

COMM 111-CRN: 41185

T/TH 11:30-12:50: T-207

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MATERIALS TO PURCHASE FOR THIS COURSE

1 package of index note cards 4 x 6 is usually best

1 flash drive 8 gig or higher dedicated to this class (All speeches will be recorded)

TEXT: Fundamentals of Public Speaking (2012) ISBN 978-1-59871-612-2

Please note this book is most likely not available anywhere else and must be purchased at the bookstore. You must have the book to successfully complete the course.

COURSE DESCRIPTION:

This course is designed to improve speech efficiency, self confidence, and skill in planning, organizing, and delivering the kinds of presentations encountered in business organizations. This class will focus on public communication messages though the use of practical experiences in a variety of communication situations. Comm.111 provides you with the opportunity to improve your oral communication skills through performance, analysis of communication as a process, reading of the textbook and lectures.

COURSE OBJECTIVES:

Upon the completion of this course, the student should be able to:

1. Apply the principles of being audience-centered in effective public speaking.
2. Organize, and deliver informative and persuasive speeches appropriate to the audience and setting.
3. Critically analyze your own and others speeches.
4. Discuss and practice effective listening skills.
5. Demonstrate the ability to write an organized coherent outline.
6. Analyze both verbal and nonverbal elements of effective presentations (yours and your class mates).
7. Prepare and effectively deliver at least three public speeches.
8. Enhance spoken and written presentations with appropriate visual, audio, multimedia, and other aids.
9. Demonstrate improvement during the course in managing and overcoming speech anxiety.
10. Practice effective extemporaneous speaking in front of the audience.

SPEECH COMMUNICATION GENERAL EDUCATION OUTCOMES:

Outcomes are measurable activities and or assignments, which will be assessed. In this class, we will explore one of these outcomes.

As a result of successfully completing this class, students will be able to recognize the value, application, and ethical responsibilities of the communication process.

INSTRUCTOR PHILOSOPHY: (Learning Environment)

I love teaching this class! The confidence and skills gained in this class can help you in any field and any vocation. I look at our time together as an exciting adventure! Knowing how to organize your thoughts and articulate them clearly can dramatically make a difference in your life. You may not think so now but; you would be surprised how many different types of industry require public speaking. I value the opportunity to be a part of this experience. We all learn from each other. I look forward to what you will teach me, and what you will teach each other. Some suggestions to make your learning experiences more meaningful; do not procrastinate your speech preparation; also, create a full sentence typed outline for each speech. Take the time to reflect on ways you can improve by listening to the oral critiques in class as well as reading and thinking about the written ones after class. Take time to visualize your success. Practice numerous times before giving the speech in class. One last piece of advice –Yes You Can Do This!

CLASSROOM CIVILITY: Learning Environment

Certain basic standards of classroom civility should be adhered to, particularly in a communication course. Civility does not eliminate appropriate humor, enjoyment, or other features of a comfortable and pleasant classroom community. Classroom civility does, however, include the following:

1. Displaying respect for all members of the classroom community, both your instructor and fellow students.
2. Attentiveness to and participation in lectures, group activities, workshops, and other exercises.
3. Avoidance of unnecessary disruptions during class, such as private conversations, reading campus newspapers, texting friends, checking Facebook, and doing work for other classes, arriving late, leaving early...etc.
4. Avoidance of racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom community.

These features of classroom civility do not comprise an exhaustive list. Rather, they represent the minimal sort of behaviors that help to make the classroom a pleasant place for all concerned.

CLASS PREPARATION AND PARTICIPATION: (Learning Environment/Instructional Design & Assessment)

Coming to class prepared and participation in class is mandatory for successful completion of the course. Please note just coming to class does not mean that you are participating in class!

The quantity and quality of your contributions to class discussion and activities will be evaluated according to the following criteria:

1. Are you prepared for class discussions (e.g., completed reading, prepared for discussion questions)?
2. Are you able to relate your own experiences and observations to class concepts?
3. Do you respond to statements by others in an appropriate manner?
4. Do you move the discussion along, not derail it?
5. Do you ask questions and/or paraphrase when needed and appropriate?

Full participation points must be earned. If a student comes to class each day, is polite, but does not make a strong effort to contribute, then that student will earn few participation points. Additionally, if a student arrives late, leaves early or chooses to complete homework for another class during our class session, or chooses to text during class, that student will earn few participation points.

Nonparticipation and absences will hurt your grade at the end of the quarter. If you are struggling with shyness or speech apprehension please see me-this will be a great class for you!

Class Participation (roll) will be taken each day. Please print! Your writing should be clear so that there is no chance for a mistake of identity. Students are not penalized for prior class participation rolls if they sign up late for the course.

All class activity roll sheets accounted for equal +30 points (The 30 points include 5 bonus points, the maximum with excused absences 25 points.)

One class activity roll sheet uncounted and or nonparticipation: +25

Two class activity roll sheets uncounted and or nonparticipation: +18

Three class activity roll sheets uncounted and or nonparticipation: +11

Four class activity roll sheets uncounted and or nonparticipation: +4

Five class activity roll sheets uncounted and or nonparticipation: 0

A NOTE ABOUT MISSING CLASSES: (Instructional Design/ Learning Environment)

Attendance and respectful participation in class is a way that you can positively influence your grade. Should you miss class, it is your personal responsibility to get notes or handouts from classmates. Your instructor will neither repeat lectures nor provide you with a private lecture. Missing handouts can often be found on your instructor's website, you can send me an e-mail or drop by my office hours.

CLASS ASSIGNMENTS: (Assessment)

- ✓ Manuscript Speech. Research will be required and an APA Works Cited page
- ✓ Birthday Speech+ Outline Research will be required. A visual aid is often helpful in the speech but is not required.
- ✓ Process Speech and Outline-A 4-6 minute memorized speech to inform the audience about how to do something, or how something is made. This speech requires the use of a visual aid.
- ✓ Problem Solution speech + Outline 5-7 minutes including a question and answer period from the audience.
- ✓ Impromptu speech
- ✓ Online Quizzes
- ✓ Projects as assigned

GRADING SYSTEM: (Assessment/ Instructional Design)

Participation,	25
Speech Critiques & Misc.	25
Manuscript speech	50
Birthday Speech and Outline	100
Process Speech and Outline	125
Problem solution speech & Outline	150
APA Annotated list of References	10
Quizzes	90
Impromptu speech	10

Total points possible	585		
585-527	A	100-90	A
526-468	B	89-80	B
467-410	C	79-70	C
409-351	D	69-60	D

If projects are assigned or omitted because of time, the point total will be changed so that the same percentage standards are retained. All written work is due on or before the last day of lecture.

Instead of having a midterm in class, quizzes over the textbook chapters will be given online each week. The quizzes will open on Monday and will close on Sunday. You have 1 full week to take each quiz twice. The highest of your scores will be the one recorded. DO NOT ask to take a quiz after the week has passed. I will not reopen quizzes. One week is more than enough time to take a short quiz.

There will not be a final exam in class; however, the materials found in chapters 8, 12, pp30-31 and Lecture material will help to prepare you for your persuasive speech which will serve as your final exam and will be graded as such.

TIPS FOR SUCESS :(Learning Environment/ Instructional Design)

- 1. Attend every class. Make sure to sign in.**
- 2. Take detailed lecture notes. Not all material will be covered in the text.**
- 3. Prepare your outlines in advance and be ready to peer review others in class.**
- 4. Be ready to speak on the day you have selected.**
- 5. Participate in class, ask questions, make comments, be present in the class.**
- 6. Read the text before coming to class so you are prepared for class.**
- 7. Take the quiz over the chapter on Moodle each week**
- 9. You may not always agree with the opinions of others- that's ok, listen anyways**
- 10. Honestly and respectfully, evaluate others.**
- 11. Have fun and laugh often.**

COMMUNICATION DEPARTMENT STATEMENTS:

Nondiscrimination Policy

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. (for further information <http://po.linnbenton.edu/BPsandARs/>)

Diversity Statement

The LBCC community is enriched by diversity. Everyone has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill. We will work toward creating a community without prejudice, intimidation, or discrimination. (related to Board Policy #1015)

Plagiarism Statement

Do your own work! Using someone else's work as your own or using information or ideas without proper citations can lead to your failing the assignment or the class. Bibliographies (called "Works Cited" in MLA or References in APA) and in-text citations are required whenever you use outside sources, including the Internet. I also expect you to orally cite your sources in your speech as well. **If you plagiarize a speech, you will fail the assignment. One way of plagiarizing a speech is to not cite your sources. No excuses!**

Academic Honesty

The presentation of another individual's work as one's own or the act of seeking unfair academic advantage through cheating, plagiarism or other dishonest means are violations of the college's "Students Rights and Responsibilities." Students caught cheating in this class will receive a grade of "F". See College catalog or public website for definitions and violation penalties.

Cell Phones and other electronic devices

LBCC is committed to providing a quality learning environment. All cell phones and pagers must be placed in a non-audible mode while in classrooms, computer labs, the library, study centers, and testing areas. Cell phones and pagers must be used outside these facilities. Cell phones or pagers left on during an exam will result in an F grade.

Incomplete Policy

Incompletes are not provided in lieu of a failing grade. A student will only receive an incomplete if 75% of the work has been completed in the course, and the student has maintained regular participation in the course both verbal and written. Incompletes are granted on a case-by-case basis, incompletes are not automatic. It is your responsibility to communicate with me if you find yourself unable to complete the course and you are past the drop date.

E-mail

Your instructor is teaching this class at a number of different schools, with that in mind I would ask you include your name, class and time class meets in your e-mail. I will not open e-mail without a subject line. Your subject line should include at a minimum, your name and class. Please send e-mail to my e-mail provided. I check my e-mail usually on a daily basis, with the exception of Sunday. I will commit to returning your e-mail within 48/72 hours. One other note about e-mail, if you send an assignment to me by e-mail, **I can ONLY open the following document types: MS Word .doc, rtf, or pdf documents. Make sure that**

you keep a copy for yourself of any document that you send to me. If you send it to me in the wrong format, you will earn a 0 for the assignment.

CRITIQUES: (Instructional Design/ Learning Environment)

Both the instructor and members of the class will provide written and oral critiques to all speakers. Your participation both written and orally helping your classmates to improve their speaking is important and will be considered in evaluating your class participation grade for the quarter. One final note on critiques; if you write that you hated your classmate's speech that it was boring ...keep in mind that your speech will be evaluated as well...



DIRECTIONS FOR SPEECHES: (Instructional Design)

On the day of your speech, you will hear your name called. Plug in your flash drive into the monitor, hand me your outline and a copy (CD) of your PowerPoint if used, and then write your name on the board.

WALKING IN LATE ON SPEECH DAYS: (Learning Environment)

If you walk in while another student is speaking, if you are chatting with another student, or if your cell phone rings while another student is speaking, you will receive an absence for that day No Exceptions! Please either wait (outside) until you see the student has completed their speech or hear the applause before entering the class. I am generally really easy going unless you violate this rule.

NOTES ON MISSING YOUR SPEAKING DAY: (Assessment/ Instructional Design)

You will select speech dates at random. If you have a conflict, you are welcome to trade with a classmate. You will know well in advance of your speaking day. If you miss a speech date and have not notified me in advance (**I reserve the right to reduce the speech grade up to 20% of the grade**) be prepared to deliver your speech on the day you return to class. If there is time after the regularly scheduled speakers, you will give your speech. If there is no time for a make-up, you will be called on to fill in when someone else is absent during their speaking time. Please note the later it gets in the term the less likely I will have time for make-up speeches. A make-up day is not guaranteed.

MANUSCRIPT SPEECH DELIVERY (Instructional Design)

Time: 30 to 90 Seconds

Delivery: Manuscript

Points: 50 Points

The purpose of this speech is to practice your delivery and memorization skills. Certain speeches must be delivered word for word to preserve the integrity of the message and establish a speaker's credibility. In some situations, absolute accuracy is essential. The purpose of this speech is to deliver a speech from a manuscript with the same directness and sincerity used in extemporaneous speaking. Although it looks simple, to effectively deliver a speech from a manuscript requires a specific set of skills to avoid coming across stiff, artificial or lacking eye contact.

For this speech, you will choose an excerpt from a speech that someone else has given and deliver the selected speech to the class. Many speeches are longer than 30 to 90 seconds, so you will just select your favorite part of a speech to deliver. Good examples of speeches are inaugural address, state of the union, famous historical speeches; etc.

I must approve the speech you will deliver prior to presenting. You are required to bring the title and original speaker of the speech you plan to deliver on *the first class meeting of Week Two* so the speech may be approved prior to your speech date. Part of your speech grade includes getting your speech approved at the selected time and at the selected time only. Please note, all speeches must be appropriate for the classroom- this means absolutely NO profanity, crude or vulgar language or anything else that may be deemed offensive or inappropriate for the classroom. Violation of these rules will result in a failing speech grade. Please stay within the allotted time limit- you WILL NOT be allowed to speak longer than 90 seconds- I will cut you off at exactly 90 seconds so please practice timing your speech beforehand. Being cut off will negatively impact your speech grade- it will be as if you left out a part of your speech.

Please bring a copy of the evaluation form (print off from Moodle) and staple it to a copy of the speech you will delivering on your speaking day- if you do not bring your evaluation form with you on your given speech day, you will not be allowed to give your speech, *resulting in a zero on your speech.*

1. Use vocal variety to establish genuineness and directness with your audience
2. Practice the delivery of your speech so it is natural, but not stiff or overly rehearsed
3. Make sure the delivery of your speech is natural and fluid
4. Establish eye contact with your audience
5. The speech must be primarily memorized, yet also natural
6. Use your manuscript well (just glance at it)
7. Use APA format to correctly cite where you found the speech transcript
8. Turn in a copy of the portion of the speech you plan to deliver with the speech title, excerpt you will deliver, original speaker and a APA citation of where the speech was found.
9. Bring the evaluation form located on the next page
10. Use gestures as deemed suitable to the speech
11. The evaluation form and copy of speech excerpt are due at the start of class- staple all together
- 12. I strongly recommend dressing up on speech days to enhance your credibility and confidence**

SIGNIFICANT EVENT THAT HAPPENED ON YOUR BIRTHDAY (Instructional Design)

Time limit: 4-6 minutes

Delivery: Extemporaneous

Points: 100

This assignment will require some library research; the information required for this speech can be found in one or more of the following reference books in the library or online: Who's Who, Facts on File, Information Please Almanac or a High School Year book. **You will need to incorporate three different types of support material and three sources (which should be orally cited, included in the outline and in the bibliography)**

1. Refer to the occasion of special event that occurred this could be international, national, and statewide or locally. Examples: the day that Israel became a nation, the day that President Kennedy was shot, the date of the infamous Vanport flood.
2. Talk about the history and significance of the event;
3. What impact did this event have on you, your listeners, or society?
4. Optional: You may choose to keep your audience in suspense by not making the event public until the end of the speech.

Have Fun with it; after all, it did happen on the day that “you” were born!

You must hand in your full (typed) outline in complete sentences. It must follow the outline provided in this syllabus. I WILL ACCEPT NO LATE OUTLINES OR BIBLIOGRAPHIES. A speech without an outline will receive no higher than a C grade if all other criteria are met for a C speech (see criteria for grades).

You should have three different sources for this speech, which should be included in the text of your outline, in a Reference page and orally cited. **If you are not familiar with APA style, you can go to <http://owl.english.purdue.edu/owl/resource/560/01/> <http://library.fortlewis.edu/reference/citing/default.asp>, <http://www.citationmachine.net/> or <http://www.calvin.edu/library/knightcite/>** You may also wish to utilize the excellent resources on campus in the writing lab.

<http://lbcc.writingcenteronline.net/WCenterWebTools/OWL/owl.php>

Additionally, please note that Wikipedia should **NEVER** be used as a source in any speech for this class! On that note, consider your audience and what might or might not be accepted as a credible source. For example, unless you know the credibility of a “Blogger”, most readers would consider the writing suspect or mere opinion.

<p>THE STANDARD SPEECH OUTLINE TO BE USED IN THIS COURSE! (Assessment)</p>

General Purpose: To Inform (broad goal of the speech)

Specific Purpose: To inform my audience.... (what do you want your audience to be able to do at the end of your speech?)

Organization Pattern:

INTRODUCTION OF SPEECH

- I. Attention getting material (quote, short story, or example that draws the audience into your speech.
- II. Relate to the audience (hypothetical situation, analogy, or example that relates your topic to the audience
- III. Establish credibility (tell them why they should listen from your own experience or from research)
- IV. Central idea/Thesis may be combined with preview of the speech (A clear declarative statement indicating what your speech is about).

Note a preview is required. It may occur in the IV section of the intro. or, in the first transition into the body of the speech.

TRANSITION: The first transition indicates to the audience that the introduction is over and you will now state the main points in the body of the speech in the order that you plan to cover them

BODY OF THE SPEECH (Can have 2-5 main points)

I. This is the first Main Point/ topic you will discuss in your speech; stated in a complete sentence. It is the first topic that you mentioned in your preview in either your first transition or IV of the Introduction.

- A. This is the first piece of evidence or support for the main point stated above.
 - 1. This would be support for the evidence provided in A and directly related to the main point
 - 2. This evidence would support 1above.
- B. A new piece of evidence to support the first main point.

TRANSITION: This will alert the audience you are finished with the first main point and are now moving into the second main point in the body of the speech.

II. This is the second main point/ topic that you will discuss in your speech; stated in a complete sentence. It is the second topic that you mentioned in your preview in either your first transition or IV of the introduction

- A.
 - 1.
 - 2.
- B.
 - 1.
 - 2.
 - a.
 - b.

CONCLUSION OF SPEECH

- I. Transition signal
- II. Summarize main points & central idea of the speech
- III. End memorably

NOTES TO AID STUDENTS

TRANSITIONS

I. ADDITION-

- | | | |
|----------|-------------------|-----------|
| moreover | likewise | next |
| further | also | first |
| besides | too | finally |
| and | in addition | last |
| and then | equally important | initially |

II. COMPARISON-

similarly, likewise, in like manner, in this vein, in the same way, and so forth.

* Note: The above outline has two main points. Two main points with support material is the minimum amount of main points you can have. Your speech may have more than two main points.

***NOTE ON USE OF THE OUTLINE:**

The above format is different from your textbook. You will be graded based on the outline format above.

The above outline format will be used with the Process and B-day speeches.

- ✓ A Complete speech outline should follow the above format. It should be typed in complete sentences and includes an APA format list of References used in your speech.
 - ✓ The second speech may or may not require a list of References.
- If you are not familiar with APA writing style, you may need to complete some additional research to complete it correctly.
- ✓ The outline and list of References is due the day of your speech, no exceptions!
 - ✓ All speeches require a typed, 12-point font, spell checked and proofread outline, which is due the day of your speech, No Exceptions!
 - ✓ Most speeches will be presented using an extemporaneous delivery style with the use of limited note cards.

SPEECH ABOUT PROCESSES (Instructional Design /Assessment)

Time limit: 4-6 minutes

Delivery: Memorized

Points: 125

The goal for the process speech is for it to be given from memory however; if needed one note card written on one side may be allowed for this speech, know your subject well.

A process is systematic series of actions that lead to a specific result of a product. Speeches about processes explain how something is made, how something is done, or something works. The list of topics is literally endless. All of us at some point in our lives will have either to explain or understand information given to us by others. This speech will require the use of a visual aid. **You must hand in your full (typed) outline in complete sentences. It must follow the outline provided. I WILL ACCEPT NO LATE OUTLINES OR BIBLIOGRAPHIES. A speech without an outline will receive no higher than a C grade if all other criteria are met for a C speech (see criteria for grades).**

PROCESS SPEECH TOPICS

- | | | |
|---------------------------------|---|---|
| 1. How to ski | 12. How to make wine | 22. How to construct a fish aquarium |
| 2. How to play tennis | 13. How to snow ski | 23. How to make clothes |
| 3. How to fly a plane | 14. How to sky dive | 24. How to sell clothes |
| 4. How to make a sand castle | 15. How to make money from your invention | 25. How write poetry |
| 5. How to tie a fly | 16. How to stop smoking | 26. How to make pottery |
| 6. How to save money | 17. How to retire early and rich | 27. How to make a dish (cooking) |
| 7. How to water ski | 18. Archery--careful demonstration | 28. How to give a massage |
| 8. How to care for house plants | 19. Bowling | 29. Resuscitation of heart attack patient |
| 9. How to play a sport | 20. Backpack-what to buy | 30. How to improve your vocabulary |
| 10. How to build a birdhouse | 21. Salmon fishing | 31. A topic of your choice |
| 11. How to become elected | | |

VISUAL AID REQUIRED FOR PROCESS SPEECH

- ✓ Visual aids should truly aid the speech and audience understanding of the process.
- ✓ They should be large, visible, and as professional in appearance as possible.
- ✓ Volunteers from class, role-plays, overheads, actual objects, models, PowerPoint, short videos, photos are all options for visual aids.
- ✓ Be creative! Have fun!
- ✓ A list of items to avoid because of safety violations, college codes, or because it will just plain scare the pants off your audience will be provided.

A speech with out a visual aid will receive no higher than a C grade if all other criteria are met for a C speech (see criteria for grades).

Please provide your instructor with a copy of visual aid (CD) at the time of your speech.

COMMUNICATION DEPARTMENT CRITERIA FOR GRADING SPEECHES: (Assessment)

Adapted from Southern Illinois University, Edwardsville – Dept of Speech Communication

Standards for Speech Evaluation

Under **SPEECH COMPOSITION**, seven areas will be considered:

- How well you introduce your speech
- How logically and appropriately you divide your topic into its component ideas
- How fully you develop your topic with a variety of supporting materials.
Additionally, a thorough, comprehensive and properly formatted outline must accompany your speech.
- How carefully you choose the language you use in presenting your ideas
- How effectively you conclude your speech
- How appropriately you considered your audience in the selection and use of your sources both orally and written.
- How clearly you have provided an APA list of references, if required.

Under **SPEECH DELIVERY**, the following six factors will be considered:

- How poised and at ease you appear in giving your speech
- How effectively you gesture and move while presenting your ideas
- How aware of and responsive to your audience you are as you give your speech
- How natural and expressive your voice is as you speak
- How effective your overall performance seems to be with this particular audience
- How well you have prepared your speech to conform to the time requirements (a 4-6 minutes speech should not be shorter than 3 minutes and 30 seconds or longer than 6 minutes and 30 seconds).

Each of thirteen factors has degrees of competence associated with it; they are not simply "present" or "absent." In the section below, the differences between an **A**, **B**, and **C** speech are described in general terms.

THE C SPEECH. To receive a grade of **C**, a speech must be basically **COMPETENT**. The **C** speech is one in which nothing major goes wrong. The introduction gets the speech started appropriately - capturing your audience's attention and directing it toward your speech's theme. **The introduction** also relates the topic to the audience in some clear way, establishes your credibility on the topic, and leads smoothly to the body of the speech. **The body** of the **C** speech is divided in a way that is appropriate to the topic, is developed with appropriate supporting materials, and is cast into language that accurately and clearly expresses your ideas. **The conclusion** fulfills the minimum essentials - summarizing either your main theme or major points, and giving the speech a definite sense of conclusion.

The delivery of the **C** speech is one in which you do not have distracting postural, gestural, or movement mannerisms (such as slouching over the lectern, brushing your hair out of your eyes, and rocking or squirming while you speak). Furthermore, to receive a grade of a **C** you should at least maintain more eye contact with your audience than with your notes, the walls, or the ceiling. Your voice should be relatively flowing, loud enough to be heard without the audience having to strain, and free from vocalized pauses such as "uhs," "you knows," and "like." Finally, the **C** speech keeps the audience at least politely attentive throughout. The topic must be interesting and significant enough to be worthy of their time.

The vast majority of the speeches in the beginning public speaking class fall into this category. For most students, being able to present their ideas in a coherent and reasonably well-developed manner, while looking basically poised and confident standing up in front of their classmates, is an important and significant accomplishment for a single term. A grade of **C** on your speech is an indication that you have achieved a level of competence.

THE B SPEECH. To receive a grade of **B**, a speech must be more than simply competent; it must also be **INTERESTING**. **The introduction** of the **B** speech is usually more fully developed with more time and effort spent in relating the topic to the audience and preparing them for what is to follow. **The body** of the **B** speech has a clear pattern of organization that is closely related to the central theme. The **B** speech also has fuller development and employs a wider variety of interesting supporting material (such as anecdotes, examples, visual aids, definitions, statistics, comparisons, contrasts, analogies), as well as more fully adapting those materials to this particular audience. Often, **the conclusion** of the **B** speech is more fully developed and better integrates with the theme of the speech as well.

Delivery in a **B** speech has you more animated and fluid and are actually beginning to look comfortable and at ease. Your posture remains good, you are beginning to gesture naturally and expressively, and your movement begins to serve the conveyance of your speech's content instead of merely using up excess adrenalin. Your voice is becoming more expressive and empathic, and your audience shows signs of active interest in your speech.

THE A SPEECH. To receive a grade of **A**, your speech must be more than interesting; it must also be **MEMORABLE**. **The introduction** actively involves us with your topic in some way and makes us want to hear more. In **the body** of the **A** speech, your analysis of the subject is insightful and novel. Your examples are especially well-adapted to your particular audience. Your language choices are vivid (perhaps employing some effective imagery or sustained

metaphor that unifies the entire speech). The statements of your main points are unforgettable. Transitions between points are varied and appropriate; the audience knows at all times precisely where you are in your speech and how the parts relate to the whole. **The conclusion** of the A speech not only rounds the speech out by giving it a sense of completeness; it actually gives the speech a sense of **IMPACT** and forcefulness.

Delivery in an A speech goes beyond general poise and a sense of looking comfortable in front of your audience. In an A speech, you are actively projecting your personality to your audience, actively employing your posture, gestures, and movements to engage your audience's attention to your speech. Furthermore, you are able to take advantage of the natural ebb and flow of their attention as you present your speech - adapting your presentation to your audience as you progress through your speech. Your voice becomes more than simply a means for conveying your ideas, which you control for tempo, volume, rhythm, and rate in order to best serve the presentation of your ideas. You build crescendos, climaxes, and decrescendos to heighten the impact of your ideas on your audience. Finally, the A speech has the audience actively listening, responsive to your speech, and eagerly waiting for what comes next.

POINT SYSTEM FOR SPEECHES: (Assessment)

Outstanding = 110 Superior = 100 Excellent = 90 Good = 80 Fair=70
 Unprepared 60 (This means that you at least made an effort to give a speech even though it was not successful)

COURSE OUTLINE: (Instructional Design)

Subject to Change when I think, it makes good educational sense to do so.
 Course introduction
 Review of Course Outline
 Use of the Ungame
 Why study speech?
 Fear of Public Speaking
 Nonverbal communication
 Effective Listening Skills
 Responsibility of the Listener
 Propositions
 Tools of Language
 Why analyze the audience?
 Intro to B-day speech
 !)

ORGANIZATION AND OUTLINING OF A SPEECH

Selection of the topic
 Central idea, core idea, thesis statement
 Body of a speech
 Audience expectations
 Introduction of a speech
 Conclusion of a speech
 Speech delivery
 Speech evaluation

BACKGROUND INFORMATION FOR FIRST SPEECH

What not to do (Kimberly's list of NO

WHAT AM I LOOKING FOR IN THE FIRST SPEECH

This speech will emphasize speech organization. Are all of the parts of the speech outline present? Did the student provide us with good evidence of having listened to class lecture, not just reading the text? Did the student consider the audience during each step of the speaking process, in preparation and presentation? Did the student select credible sources, and provide the audience with some background of those sources. Did the student provide oral and written source citations? The student will analyze their performance and make plans for improvement to the next speech.

Birthday Speeches presented in class
Birthday Speeches presented in class

WHAT AM I LOOKING FOR IN THE SECOND SPEECH

This speech will be evaluated based on delivery. Does the student present the speech from memory, providing us with clear evidence that they have practiced the speech multiple times? Does the student maintain eye contact with the audience and not their visual aid? Are the visual aids appealing and add to the understanding of the presentation? Does the student present the ideas with expression or repeat ideas without vigor?

Process Speeches with Visual Aids
Process Speeches with Visual Aids

Providing evidence
Building credibility

WHAT AM I LOOKING FOR IN THE LAST SPEECH

Your last speech will be evaluated based on your ability to use evidence in a persuasive manner. Does the student explore the problem and propose a workable solution with logical reasoning and evidence? Did the student analyze their audience and select a topic that applies to them? Does the student maintain eye contact with the audience? Does the student use tools of language effectively in their presentation? Does the student use effective persuasive techniques? Has the student presented a persuasive speech?

PROBLEM/SOLUTION SPEECH TOPICS

- | | |
|---|--|
| 1. Domestic violence | 13. Animal Testing |
| 2. Health Care | 14. Drinking and Driving |
| 3. Obesity | 15. Organ Donation |
| 4. Patriot Act | 16. Hate Crimes |
| 5. Aids Research Funding | 17. Campaign contribution reforms |
| 6. School Uniforms | 18. Recidivism rate in prison population |
| 7. Privatization of Social Security | 19. Racial profiling |
| 8. Student Debt after college | 20. War on drugs |
| 9. Drop out rates of High School Students | 21. Ethics violations |
| 10. Immigration | 22. Voting |
| 11. Hunger | 23. A topic of your choice |
| 12. Homelessness | |

PROBLEM /SOLUTION PERSUASION SPEECH OUTLINE

Time limit: 5-7 minutes
2 Min. Q & A
Delivery: Extemporaneous
Points: 160

Outline for Problem/ Solution Speech

Name:

GP: To persuade

SP: To persuade my audience....

Organization pattern: Problem solution or problem cause solution

Introduction

- I. Attention Getter
- II. Relate to audience
- III. Establish credibility
- IV. Central idea may be combined with preview material

Transition:

(A Preview is required it must be in IV or in this transition)

Body

I. Define the Problem

- A. Seriousness of the problem
- B. Longevity of the problem (will not disappear on it's own)
- C. Failure of the existing system to solve the problem

(transition)

II. Define the Solution

- A. How the solution will solve the problem
- B. The solution WILL NOT introduce new or more serious problems
- C. How will the solution be implemented (new law state or federal, write congress, sign petition?)

(transition optional)

Conclusion

- I. Transition Signal
- II. Restate central idea-plan for solving problem
- III. Call to action (what do you want us to do)
- IV. End memorably

- **Note you will need the following for an “A” grade.**
- 6 different sources
- *The sources should be cited orally, should be included in the speech outline and included in an annotated APA list of References
- A minimum of 3 (different) tools of language
- Ethos, pathos and logos
- **Be sure to indicate on the outline (highlight, underline, handwrite) the tool and the persuasive proof you are intending to use. Refer to the example passed out in class.**

* More information on what is expected in an annotated list of References will be presented later in class.

Where to find possible topics or sources for this speech www.thepaperboy.com, or global newspapers <http://www.actualidad.com/> Online <http://academic.lexisnexis.com/college-university->

[libraries.aspx](#), <http://news.bbc.co.uk/>, <http://www.npr.org/>, Internet public library <http://www.ipl.org/reading/news>, www.procon.org

Please note: Regardless of the choice for sources, you MUST orally footnote each of your sources. If the audience would not readily know the authors credentials or the publication's importance tell us what those credentials are. We need to understand why that source is a credible source.

Extra Credit

Extra credit can often make the difference in getting the grade you want as far as point values. There will be several options for extra credit with varying point values attached. You are welcome to select three of them to be completed and turned in or electronically submitted (**MS Word Only**) by **last day of instruction. You may hand in the assignment (hard copy), you may turn in a CD or you may send an e-mail attachment.**

STANDARDS FOR PAPERS

The paper will be typed and double-spaced. Complete heading information including name, course, term and school on the upper left hand corner of the first page. Number pages and make sure your name is on each page. **All assignments should be typed (12-point font) double spaced, stapled and proofread for accuracy in both grammar and spelling.** Unless otherwise noted, paper length should be 2-3 pages.

NOTE: Correct spelling, punctuation, and usage are always important. Points will be deducted for frequent errors. All extra credit is graded on a quality basis. If extra credit assignment is not up to instructor standard, points may be deducted. **All extra credit must be completed before the last day of instruction. This means the last class before the final exam.**

Option 1

Accessing the internet locate a speech from the past and write an analysis discussing the use of ethos, pathos and logos by the speaker. Include a printed copy of the speech that you selected. Helpful websites for locating speeches are as follows: (Value 3 pts)

<http://douglass.speech.nwu.edu/index.html>

<http://www.historychannel.com/gspeech>

<http://www.pbs.org/greatspeeches/timeline/>

<http://www.news.wisc.edu/misc/speeches>

or go to www.mhhe.com/lucas9, which has the top 100 speeches of all time, and select one there.

Option 2

For those of you who have taken an online class in the past or are currently taking one, write about your experience taking the class. Please send me an e-mail indicating you are interested in this for extra credit and I will provide you with the questions I would like you to address (Value 3 pts).

Option 3 PowerPoint

Create a PowerPoint presentation of test questions. Three questions per chapter (covering all of the chapters assigned in class). You should include a title slide, which includes: your name, the name of the course and textbook. You should also include title separator slide, which would include the chapter number followed by the first question. The first question slide would contain the question, the answer slide should have the answer, chapter and page number where you found it. Questions

should be multiple choice, (following the example below). The CD would be due the last day of classroom instruction (Value 6 pts).

CHAPTER QUESTIONS: Example to be followed for PowerPoint Presentation

Slide 1: Title Slide Name and Chapter #

Slide2: Q1 (Multiple choice question)

Feedback may be all of the following EXCEPT...

- A. AUDITORY
- B. TACTILE
- C. VISUAL
- D. COGNITIVE

Slide 3: Answer Slide with Reference information

D. COGNITIVE REFERENCE: Chapter 2, pp. 8-9

Option 4 Syllabus Translation

For Non-native speakers or those who can speak another language fluently. Translate the course syllabus into another language. (USING MS WORD ONLY) The CD would be due the last day of classroom instruction. I will the post the course syllabus on the web for other students to access.

(Value 8 pts).

Tentative Course Calendar: Instructional Design-Subject to change

Week	Readings	Assignments	Due Dates
Week 1: April 1-3	Course Orientation Course Syllabus Chapter 3	Student Info. Sheet Read syllabus Take home syllabus quiz Complete PRCA p.331 Select speech excerpt and begin practice	T. Student Info Sheet Th. Read syllabus
Week 2: April 8-10		Scrambled outline Practice manuscript speech. Moodle Q1 Ch 3	T: Syllabus Quiz, PRCA, student info sheet, and need to have your manuscript picked out and ready to show me. TH: Deliver Manuscript speeches

Week 3: April 15-17	Chapter 9	Tues. Meet in class first, then we will go to the library. B-day speeches start next week Thursday! Moodle Q2 Ch. 9	T: Library Field Trip & Luck O'the Draw! Scrambled outline due. <u>TH:NO Classes</u>
Week 4: April 22-24	Chapter 4	Class period following your speech please complete self eval.1 Moodle Q3 Ch. 4	T:Rough draft peer review TH: B-day speeches
Week 5: April 28-May1	Chapter 5	Class period following your speech complete Self Eval. 2 Moodle Q4 Ch.5	T: B-day speeches Luck O the draw!
Week 6: May 6-8	Chapter 7	Moodle Q5 Ch.7	T: Process speeches TH: Process speeches Luck O the draw!
Week 7: May 13-15	Chapter 11	Have rough draft ready for peer review Moodle Q6 Ch. 11	TH: Peer review
Week 8: May 20-22	Chapter 8	Moodle Q7 Ch. 8	T: APA Annotated List of references due
Week 9: May 27-29	Chapter 10	Problem Solution Speeches Problem Solution Speeches Moodle Q8 Ch. 10	T Problem Solution speeches TH. Problem Solution speeches
Week 10 June 3-5	Chapter 12 & pp. 29-31	Class period following your speech complete Self Eval. 3 Last week to turn in extra credit. Moodle Q9 Ch.12	T:Impromptu speeches Last day for extra credit

The Day of the Review is the Final Day for any Extra Credit. I will not accept anything on the day of the final or after.

School Closure Days

April 17 Campus Closed
May 26 Memorial Day

Final Exam

Tues June 10 @ 12:30-2:20