No. 3

TQF.3

Course Specification

Name of Higher Education Institution : Buriram Rajabhat University
Faculty / Program : Faculty of Education / English Program

Section 1 General Information

1. **Course**: Public Speaking for English Teachers **Course Code:**1133204
2. **Number of Credits** 3 (2-2-5)
3. **Program:** Bachelor of Education (B.Ed., 5-Year Program) (Revised Curriculum B.E. 2564 [2021]). **Name of the program that uses this course:** Bachelor of Education, English Major (B.Ed. 5 years) **Course Type** General Education Specialized course (major course group)
4. **Instructor** 1. Mr. Charlie E. Saballa, LPT / MaEd-ED
5. **Semester / Year of Study** Semester 1, Third-year students, Academic Year 1/2569
6. Courses to be taken beforehand (Pre-requisite) -N/A
7. Courses to be taken concurrently (Co-requisite) -N/A
8. Place of Study Faculty of Education Building 151205/2, Buriram Rajabhat University
9. Date of the most recent preparation or revision of the course specification

Section 2
Aims and Objectives

1. **Course Aims** 1. To enable students to understand the principles, purposes, characteristics, and elements of effective public speaking. 2. To develop students' ability to select topics, identify speech purposes, formulate central ideas, and organize speech outlines. 3. To enable students to prepare and deliver informative and persuasive speeches for academic, professional, and teaching contexts. 4. To develop students' vocal and non-verbal delivery skills, including voice, body language, eye contact, and confidence. 5. To promote ethical communication, critical thinking, audience awareness, and constructive peer feedback.
2. **Objectives for Course Development/Revision** 1. Add practical speaking activities, demonstrations, and presentation tasks that connect public speaking skills with real academic and teaching situations. 2. Update speech examples, instructional media, and learning activities to reflect current communication contexts and students' learning needs.

Section 3 Characteristics and Operation

1. **Course Description**

Study and practice of the principles and techniques of public speaking for academic, professional, and teaching contexts. Emphasis is placed on the characteristics and elements of public speaking; fear and anxiety management; topic selection and speech outlining; speech writing and organization; vocal and non-verbal delivery; informative and persuasive speeches; presentation practice; peer feedback; confidence, audience awareness, and ethical communication.

2. Number of Hours per Semester

Lecture	Supplementary Instruction	Practice / Fieldwork / Internship	Self-study
60 hours per semester (4 hours × 15 weeks)	-	-	60 hours per semester

3. Number of hours per week that the instructor provides individual academic consultation and guidance

1. Up to 3 hours per week according to the faculty schedule.
2. Students should meet the instructor during the specified consultation time.
3. Consultation may address speech preparation, assignments, presentation skills, and learning progress.

Section 4 Student Learning Development

1. Morality and Ethics

Develop learners according to the following characteristics of the curriculum:

1.1 Morality and ethics to be developed

1. Be disciplined, punctual, honest, and responsible for individual and group tasks.
2. Respect rules, regulations, social norms, and diverse opinions.
3. Demonstrate academic honesty and integrity in preparing speeches and using sources.
4. Show social responsibility and sensitivity when selecting speech topics and language.
5. Uphold the ethical responsibilities of the teaching profession.

Teaching Methods

1. Integrate ethical communication and academic honesty into teaching and learning.
2. Use examples and discussion to develop respect for diverse perspectives.
3. Encourage constructive peer feedback and responsible participation.

Evaluation Methods

- Evaluate attendance, punctuality, participation, and timely submission of assignments.
- Evaluate ethical use of information and academic honesty.
- Use self-assessment and peer assessment on specified speaking tasks.

2. Knowledge

2.1 Knowledge to be developed

1. Have knowledge and understanding of the principles, purposes, characteristics, and elements of public speaking.
2. Understand speech purposes, audience analysis, topic selection, central ideas, and speech outlining.
3. Understand the structure of introductions, bodies, conclusions, and supporting materials.
4. Understand vocal and non-verbal delivery techniques and strategies for managing speaking anxiety.
5. Understand informative and persuasive speeches and their roles in academic and teaching contexts.

2.2 Teaching Methods

- Lectures, discussion, questioning, and instructor demonstrations.
- Group discussion and analysis of sample speeches.
- Individual and group exercises with instructor guidance.
- Researching information and examples from credible sources.

2.3 Evaluation Methods

- Short quizzes and written assignments.

- Speech outlines and speech-writing tasks.
- Individual and group presentations.
- Midterm and final examinations.

3. Intellectual Skills

3.1 Intellectual skills to be developed

1. Analyze audience, topic, purpose, and context when planning a speech.
2. Search for, investigate, evaluate, and synthesize information from diverse sources.
3. Organize ideas logically and support claims with relevant evidence.
4. Evaluate speech content, rhetorical choices, and delivery effectiveness.
5. Solve communication problems and revise speeches based on feedback.

3.2 Teaching Methods

- Assign individual and group speech-planning tasks.
- Guide students in analyzing sample speeches and evaluating sources.
- Encourage students to reflect on their own and peers' presentations.
- Train students to express and present opinions clearly and accurately.

3.3 Evaluation Methods

- Evaluation of speech outlines, written assignments, and presentations.
- Observation of students' analytical thinking and learning behavior.

4. Interpersonal Skills and Responsibility

4.1 Interpersonal skills and responsibility to be developed

1. Work cooperatively and respect others' opinions.
2. Be responsible for assigned individual and group work.
3. Demonstrate leadership and constructive participation.
4. Listen attentively and respond appropriately to speakers.
5. Give and receive feedback respectfully and responsibly.

4.2 Teaching Methods

- Group work and collaborative speech preparation.
- Pair and group speaking practice.
- Peer feedback, mock presentations, and discussion.

4.3 Evaluation Methods

- Evaluate group-work behavior and individual responsibility.
- Assess participation and the quality of peer feedback.

5. Numerical Analysis, Communication, and Information Technology Skills

5.1 Numerical analysis, communication, and information technology skills to be developed

1. Communicate ideas effectively through speaking, listening, reading, and writing.
2. Use information technology to search, collect, evaluate, and present information.
3. Select appropriate presentation formats and digital media for the intended audience.
4. Use evidence and acknowledge sources appropriately in oral and written presentations.

5.2 Teaching Methods

- Independent study and research using online learning resources and various media.
- Prepare and deliver presentations supported by appropriate technology.
- Practice effective spoken and written communication.

5.3 Evaluation Methods

- Evaluate reports, assignments, and speech materials.
- Evaluate student presentations and appropriate use of technology.

6. Learning Management Skills
6.1 Learning management skills to be developed 1. Design and deliver clear, organized, and engaging oral presentations. 2. Adapt communication strategies to different audiences and learning contexts. 3. Apply public speaking techniques in academic and future teaching situations.
6.2 Teaching Methods 1. Assign individual and group presentations. 2. Organize discussion and reflection activities. 3. Provide direct experience through speech practice, rehearsal, and presentation. 4. Use demonstrations and peer feedback to improve delivery.
6.3 Evaluation Methods 1. Observe speaking and presentation behavior. 2. Assess speech outlines, assignments, and presentations. 3. Assess students' ability to apply speaking and presentation skills.

Section 5 Teaching Plan and Evaluation

Week	**Topic/Details**	**Hours/ Week**	**Teaching and Learning Objectives**	**Teaching and Learning Activities**	**Media Used**						
						1	**2**	**3**	**4**	**5**	**6**
1	Orientation: course description, objectives, grading criteria, expectations, and pre-test	4 hours	To enable learners to understand the course requirements, learning outcomes, and baseline public speaking skills.	Course orientation, diagnostic speaking activity, lecture, and group discussion.	Course outline, handouts, multimedia, students' concept notebook	✓	✓				
2	Chapter 1: Characteristics of Public Speaking - Definition and benefits of public speaking - Elements of public speaking - Role in teaching and academic contexts	4 hours	To enable learners to explain the definition, benefits, elements, and applications of public speaking.	Lecture, guided discussion, analysis of sample speeches, and short speaking activity.	Lecture handouts, PowerPoint, sample speech videos	✓	✓	✓			
3	Chapter 2: Fear and Anxiety in Public Speaking - Common fears: judgment and feedback - Forgetting or making mistakes - Perfectionism and physical symptoms	4 hours	To enable learners to identify common speaking anxieties and apply strategies to manage them.	Reflection, group discussion, anxiety-management exercises, and short impromptu speaking practice.	Handouts, reflection worksheet, electronic media	✓	✓	✓	✓		
4	Chapter 3: Outlining Your Speech - Selecting a topic and identifying purpose - Brainstorming and narrowing a topic - General purpose and central idea	4 hours	To enable learners to select an appropriate topic and formulate a clear purpose and central idea.	Topic-selection workshop, brainstorming, individual outline preparation, and peer discussion.	Speech outline templates, worksheets, PowerPoint	✓	✓	✓			
5	Chapter 4: Speech Writing - Functions of the introduction - Attention-getting strategies - Organizing the body and connecting main points - Functions and composition of the conclusion	4 hours	To enable learners to organize a speech with an effective introduction, logical body, and clear conclusion.	Analyze sample speeches, speech-writing workshop, organization exercises, and peer review.	Sample speeches, handouts, speech-writing worksheets	✓	✓	✓			
6	Chapter 5: Speech Delivery - Vocal aspects of delivery - Voice, articulation, pace, volume, and pauses - Non-verbal delivery	4 hours	To enable learners to demonstrate appropriate vocal and non-verbal delivery techniques.	Instructor demonstration, vocal exercises, posture and gesture practice, and short presentations.	Handouts, video examples, presentation checklist	✓	✓	✓	✓		

7	Chapter 5 continued: Speech Delivery - Body language and eye contact - Confidence-building techniques - Delivery practice	4 hours	To enable learners to apply delivery techniques and demonstrate increased confidence when speaking.	Individual and group rehearsal, peer feedback, self-reflection, and formative speech delivery.	Peer-feedback forms, electronic media, speaking rubric	✓	✓	✓	✓		
8	Midterm Examination										
9	Chapter 6: Informative Speech - Definition and functions - Definitional and explanatory informative speeches	4 hours	To enable learners to explain informative speaking and distinguish its purposes and types.	Lecture, compare examples of informative speeches, topic selection, and audience analysis.	Handouts, sample informative speeches, PowerPoint	✓	✓	✓			
10	Chapter 6 continued: Informative Speech - Descriptive and demonstrative speeches - Roles and characteristics of informative speakers - Delivery of informative speeches	4 hours	To enable learners to prepare and deliver an informative speech using relevant information and clear organization.	Prepare an informative speech outline, practice delivery, and receive peer and instructor feedback.	Speech outline worksheet, sample videos, presentation media	✓	✓	✓	✓	✓	
11	Chapter 7: Persuasive Speech - Definition of persuasive speech - Organizing persuasive messages - Claims, reasons, and supporting evidence	4 hours	To enable learners to identify persuasive purposes and organize arguments logically and ethically.	Analyze persuasive messages, identify claims and evidence, group discussion, and source evaluation.	Handouts, sample persuasive speeches, online resources	✓	✓	✓			
12	Chapter 7 continued: Persuasive Speech - Persuasive speech outline writing - Supporting arguments with evidence - Delivery of persuasive speech	4 hours	To enable learners to develop and deliver a persuasive speech supported by relevant evidence.	Write persuasive outlines, practice delivery, and conduct peer review.	Outline template, source-evaluation worksheet, presentation media	✓	✓	✓	✓	✓	
13	Practice Presentation with Peer Feedback - Planning and rehearsing final presentations - Presentation checklist - Giving and receiving peer feedback	4 hours	To enable learners to improve speech content and delivery through rehearsal and constructive feedback.	Small-group mock presentations, peer assessment, instructor feedback, and revision.	Presentation checklist, peer-feedback forms, video/media	✓	✓	✓	✓	✓	
14	Practice Presentation with Peer Feedback - Common presentation pitfalls - Audience engagement - Improving delivery and timing	4 hours	To enable learners to identify presentation weaknesses and apply strategies for improvement.	Mock presentations, individual coaching, timed rehearsal, and reflection.	Handouts, presentation rubric, electronic media	✓	✓	✓	✓	✓	
15	COURSE REVIEW - Review of key concepts - Reflection on speaking development - Preparation for final examination	4 hours	To enable learners to consolidate course content and evaluate their progress in public speaking.	Review exercises, question-and-answer session, self-assessment, and course reflection.	Review sheets, PowerPoint, concept notebook	✓	✓	✓	✓	✓	✓
16	FINAL EXAMINATION	-	To evaluate students' achievement of the course learning outcomes.	Final examination and/or final speaking assessment according to the announced examination schedule.	Examination materials		✓	✓	✓		
Final Examination											

2. Learning Outcomes Evaluation Plan

Learning Outcomes	Evaluation Methods	Week of Evaluation	Proportion of Evaluation
Morality and Ethics	Class attendance, punctuality, class participation, timely submission, and academic honesty	Throughout the semester	10%
Knowledge	- Quizzes and course exercises - Speech outline and speech-writing assignments - Midterm examination - Final examination / final speaking assessment	Throughout semester Weeks 2–7 and week 9-14 Week 8 Week 16	10% 10% 20% 30%
Intellectual Skills	Evaluation of topic selection, organization, critical use of information, speech analysis, and reflection	Throughout the semester	-
Interpersonal Skills and Responsibility	Evaluation of group work, collaboration, peer feedback, and individual responsibility	Throughout the semester	-
Information Technology Skills	Evaluation of appropriate use of technology and digital media in speech preparation and presentation	Throughout the semester	-
Learning Management Skills	Assessment of individual speech delivery, informative and persuasive presentations	Weeks 15	30% (Speech Delivery)
Total			**100%**

Section 6 Teaching and Learning Resources

1. Main Documents and Textbooks
   1. Public Speaking teaching handbook and instructor-prepared course materials.
   2. Lucas, S. E. The Art of Public Speaking. (Edition to be confirmed by the instructor / university library.)
   3. Course handouts, speech-outline templates, presentation checklists, and sample speeches.

2. Recommended Documents and Learning Resources
   1. Credible online resources on public speaking and communication.
   2. Educational videos and sample informative and persuasive speeches.
   3. Presentation software and digital media for speech preparation and delivery.
   4. Relevant articles and resources selected by the instructor.

Section 7 Evaluation and Improvement of Course Operation

Strategies for evaluating course effectiveness by students

Evaluation of course effectiveness by students is conducted as follows:

1. Group discussion between instructor and learners at mid-semester.
2. University online instructor evaluation form.
3. Observation of learners' behavior, confidence, and participation throughout the semester.

2. Strategies for evaluating teaching

- Teaching results consistent with the teaching management plan.
- Students' learning achievement and attainment of course learning outcomes.
- Verification of learning evaluation results and assessment criteria.

3. Teaching Improvement

After receiving teaching evaluation results, teaching will be improved by reviewing students' speaking performance, providing additional guided practice, updating speech examples and instructional media, and using student feedback to improve learning activities.

4. Verification of Students' Achievement Standards in the Course

During the teaching process, achievement is verified topic by topic through questioning, checking students' outlines and assignments, observing speaking practice, and reviewing quiz and presentation results. After grades are issued, verification is conducted by:

- Random inspection of student work by qualified instructors.
- Program committee review of learning evaluation results.

5. Course Review and Planning for Improving Course Effectiveness

Based on the evaluation and verification of achievement and course effectiveness, plans are made to improve teaching methods, learning activities, assessment tools, and the course specification every academic year, or in accordance with recommendations and the results of verification of achievement standards.

Signed ..... Course Instructor
(Mr. Charlie Enario Saballa)
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Signed ..... Head of Program
(Ajarn. Phanarin Thaijanthararak)
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