

Description of Course Unit

Course unit title	Public Speaking**
Course unit code	IT081326
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First cycle bachelor
Year of study when the course unit is delivered (if applicable)	Third year
Semester/trimester when the course unit is delivered	Fifth semester
Number of ECTS credits allocated	
Name of lecturer(s)	
Learning outcomes of the course unit	<ol style="list-style-type: none"> 1. Students are able to clarify the concept of public speaking, rhetoric and evolution of communication models 2. Students are able to clarify and implement the ethic of public speaking 3. Students are able to identify methods of listening effectively and to distinguish target audience related to topics 4. Students are able to clarify how to choose topics, to conduct research topics, to search diverse resources of topics for giving a speech, and to organize ideas and concepts of speech topics 5. Students are able to implement how to deliver a speech by using a language effectively, as well as delivering a speech informatively and persuasively. 6. Students are able to use and create a speech presentation visual aid of a certain topic that is chosen to deliver to target audience.
Mode of delivery (face-to-face, distance learning)	Hybrid learning
Prerequisites and co-requisites (if applicable)	Bahasa Indonesia, English for Communication Sciences, Creative Thinking, Public Relation, Communication Multimedia
Course content	<ol style="list-style-type: none"> 1. Introduction to concept of public speaking, rhetoric, and evolution of communication models 2. Ethics of public speaking 3. Speaking confidently 4. Responding to speeches 5. Audience analysis

	<ol style="list-style-type: none"> 6. Selecting your speech topics 7. Researching your speech topics 8. Supporting your speeches 9. Organizing the body of your speech 10. Introducing and concluding your speeches 11. Delivering your speeches 12. Using language effectively in your speeches 13. Delivering your informative and persuasive speeches 14. Integrating your speech presentation using visual media tools
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> 1. Coopman, Stephanie, J. and Lull J. (2018). <i>Public Speaking: The Evolving Art, 4th Edition</i>, CENGAGE Learning. 2. Agitashera, D., Farida, N., and Wulandari, R., (2020) "The Effect of Endorsers' Source Credibility on Emotion Towards Youtube's Advertisement' Source Credibility on Emotion", <i>Ultimacomm</i>, Vol. 12, No. 12. 3. Fraleigh, D. M., Tuman, J. S. and Arkle, P. (2017), <i>Speak Up, An Illustrated Guide to Public Speaking, 4th Edition</i>, Bedford/st.martin's. 4. Grice, G.L, Mansson, D.H and Skinner, J. F. (2018), <i>Mastering Public Speaking, 10th Edition</i>, Pearson. 5. O'Hair, D., Rubenstein H. and Stewart.R. (2016). <i>A Pocket Guide to Public Speaking, 5th Edition</i>, Bedford/st.martin's. 6. Restusari, F. N., and Farida, N., (2020), "Instagram Sebagai Alat Personal Branding Dalam Membentuk Citra Diri (Studi Pada Akun Bara Pattiradjawane)", <i>Mediakom: Jurnal Ilmu Komunikasi</i>, Vol. 3, Issue: 2. 7. Sirait, C. B. (2014), <i>Public Speaking and Business</i>, Gramedia
Planned learning activities and teaching methods	Collaborative learning, contextualizing, project based learning, self-learning and relating to real life examples and experiences
Language of instruction	English and Bahasa Indonesia
Assessment methods and criteria	Participatory activity, writing speech for diverse occasions, quizzes, mid and final semester exams.

Public Speaking Assessment Rubric

I. Project Based Learning on conventional platform.

Direction: 1.1. Choose one of contemporary issues in relation to the scope of topics below that interest you most:

- a. Social
- b. Economic
- c. Politics
- d. Education
- e. Health
- f. Technology
- g. Religious

1.2. Create an outline of your speech topics you chose above, then present your task to the classroom to be reviewed.

II. Problem Based Learning on Digital platform.

Direction: Give presentation of your final speech that you created on task I.2 using interactive presentation media, that you upload on your Youtube channel.

Mid-term test for Multimedia Communication course.

Direction: Doing the test in essay and project based learning

No	Criteria/Grade	80-100	65-79	50-64	40-59	0-39
1	Integration of knowledge	1. The paper or oral presentation of one's speech demonstrates that the author fully understands and has applied consistently concepts learned in the course. Concepts are integrated into the writer's own insight. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper or oral presentation one's speech demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper or oral presentation one's speech demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper or oral presentation one's speech does not demonstrate that the author has fully understood and applied concepts learned in the course.	The paper or oral presentation one's speech demonstrates that the author has little understanding of the course.

2	Topic focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper or oral presentation, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper or oral presentation of one's speech is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.	The topic is not relevant with the given instruction.
3	Depth of discussion	In-depth discussion & elaboration in all sections of the paper or oral presentation of one's speech	In-depth discussion & elaboration in most sections of the paper .oral presentation of one's speech	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or oral presentation of one's speech consists brief discussion in only a few sections.	The discussion is superficial and not academic, with no relevant references.
4	Cohesiveness	Ties together information from all sources. Paper or oral presentation of one's speech flows from one issue to the next without the need for headings. Author's writing or oral presentation demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper or oral presentation of one's speech flows with only some disjointedness. Author's writing or oral presentation demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties Together information from all sources. Paper or oral presentation of one's speech does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie Together information. Paper or oral presentation of one's speech does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing or oral presentation does not demonstrate understanding any relationships	The writing oral presentation is highly problematic and difficult to understand.

5	Articulation	Speakers can articulate his/her every words of speech clearly	Speakers can articulate his/her every words of speech clear enough	Speakers can articulate his/her partial words of speech clearly	Speakers has poor articulation when she/he deliver his/her partial words of speech	Speakers has poor articulation when she/he deliver his/her every words of speech
6.	Intonation	Speakers have a very good intonation that is related to the context of speech	Speakers have good intonation that is related to the context of speech	Speakers have good enough intonation that is sometimes related to the context of speech	Speakers have slightly poor intonation that is sometimes not related to the context of speech	Speakers have very poor intonation that is not related to the context of speech

7	Diction	Speakers can use proper diction in every context of his/her speech very well	Speakers can use proper diction in every context of his/her speech well enough	Speakers can use proper diction in partial context of his/her speech well.	Speakers cannot use proper diction in partial context of his/her speech	Speakers cannot use proper diction in every context of his/her speech
8	Volume and Tempo of Speech	Speakers has high, powerful volume and adequate tempo of speech	Speakers has high, powerful volume and fast tempo of speech	Speakers have middle volume and fast tempo of speech	Speakers have low volume and fast tempo of speech	Speakers have low volume and slow tempo of speech

9	Facial expression	Speakers can imply very good facial expression (eye-contact, smile, enthusiastic) in every context of his/her speech	Speakers can imply good facial expression (eye-contact, smile, enthusiastic) in a partial context of his/her speech	Speakers can imply good enough facial expression (eye-contact, smile, no-enthusiastic) in a partial context of his/her speech	Speakers can imply poor facial expression (no eye-contact, no smile, no-enthusiastic) in partial context of his/her speech	Speakers can imply poor facial expression (no eye-contact, no smile, no-enthusiastic) in every context of his/her speech
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