

## SPCH 1315: Public Speaking

<b>Course Name</b>	SPCH 1315: Public Speaking
<b>IBLIP Intent</b>	<b>IBLIP Purpose:</b> The purpose of this active, inquiry-based learning implementation plan (IBLIP) is three-prong: 1) to <b>spark</b> curiosity, <b>ignite</b> investigation, and <b>create</b> engagement regarding curriculum; 2) to increase opportunities for information literacy, critical thinking, teamwork, communication, and motivation within students; 3) to ultimately impact positively aspects of retention, completion, and success for Vernon College.
<b>Objectives:</b> 1) <b>Course Level Objective</b> 2) <a href="#">Global Learning Objective</a> 3) <b>QEP Objectives</b>	<ol style="list-style-type: none"> <li>1. <b>Course Level Objective 1:</b> Identifying the Communication Process.</li> <li>2. <b>Global Learning Objectives:</b> Information Literacy, Critical Thinking, Teamwork, Oral Communication.</li> <li>3. <b>Introduction to QEP SLOs</b> (Essential questions, investigation, evaluation, presentation of content)</li> </ol>
<b>Method of Course Delivery</b>	Face-to-face
<b>Level of Inquiry</b>	<a href="#">Controlled</a> (Essential Question Prompts/Resources are Provided)
<b>Assessment Methodology</b>	Team Activity/Low Stakes Assessment/Participation Activity. This introductory, low stakes activity is assessed as a participation activity. A 10-point production-based rubric is used to observe/assess essential questions, investigation, evaluation, presentation of content. Students complete a directed, reflection essay reviewing key points of the assignment.
<b>Essential Questions:</b> “SPCH 1315 FAQs”	<ol style="list-style-type: none"> <li>1. What is the most effective model of communication?</li> <li>2. What are the six levels of communication?</li> <li>3. How are public speaking and everyday conversations similar/unique?</li> <li>4. What are the benefits of participating in a public speaking class?</li> <li>5. What cultural impacts may result from taking a class like public speaking?</li> </ol>
<b>Duration</b>	2 class days
<b>Activity Instructions</b>	<p><b>Day One:</b></p> <ol style="list-style-type: none"> <li>1. Instructor places all students in 5 teams of 4-5 using a creative grouping strategy.</li> <li>2. Each team is provided a prompt with directions for addressing unit related essential questions.</li> <li>3. Instructions for investigating and creating PPT/Google slides are covered.</li> <li>4. Teams are given the remainder of class to investigate, begin creating PPT/Google slides to present their co-created knowledge. Instructor circulates; guiding teams to assure all are on track.</li> <li>5. Before Day 1 Class breaks, instructor reminds all teams that each teammate must have an equal speaking part when presenting their ideas on day 2.</li> </ol> <p><b>Day Two:</b></p> <ol style="list-style-type: none"> <li>1. Instructor introduces Teams and Essential Questions; reiterates general presentation instructions.</li> <li>2. In Essential Question Numerical Order, each student group presents the content they have investigated via textbook, website, etc. through slideshow presentation.</li> <li>3. At the end of each presentation, teams remain standing (giving them face time) while instructor fills in any gaps, ask the audience to offer examples, etc.</li> <li>4. Instructor reviews Essential Question Content at the end of the unit.</li> <li>5. Instructor summarizes Unit Opener Activity Objectives</li> </ol>
<b>IBLIP Implementation Summary</b>	The IBL lesson describe above, as well as others in course, implements IBL by first engaging students in an essential question of which they are not entirely familiar. Students then investigate and discuss the essential question at hand with their classmates and thus construct a brief PPT/Prezi, using personal/meaningful examples where possible.
<b>Location of Artifacts</b>	Canvas LMS