area / Program: | DIRECCION DE BILINGUAL PROGRAM | | | | Mode: Presencial |
| Credits: 04 | Tipo de hora | Presencial | Virtual | H. Totales | Autonomous Learning Hours: 128 |
| | H.Teoría | 64 | 0 | 64 | |
| | H.Práctica | 0 | 0 | 0 | |
| | H.Laboratorio | 0 | 0 | 0 | |
| Period: 2024-01 | Start date and end of period: del 20/03/2024 al 09/07/2024 | | | | |
| Career: ADMINISTRACIÓN - ADMINISTRACIÓN DE LA SALUD - ADMINISTRACIÓN EN TURISMO - ADMINISTRACIÓN HOTELERA - ADMINISTRACIÓN Y EMPRENDIMIENTO - ADMINISTRACIÓN Y FINANZAS CORPORATIVAS - ADMINISTRACIÓN Y GESTIÓN AMBIENTAL - ARQUITECTURA, URBANISMO Y TERRITORIO - ARTE CULINARIO - ARTE Y DISEÑO EMPRESARIAL - CIENCIA DE DATOS - COMUNICACIONES - DERECHO - ECONOMÍA - ECONOMÍA Y FINANZAS - ECONOMÍA Y NEGOCIOS INTERNACIONALES - EDUCACIÓN INICIAL - EDUCACIÓN SECUNDARIA - EDUCACIÓN SECUNDARIA CON ESP. EN INGLÉS - GASTRONOMÍA Y GESTIÓN DE RESTAURANTES - GESTIÓN AMBIENTAL EMPRESARIAL - GESTIÓN E INNOVACIÓN EN GASTRONOMÍA - INGENIERÍA AGROINDUSTRIAL - INGENIERÍA AGROINDUSTRIAL Y AGRONEGOCIOS - INGENIERÍA AMBIENTAL - INGENIERÍA CIVIL - INGENIERÍA DE SISTEMAS DE INFORMACIÓN - INGENIERÍA DE SOFTWARE - INGENIERÍA EMPRESARIAL - INGENIERÍA EN INDUSTRIAS ALIMENTARIAS - INGENIERÍA INDUSTRIAL Y COMERCIAL - INGENIERÍA INFORMÁTICA Y DE SISTEMAS - INGENIERÍA LOGÍSTICA Y DE TRANSPORTE - INGENIERÍA MECATRÓNICA - INTERNATIONAL BUSINESS - MARKETING - MÚSICA - PSICOLOGÍA - RELACIONES INTERNACIONALES | | | | | |

| Course Pre-requisites | | |
|-----------------------|----------------------------|---|
| Code | Course - Credits | Career |
| FC-EDU ENGLAGPH | ENGLISH LANGUAGE PHONETICS | EDUC. SECUNDARIA |
| FC-AD-IDI ENG05 | ENGLISH V | ADMINISTRACION - ADM. TURISMO |
| FC- P-IDI ENG04 | ENGLISH IV | ING SIST INFORM - ARQUITECTURA - PSICOLOGIA |
| FC-AD-IDI ENG04 | ENGLISH IV | MUSICA - ING AGROIND - ING SIST INFORM - ARTE CULINARIO - ING. INDUSTRIAS ALIM. - ING-SOFT - ING. INDUSTRIAL Y C. - ARQUITECTURA - ING. INFORMATICA - PSICOLOGIA - ING. CIVIL - ING. EMPRESARIAL - ING-MECAT |
| FC-SP-IDI ENG05 | ENGLISH V | ADMINISTRACION - COMUNICACIONES - DERECHO - MARKETING - INTERN. BUSINESS - ADM. TURISMO |
| FC-IDI ENG06RRE | ENGLISH VI: RREL | ING. INDUSTRIAL Y C. - ING. LOG & TRANSPORTE - PSICOLOGIA |
| FC-IDI ENG06 | ENGLISH VI | PSICOLOGIA - ING. EMPRESARIAL |
| FC-IDI ENG05 | ENGLISH V | ING AGROIND - GEST-INNOV-GASTRON - ING SIST INFORM - GEST. AMBIENTAL EMP. - MUSICA - ADMINISTRACION - ECO. NEG. INT. - ARTE CULINARIO - COMUNICACIONES - ADM-GEST-AMBIENT - ING. INDUSTRIAS ALIM. - ADM&FINCORP - ING-SOFT - ING. INDUSTRIAL Y C. - ARQUITECTURA - ECONOMIA - ARTE Y DIS. EMP. - RELAC. INTERNACIONALES - ING. LOG & TRANSPORTE - DERECHO - ING. INFORMATICA - MARKETING - ECO. Y FINANZAS - ADM. HOTELERA - GASTR. GEST. REST. - INTERN. BUSINESS - ING. AGROINDUSTRIAL - ADM. Y EMPRENDIMIENTO - ING. AMBIENTAL - ADM. TURISMO - PSICOLOGIA - ING. CIVIL - ING. EMPRESARIAL |

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| FC-IDI ENG05 | ENGLISH V | GEST. AMBIENTAL EMP. - MUSICA - ING AGROIND - ING SIST INFORM - GEST-INNOV-GASTRON - ADMINISTRACION - COMUNICACIONES - ECO. NEG. INT. - ARTE CULINARIO - ADM-GEST-AMBIENT - ING. INDUSTRIAS ALIM. - ADM&FINCORP - ING-SOFT - ECONOMIA - ING. INDUSTRIAL Y C. - ARQUITECTURA - ARTE Y DIS. EMP. - DERECHO - RELAC. INTERNACIONALES - ING. LOG & TRANSPORTE - ING. INFORMATICA - MARKETING - ECO. Y FINANZAS - ADM. HOTELERA - GASTR. GEST. REST. - INTERN. BUSINESS - ADM. TURISMO - ING. AGROINDUSTRIAL - PSICOLOGIA - ING. CIVIL - ADM. Y EMPRENDIMIENTO - ING. EMPRESARIAL - ING. AMBIENTAL |
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| Course Coordinators | | | |
|-------------------------------|---------------------|-------------------------|--------------|
| Surname and First Name | Email | Contact Hour | Contact Site |
| DAVILA SILVESTRE, SILVIA INES | SDAVILA@USIL.EDU.PE | 02:00 P.M. - 04:00 P.M. | CLS |

| Instructors |
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| You can check the timetables for each teacher in their INFOSIL in the Classes Development Teachers option Teachers . |

| Course Overview |
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| This course is designed to provide students with the fundamentals of speech communication including speaking and listening. It will examine the basic elements of research, construction and delivery of original public presentation. By understanding what components go into a good speech, an individual will look more confident in his/her presentation. The goal of this course is to incorporate typical speaking assignments into situations students might face in their personal and professional lives. The creditable product is the final oral exam. |

| Competencias Profesionales y/o Generales | | | |
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| Carrera/Programa | Sigla/ Denominación de la competencia | Nivel de la competencia | Aprendizajes esperados |
| All | CG2. Bilingual Communication | N3 Communicates effectively in English using all four language skills-listening, reading, speaking, and writing-with sufficient fluency and ease for personal, academic, and professional performance at the international level. | The student is able to use the four language skills in English - speaking, listening, reading, and writing - fluently and effectively, for personal, academic, and professional purposes. |

| General Course Result | Unit Result |
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| By the end of the course, the student applies the reading and speaking skills in the final project of the course according to the grammar, vocabulary and functional language learnt in class which will be useful the personal and professional context. | 1. Reading: By the end of the unit, understand the basic principles of various communication situations and integrate the fundamental speech processes into normal speech situations and acquire a good vocabulary and effective oral sentence sense to develop a command of ideas and their arrangement in speeches. |
| | 2. Speaking: By the end of the unit. overcome self-consciousness when speaking by developing poise, self-confidence, and a sense of communication. |
| | 3. Oral Production: By the end of the unit, develop effective use of body action and vocal variety in speaking. |

| Development of activities |
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Unit Result 1: *Reading: By the end of the unit, understand the basic principles of various communication situations and integrate the fundamental speech processes into normal speech situations and acquire a good vocabulary and effective oral sentence sense to develop a command of ideas and their arrangement in speeches.*

Session 1: *At the end of the session, the student creates a scenario of a communication exchange and identifies the seven elements of the communication process.*

Semana 1 a 4

| Learning Activities | Contents | Evidence |
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| <p>An introduction to Public Speaking: Define what Public Speaking is. Identify key ideas on the history of Public Speaking through a video and fill in a timeline. Describe the different types of PS. Identify the purpose of Public Speaking. Introduce yourself to the class. Compare key features of Public Speaking and everyday conversation. Fill in a chart with key information about the elements of the communication process. Identify the elements of the communication process in a case study. Identify strategies for overcoming stage fright using a song. Watch a video to identify the key structure of a self-presentation and improve the one you did in the previous session. Get general feedback on the first speech: "Self-introduction speech" Identify the key steps to become an audience-centered public speaker and be able to speak effectively to diverse audiences. Identify and list the main steps to produce an outline for a speech to introduce someone you like. Recognize the importance of analyzing the audience. Provide ideas about how to adapt the message to the audience at different stages in the speech. Identify audiences for certain topics and present them to the class. Provide ideas of the factors that determine the selection of your topic. Select and narrow a Topic for your next presentation. Determine the General Purpose of your speech. Determine the Specific Purpose of your speech. Develop your Central Idea. Identify different kinds of listening. Identify the causes for poor listening and its role in effective speaking. Become familiar with the term ethical listening.</p> | <p>Introduction to the course. What is Public speaking? PS and everyday conversation. The speech communication process. Developing confidence. Speech 0 Previewing the audience-centered speechmaking process. The speechmaking model. How to consider your audience. Previewing the audience-centered speechmaking process. Speaking freely and ethically. How to become a better listener. The audience-centered approach: Select and narrow the topic: Techniques. How to determine the Purpose Developing the Central idea The audience-centered approach: Select and narrow the topic: Techniques. The preparation outline: Determine Purpose: General and Specific Purpose. The Central idea</p> | <p>Foro en Canvas: (Week 4) Analyse a communicative situation and identify the elements of the Communication Process. (Students work in groups, share their findings with the class and uploads a summary to Canvas – Teacher provides feedback)</p> |
| Session 2: <i>At the end of the session, the student elaborates a well-structured outline, including the elements of the introduction and conclusion by applying different techniques to engage with the audience.</i> | | |
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| Semana 5 a 7 | | |
| Learning Activities | Contents | Evidence |
| <p>Identify the variety of sources available. Identify and apply the criteria for evaluating supporting</p> | <p>Gathering supporting material. Organizing ideas for a speech. Informative speeches. Review</p> | <p>Foro en Canvas: (Week 7) Read and analyze a situation: "The Miracle of bone marrow"</p> |

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| <p>material. Carry out research for a specific topic, fill in an outline and present it to the class. List and describe five patterns for organizing the main ideas of a speech. Identify the purpose and types of informative speech. Identify the four main components for effective outlines. Deliver oral presentations – Informative Speech Review some key issues seen before. Identify further steps in speech preparation. Analyze, identify and apply different ways to engage the audience in the Introduction. Distinguish different elements of the Introduction. Identify and list the purpose of the conclusion in a speech. Read and identify key parts in a sample conclusion. Discuss a situation and propose some ways to conclude the speech. Watch a short speech and identify key issues seen in the session. Review important aspects of the Introduction and the Conclusion. Identify key steps in the preparation of an outline for speech 2. Apply key steps in a group activity. Present outlines to classmates. Review some key ideas on speech outline & presentations. Give presentation of outlines. Identify supporting ideas for the main point in a given outline. Discuss ways to make a good introduction and conclusion based on major points given.</p> | <p>some key ideas on speech outline & presentations. Give presentations. Speaking to inform. Feedback on oral presentations. Speaking to inform. Types of informative speech. The Introduction. Elements of the introduction. Speaking to inform. Goals of informative speaking. Strategies to enhance. Audience: understanding, interest and recall. The conclusion. Preparing the Outline. Organizational patterns. Importance of outlining. Elements of the outline. Preparation Outline and Speech Outline. Goals of informative speeches. How to achieve these goals identifying and reconstructing outlines from speech videos.</p> | <p>transplants” Identify the elements of the introduction and conclusion in a speech. (Students work in groups, share their findings with the class and upload the information to Canvas – Teacher provides feedback)</p> |
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Unit Result 2: *Speaking: By the end of the unit, overcome self-consciousness when speaking by developing poise, self-confidence, and a sense of communication.*

Session 3: *At the end of the session, the student carries out some research in order to deliver an informative speech on an event.*

Semana 8 a 10

| Learning Activities | Contents | Evidence |
|---|---|--|
| <p>Describe the differences between oral and written language styles. List and explain ways to use words effectively. Explain how to adapt your language style to diverse audiences. Use guidelines for using language effectively. Analyze Obama’s speech to identify the use of effective language. Review some key concepts on delivering a speech. Watch two videos and discuss what went right or wrong in terms of the delivery. Discuss some tips to do a good speech delivery. Manage the question & answer session in a speech. Apply key strategies of outlining for a speech of the event – chronological type. Apply delivery techniques for the speech. Provide feedback on the speech delivery.</p> | <p>Using language accurately, clearly, vividly, appropriately and inclusively Using language effectively. Delivering a speech Managing with questions & answers sessions Delivering a speech Managing with questions & answers sessions Deliver a speech following the Problem-Solution or problem-cause-solution order Deliver</p> | <p>Evaluation 3: (Week 11) Deliver an informative speech on an event focusing on physical and vocal delivery. (Students deliver their oral presentations in class – Teacher provides feedback)</p> |

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| Deliver oral presentations – Informative Speech | | |
| Session 4: <i>At the end of the session, the student carries out some research in order to deliver a persuasive speech on a question of fact, value or policy.</i> | | Semana 11 a 14 |
| Learning Activities | Contents | Evidence |
| <p>Define what persuasion is. Define and relate persuasion & ethics. Read about the psychology of persuasion and develop reading skills. Identify key steps in organizing a persuasive speech. Write down an outline for a persuasive speech. Identify key elements in persuasive speeches on a question of value. Produce some examples of preparation outlines for persuasive speeches on a question of value. Deliver oral presentations. Identify the different organizational patterns to elaborate outlines for speeches on questions of fact and value. Identify key elements in Monroe's motivated sequence. Produce some examples on specific topics applying Monroe's sequence. Analyze a sample using Monroe's sequence. Deliver oral presentations of the sample using Monroe's sequence. Identify the four methods of persuasion. Identify types of credibility and how to establish credibility. Identify in a video speech how speakers establish credibility. Become familiar with the topics and guidelines for the final speech. Identify and apply tips for using evidence in a persuasive speech. Apply these tips to a practical task. Give oral presentations of tasks. Define emotional appeals. Find ways to develop appeals. Apply ethics and emotional appeal. Analyze a sample of a speech and identify key elements in this type of speech and the use of emotions. Give an oral presentation of task. Present outlines for the final speeches. Analyze a speech following the Monroe's Motivated sequence. Identify how to establish credibility. Identify the preparation outline of a Monroe's Motivated sequence in a video. Identify special occasions in which public speaking is required. Identify language to be used on each occasion. Identify techniques to develop Impromptu speeches. Deliver impromptu speeches. Outline the final speech.</p> | <p>Persuasive Speech Persuasive Speeches on a question of value and policy Persuasive speeched and organizational patterns. The Monroe's Motivated Sequence. Methods of persuasion. Establish credibility Using evidence and reasoning. Emotional Appeal as a method of persuasion. Outline for Final Speech. Speaking in special occasions. Impromptu speaking techniques. Final Speech.</p> | <p>Evaluation 4: (Week 14) Deliver a persuasive speech on a question of fact, value or policy. (Students deliver their oral presentations in class – Teacher provides feedback)</p> |
| Unit Result 3: <i>Oral Production: By the end of the unit, develop effective use of body action and vocal variety in speaking.</i> | | |

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| Session 5: <i>At the end of the session, the student carries out some research in order to deliver persuasive speech using Monroe's Motivated Sequence.</i> | | Semana 15 a 16 |
| Learning Activities | Contents | Evidence |
| Develop oral production activities in class. | Final speech (Final exam) | Final exam: Final speech (Producto acreditable) |

| Methodology |
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| <p>The course will be developed based on the following methodologies: This course is designed to provide students with the fundamentals of speech communication including speaking and listening. It will examine the basic elements of research, construction and delivery of original public presentation. By understanding what components go into a good speech, an individual will look more confident in his/her presentation. The goal of this course is to incorporate typical speaking assignments into situations students might face in their personal and professional lives.</p> |

| Assessment System | | | | |
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| <p>Each of the items of the evaluation scheme and the final grade of the course are rounded to whole numbers. The final grade of the course is the weighted average of the corresponding items: permanent evaluation, partial exam and final exam.</p> <p>The averages calculated components of the item 'Permanent Evaluation' will keep your calculation with 2 decimals.</p> | | | | |
| Type Evaluation | %Weighing | Observation | Week Assessment | Rezag. |
| Evaluación Permanente | 70% | | | |
| Promedio de Evaluaciones | 100% | | | |
| Evaluación 1 | 25% | (no rezagable) | Semana 4 | No |
| Evaluación 2 | 25% | (no rezagable) | Semana 7 | No |
| Evaluación 3 | 25% | (no rezagable) | Semana 11 | No |
| Evaluación 4 | 25% | (no rezagable) | Semana 14 | No |
| Examen Final | 30% | Creditable product. | Semana 16 | No |

| Attendance Policy | |
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| Total Percentage Absences Permitted | 30% |
| <p>Class attendance is mandatory. The student who reaches or exceeds the limit of thirty percent (30%) of absences in the course, defined by the total of effective hours, will be disqualified from taking the final evaluation, corresponding to said evaluation with a grade of zero (0).</p> <p>In hybrid classrooms, only synchronous virtual participation (via zoom) is allowed, up to a maximum of 50% of the total course.</p> | |

| Basic Required Reading |
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| <p>[1] Wheeler, Elmer, (2016). <i>Elmer Wheeler's Tested Public Speaking</i> /. (Second edition). Golden Springs Publishing,.</p> |

| References Supplementary |
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| <p>[1] Lucas, Stephen, (2008). <i>The art of public speaking</i> /. (10a ed.). McGraw-Hill,.</p> <p>[2] Beebe, Steven A. (2009). <i>Public speaking an audience-centered approach</i>. (7). Pearson.</p> |

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| Prepared by: | Approved by: | Validated by: |
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| SIGUAS CHAVARRIA, PAOLA KRISTY / SIGUAS CHAVARRIA, PAOLA KRISTY / | DAVILA SILVESTRE, SILVIA INES | Office of Curriculum Development |
| Date: 25/03/2024 | Date: 03/04/2024 | Date: 03/04/2024 |