

Speech Communication Online

COMM 111-53

Spring 100% Online 2014

Instructor: Elizabeth Jenkins Kimbell, MBA

Email: elizabeth.kimbell@louisville.edu

When I receive your email, I will reply to you

(usually within 24 hours except weekends/holidays).

If you do not receive a reply, assume I did not receive your email.

It is easy to communicate with me! You can reach me in cyberspace, by phone (502) 243-2995, or by fax (502) 243-1065. If/when you send a fax, always follow-up by email or phone. **PLEASE PHONE/FAX BETWEEN 8 A.M. – 8 P.M. ONLY ☺**

WELCOME to University of Louisville's online public speaking course! This course is textbook driven with computer-mediated instruction and delivery of three proctored speeches: a how-to (informative/process) speech, another informative speech where a famous political speech is analyzed and a persuasive (policy) speech. The speeches are designed incrementally, with new and more sophisticated skills added to each one during the term. The online speech course also contains numerous homework assignments designed to bring you to a specific level of competency before each speech. All written assignments are submitted through *Weekly Homework Folders* on Blackboard (Bb). You will read/study the text, participate in discussion forums, complete online quizzes and serve as an audience member via tegrity technology.

You will coordinate the delivery of three proctored speeches by specific deadlines. This means a proctor, or trusted third party, must be involved in the recording of the speeches. You can coordinate through a library, church, school, employer, the military, paid proctoring facilities (on most University campuses – see links below) or other approved organizations (Toastmasters, for example). You are also required to round up an audience of 6 or more adults (age 16+ years).

Proctors will need to complete an online form indicating an understanding of the requirements:

1) student must provide valid identification, 2) only one recording of the speech is allowed and 3) the audience (at least 6 members) must be panned at the beginning and end of the recording.

Find a proctoring service/testing facility near you: <http://www.ncta-testing.org/cctc/>

Testing Services in Davidson Hall/Belknap Campus: <http://louisville.edu/testing/exam-proctoring>

If you fail to deliver and upload your proctored speeches by the assigned dates, you **will not pass the course** unless ...

- other arrangements have PREVIOUSLY been approved by your instructor
- there is an emergency and you SPEAK to your instructor within 24 hours of the assigned dates regarding the emergency. WORK/CHILDCARE ARE NOT EMERGENCIES.

Formal documentation (doctor's note, etc.) required for either situation.

Your instructor determines how and if these situations impact your grade.

IN ORDER TO PASS THIS COURSE, YOU MUST

- Upload all three proctored speeches by the assigned deadlines
- Accumulate sufficient points to earn a passing grade

LEARNING OUTCOMES

This is a performance course providing students with practical training in speech preparation and delivery, but also includes introductory speech communication theory and concepts. COMM 111 is one of several courses offered by the Department of Communication “to develop oral, written and computer-mediated communication competency” (Department of Communication Mission Statement, adopted 4/18/95). COMM 111 also satisfies the general education requirements for oral communication:

1. Speak publicly, demonstrating skills such as appropriate selection of topic and materials, clear organization, effective presentation and the ability to adapt to audience, setting and occasion;
2. Participate effectively in (online) discussion;
3. Analyze and critique the oral communication of oneself and others.

Other course objectives include demonstrated knowledge of:

- Informative and persuasive strategies
- Verbal and non-verbal delivery skills
- Working/detailed/preparation outlines and reference pages
- Appropriate organizational patterns
- Effective support materials—includes research
- Visual aids (development and use)

STUDENT TECHNOLOGY HELP (for Blackboard) compliments of The Delphi Center. <http://louisville.edu/delphi/blackboard/help> answers questions regarding UofL’s online technologies. This course does not incorporate all technologies presented. Some were omitted to simplify our time together. Basic computer knowledge including Word, email, etc. required.

DISABILITY RESOURCE CENTER

The University of Louisville is committed to equal opportunity for all academically qualified students and does not discriminate based on disability. The mission of the Disability Resource Center (DRC) is to coordinate services that ensure individuals with disabilities have equal access to take full advantage of the University’s educational, social and cultural opportunities. For more information, please visit <http://louisville.edu/disability/> OR Disability Resource Center, Belknap Campus, Stevenson Hall, Louisville, KY 40292; (502) 852-6938, (502) 852-0924 fax.

ACADEMIC SUPPORT

Comprehensive information about **REACH** services and programs can be found by visiting www.reach.louisville.edu. In addition, connect to UofL’s **Online Learning Community** through the online learning tab at the top right of the Bb site or from the button listing at the left. **Distance Learning Library Services** now offer live chat to ask questions and obtain assistance in research, database searching, requesting items, etc. <http://louisville.libguides.com/guide-online-comm>; If a staff member is not available email your question to dlls@louisville.edu
TRIO Student Support Services (SSS) is an academic retention program located on the Belknap Campus in Davidson 106. The program is designed to assist first-generation, low-income and/or students with disabilities toward the successful completion of their postsecondary education. For more info about SSS, call 502-852-1406.

CONSIDER THE FOLLOWING:

Without lectures, you will be teaching yourself to learn. That's what life-long learning is all about.

You will do most of your communicating by writing. So, as a result, there will be more writing, perhaps, than in a traditional, face-to-face setting.

Class communication is largely asynchronous meaning not occurring at the same time. The cyber classroom will not function in a single unit of time, like the traditional classroom. You can access the course and assignments at most any time of day or night from any part of the world.

There is a student and teacher role reversal. I am more a facilitator, guide, coach or resource than source of information. My job is to create an environment that guides you to acquire and apply the information yourself. You assume a great deal more responsibility for your own learning—interacting with academic opportunities provided, constructing and sharing information, managing your time and using that time for critical thinking/reflection/application.

Students depend on technology to submit work and to communicate. The key word here is “depend.” If cyber communication is disrupted, you will be required to submit homework assignments via fax (502-243-1065) or in an alternate manner to U of L, Department of Communication, Strickler 310, Louisville, KY 40292. Please keep in mind, you might need to find alternate internet sources if the computer at your home/work has an outage. University of Louisville and many public libraries offer access. Need help? Contact the HelpDesk at **(502) 852-7997** or helpdesk@louisville.edu. Hours: Monday thru Thursday: 6 a.m. – 10 p.m.; Friday: 6 a.m. – 5 p.m.; Saturday: 7 a.m. – 5 p.m.; Sunday: 10 a.m. – 10 p.m.; Thanksgiving Day: Closed; Christmas Day: Closed. Need help quickly? Use the Live Online Support button.

THE TEXT is available in a couple formats. Decide which is best for you and purchase from bookstores near campus or order online. Chapter quizzes cover material from the text.

Speak Up (3rd Edition) ©2014 by Douglas M. Fraleigh and Joseph S. Tuman
ISBN-10: 1457623943 ISBN-13: 9781457623943

For the best price online, visit this site:

<http://www.dealoz.com/prod?qtin=09781457623943&query=Speak%20Up%20%283rd%20Edition%29&op=&op2=buy>

Check this link if you are interested in purchasing the etextbook:

http://bcs.bedfordsmartins.com/speakup3e/default.asp#t_911514

There are also lots of great additional resources available on Bb under Course Resources and on the book companion site: http://bcs.bedfordsmartins.com/speakup3e/default.asp#t_900208

REQUIREMENTS

RECORDING YOUR SPEECHES requires the use of Tegrity plus a recording device (typically a web cam or smartphone and maybe a tripod). Reference Chapter 15 in our text. To access Tegrity, click the **Tegrity Recordings** button in our Bb course. From there, click the **Start a Recording** button located in the upper, right-hand corner of the page. When the first student recording is uploaded, a 'Student Recording' tab will appear on the page. All recordings will be stored here. Name your files with your first and last name and the speech assignment name: *Elizabeth Kimbell How-To*. Coordinate proctoring well in advance and have your proctor complete the **Proctor Form** for all three proctored speeches: How-To, Top 100 and Policy.

FORUM DISCUSSIONS earn up to 65 points total. Student participation in regular discussions is the heart of any online class. Discussions can and should be engaging, interesting, sophisticated and challenging; however, your contributions will determine whether class discussions are of good quality or mediocre quality. Getting to know your classmates goes a long way in building the online learning community. There are eight discussion forum assignments – five requiring up to two postings and earning up to 10 points/forum; three are five-point topic approval forums.

Make your initial post early in the week. Later in the week, and by 11:55 p.m. Sunday of the assigned week, acknowledge another student's post by somehow relating to it—possibly extending, supporting or disagreeing with the idea (not the person). Second postings should be made at least 24 hours after the first post. Why? Spacing better facilitates a more classroom discussion-like environment. Please, adhere to proper English (no chatspeak) and keep netiquette in mind. *Flaming* (negative, inflammatory e-mail designed to influence opinion) will not be tolerated. For more information regarding netiquette refer to <http://www.netmanners.com/>.

HOMEWORK is due by 11:55 p.m. Sunday of the assigned week (270 points total). Submit through the HOMEWORK tab on Bb where you will also later find feedback. *NOTE: To gain feedback for outlines submitted through SafeAssign, go back to the SafeAssignment, click "view/complete," and then "see results."* Homework is accepted early, but NOT late. If you do turn in an assignment late, I am happy to review it and give you feedback (though you will not receive credit). Please submit homework saved only as doc, docx, or rtf. Use a reader-friendly font (Times Roman, Arial, etc.) and type size (10-12 pt.), proofread and spell check. I review and respond to homework within a week. If you have not heard from me within a week, you must assume I did not receive your homework. It is then your responsibility to follow-up.

Technological glitches considered through the week following homework due date.

QUIZZES total 200 points of your final grade. For each chapter, there is a ten-question quiz. Questions are worth one point each. You are allowed one minute per question. Keep track of your own time. Exceeding the allowed amount will result in a penalty. Quizzes are available **NOW** through 11:55 p.m. Sunday of the assigned week. Keep in mind, Bb is shut down for regular maintenance at a designated time each week. In addition to reading and studying the text, interact with the chapter resources available by chapter in Bb under Course Resources.

Practice quizzes are also available: http://bcs.bedfordstmartins.com/speakup3e/default.asp#t_900208
Graded quizzes will not be reposted after the deadline unless Bb indicates a lock-out (lock symbol). Please let me know immediately if this happens.

CONSULTATION with Department of Communication Speaker's Center or University Writing Center earns you 15 points. **This is NOT extra credit!** Improve your how-to or Top 100 speech. To earn the points, consult virtually or f2f on one of the first two speeches and ask the consultant you worked with to alert me. Click Speaker's Center and/or Writing Center buttons on main Bb page or links below for info on f2f and virtual options to meet this requirement.

Link to Speaker Center: <http://commcourses.com/oc/>

Link to UWC: <http://louisville.edu/writingcenter/for-students-1/distance-education-students>

GRADING SCHEME

Assignment	Points
Discussion Forum	065
Speak/Write Consult	015
Cyber Café Speech	25
When I Grow Up Speech	40
How To Speech	100*
Top 100 Speech	125*
Policy Speech	150*
Quizzes	200
Homework	280
Total	1000

Total Points	Final Grade
970 - 1000	A+
930 - 969	A
900 - 929	A-
870 - 899	B+
830 - 869	B
800 - 829	B-
770 - 799	C+
730 - 769	C
700 - 729	C-
670 - 699	D+
630 - 669	D
600 - 629	D-
Below 600	F

BONUS POINTS: You will earn 15 bonus points by listening to all three rounds of speeches and submitting all three listening assignments: How-To, Top 100 and Policy.

***SPEECH EVALUATION FORMS FOR PROCTORED SPEECHES:** Be sure to check out the speech evaluation forms found on Bb under Course Resources. They contain point distributions for each proctored speech.

BASIC COURSE POLICIES

University Email: Check it daily! Make it a habit. You can work with the HelpDesk to have your University email forwarded to an account you already check daily. Checking is a requirement.

Academic Integrity: Instructors may use a range of strategies (including plagiarism-prevention software at the university) to compare student works with private and public information resources in order to identify possible plagiarism and academic dishonesty. Comparisons of student works may require submitting a copy of the original work to the plagiarism-prevention service. The service may retain that copy in some circumstances.

For more information about the SafeAssign plagiarism-prevention tool, visit: <http://wiki.safeassign.com/display/SAFE/Student+FAQs> (opens in a new window).

Please check the next page to be certain you have read all requirements for this week.

Plagiarism (or any other incident of academic dishonesty) is an affront to the educational system and will not be tolerated. If you are caught in this type situation, you will earn a zero for the assignment and a letter will be placed in your academic file documenting the incident.

Examples of plagiarism include, but are not limited to:

- Copying someone else's work and claiming it as your own, including but not limited to, work accessed in person, from computer files, or from the internet
- Paraphrasing someone else's work and claiming it as your own
- Collaborating excessively with another person and claiming it as your own

Examples of academic dishonesty include, but are not limited to:

- Falsifying proctoring documents
- Editing speech recordings in any way

Thesis Statements / Central Idea: The textbook and I differ slightly here. The thesis statement / central idea is the one sentence that sums up your whole speech and should be included in the introduction **and the conclusion**. If the thesis statement / central idea it contains your main points, you do not need a separate main point preview/review in the introduction and conclusion.

TENTATIVE COURSE SCHEDULE

WEEK ONE: January 7-11

Read: Chapter 1: Introducing Public Speaking
Chapter 3: Speech Ethics plus review the following link:
<http://bcs.bedfordstmartins.com/plagiarismtutorial/>
Chapter 15: Mediated Public Speaking

Homework: PRPSA Pre-111 Analysis and SWOT Analysis - 10 points

Objective: Establish baseline "personal report of public speaking apprehension" scores to use in measuring progress throughout the semester. Complete the PRPSA assessment found on Bb under Course Resources. Write your findings into a one-page, double-spaced SWOT analysis (with subheadings: strengths, weaknesses, opportunities, threats). Include your score.

Homework: Avoiding Plagiarism Paper - 10 points

Objective: Identify forms of intentional and unintentional plagiarism.

Use your text, the provided link <http://bcs.bedfordstmartins.com/plagiarismtutorial/> and a couple quick internet searches to write a one-page, double-spaced paper addressing the following:

- What is plagiarism? Is it always intentional? Is it always unethical?
- What is global plagiarism? patchwork plagiarism? incremental plagiarism?
- What is paraphrasing? What are two guidelines to follow when paraphrasing?
- Provide one example of how you might attribute material to a source in a speech.

Be sure to include in-paper citations and a works cited section to reference your sources!

Cyber Café Speech – 25 points

Objective: Learn to use equipment and technology. Identify and bond with virtual classmates.

Create a tegrity recording describing yourself in a few sentences and identifying your strengths and weaknesses regarding public speaking. Tell us your goals for the class. Aim for at least 30 seconds of speaking. Be sure to consider what you learned in Chapter 15!

Quizzes: Chapters 1, 3 and 15 – 30 points

Please check the next page to be certain you have read all requirements for this week.

WEEK TWO: January 12-18

Read: Chapter 2: Developing Your First Speech
Chapter 4: Listening Skills
Chapter 6: Selecting Your Topic

Homework: Write the “When I grow up” speech in working/detailed/preparation outline format – you’ll write the speech word for word and format it with Roman numerals and labels. 10 points

Learning Objectives:

1. Follow the format of the example outline provided, but write YOUR OWN content.
Example found in the Week Two homework folder.
2. Divide the speech into intro, body and conclusion and include transitions between each.
3. Outline the speech in proper outlining form using Roman numerals.
4. Label all essential speech elements (attention getter, main point preview, etc.).

Your speech should include the following criteria:

Introduction

- I. Attention getter
- II. Thesis / central idea
- III. Main point preview, if necessary

A transition to the body

Body.

- Appropriate organizational pattern
- Distinct main points (I, II, III ... three at the most)
- Support material “beneath” (in the outline) each main point (A, B, C)
- Transitions between main points and into the conclusion

Conclusion

- I. Main point review, if necessary
- II. Thesis / central idea
- III. Clincher or memorable statement

Homework: Outside Speaker Evaluation – 10 points

Objective: Listen comprehensively and/or critically. Notice the public speech in your everyday environment. Potential public speakers include coaches, teachers, supervisors, persons leading religious services. This doesn’t require f2f observance. Observing an online or recorded speech is also fine. Youtube.com has lots of really great (and not so great) examples. The message should be at least three minutes, have a main theme and include support (evidence or examples). Pay attention to your listening. Is it easy or difficult to listen to this person? Why? Is it the speaker? Is it you? Both? Write your observations into a one-page, double-spaced paper.

Discussion Forum: Post “How To” topic – 5 points

Objective: Formulate a specific purpose statement and thesis/central idea in accordance with text guidelines. Post your “how to” topic, specific purpose, thesis and three potential main points. Keep in mind this is a process speech and you need to be able to explain the process you choose in a way we can understand it. See “How To” speech assignment for more detail (Week Four). **PLEASE** read through the topics already posted before posting yours. Each student is required to speak on a different topic. Wait for instructor approval before spending time working on outlines! Unless your topic is not approved or you change it, you do not need to post again.

Quizzes: Chapters 2, 4 and 6 – 30 points

Please note University of Louisville is closed Monday, January 19 for MLK Day.

WEEK THREE: January 20-25

Chapter 5: Audience Analysis

Chapter 7: Researching Your Speech plus review the following link:

http://bcs.bedfordstmartins.com/techcomm/content/cat_030/evaluatingsources/index.html

Chapter 8: Using Supporting Materials for Your Speech

Chapter 10: Introductions and Conclusions

Review Chapter 15: Mediated Public Speaking

Homework: “Start & End” – 10 points

Objective: Identify parts of a speech introduction and conclusion; consider audience analysis; practice gaining attention in various ways and fulfilling the functions of a conclusion. Use the body of the “Edible Insects” speech (introduction and conclusion removed) and follow the example introduction/conclusion combo tailored for an entomology society audience (both found under Bb Homework). In outline format, write TWO separate introductions (attention getter, thesis, connection to the audience, credibility and main point preview **labeled**) and conclusions (thesis restatement, main point review and clincher **labeled**), one for a 5th grade science class and the other for a cooking show audience.

“When I Grow Up” Speech – 40 points

Objective: Get even more familiar with equipment and technology. Learn even more about the members in your learning community. Create a tegrity recording of your “When I Grow Up” speech. Aim for at least one minute of speaking. Remember what you learned in Chapter 15!

Quiz: Chapters 5, 7, 8 and 10 – 40 points

WEEK FOUR: January 26-February 1

Reading: Chapter 9: Organizing Your Speech
Chapter 11: Outlining Your Speech
Chapter 16: Informative Speaking

Homework: Working/Detailed/Preparation Outline for **three minute** “How To” Speech – 25 pts
Follow example outlines under Course Resources on Bb. Label essential elements as shown in examples and utilize Roman Numerals. Submit your outline as a DRAFT through the Homework tab and it will automatically be routed through SafeAssign. About five minutes later, a report will be available for you to review and determine if mistakes have been made citing sources. If so, correct any mistakes prior to submitting your outline again as FINAL through the Homework tab. Points are not awarded for drafts. Final outlines will automatically be included in the database and rerouted through SafeAssign. I review final reports and outlines before leaving feedback.

Select a process that is of interest to you and your audience. Although you most likely haven't met these folks in person, you can perform a certain amount of audience analysis through our discussion forums. Feel free to utilize a non-technical visual aid as it might be helpful. You will not be graded on your use of the visual as we have not yet covered this portion of the text.

Your speech should meet the following criteria:

Introduction

- I. Attention getter
- II. Thesis / central idea
- III. Relevancy statement, if necessary
- IV. Credibility statement
- V. Main point preview, if necessary

transition to the body

Body.

- Appropriate organizational pattern
- Distinct main points (I, II, III ... three at the most)
- Support material “beneath” (in the outline) each main point (A, B, C)
- Transitions between main points and into the conclusion
- At least two oral footnotes – research cited aloud when research is utilized

Conclusion

- I. Main point review, if necessary
- II. Thesis / central idea
- III. Clincher or memorable statement

Works Cited: Utilize MLA or APA format.

Discussion Forum: Supporting your ideas – 10 points

Objective: Identify effective supporting material. Your “How To” working/detailed/preparation outline is due this week. You are required to utilize at least two outside sources. Early in the week, tell us what types of research you are planning to incorporate and how you are planning to cite the sources? Check back later in the week and respond to another post.

Quizzes: Chapters 9, 11 and 16 – 30 points

Please check the next page to be certain you have read all requirements for this week.

WEEK FIVE: February 2-8

Pre-Speech Reading: Review Chapter 2: Developing Your First Speech
Chapter 13: Delivering Your Speech
Review Chapter 15: Mediated Public Speaking

Pre-Speech Homework: Practice and polish your speeches! Your goal is **THREE** minutes. The margin of error is 2-4 minutes. Work to achieve the following aspects of good delivery:

- Make eye contact! Appear to look at everyone in the audience.
- Be enthusiastic and expressive. You're talking about a topic that interests you.
- Be extemporaneous ... refer to your notes, but don't read them.
- Gesture. Don't just be a talking head.
- Try to avoid the "um's" – and any other vocal fillers.

Pre-Speech Discussion Forum: Dealing with speech anxiety – 10 points

Objective: Identify and reflect upon effective ways to handle anxiety.

See “Tips for Dealing with Speech Anxiety” on Bb under Course Resources. Early in the week, post your feelings regarding upcoming speeches and ways you plan to deal with anxiety. Later in the week respond to at least one other post. Encourage each other ☺

“How To” Speech: Recordings must be uploaded by Sun., Feb. 8 @ 11:59 p.m.

100 points. Pan audience! Additional requirements: Upload the proctor form, a clean copy of your working/detailed/preparation outline (including works cited) and a one-page 8.5x11 speaking outline prepared with keywords. Keywords are not sentences . . . they are words to jog your memory. Sentences (with the exception of research sources) usually hinder eye contact.

Quiz: Chapter 13 – 10 points

WEEK SIX: February 9-15

Homework: Self-Evaluation – 10 points

Objective: Analyze and critique oral communication and set goals.

Review your tegrity recording and evaluate your speech in a one-page, double-spaced SWOT analysis (with subheadings: strengths, weaknesses, opportunities and threats).

Discussion Forum: Self-Evaluation Strengths/Opportunities – 10 points

Objective: Analyze and critique oral communication and set goals.

Early in the week, post responses to these questions:

- What were your two greatest strengths of the “How To” speech?
- What two goals did you set for yourself for your next speech

Later in the week, respond to at least one other post.

Homework: Watch fellow classmates’ How-To speeches on tegrity. Objective: Analyze and critique the oral communication of others. Write couple sentences about each speech – include topic, thesis, main points and something you learned or a constructive criticism. – 20 points

WEEK SEVEN: February 16-22

Chapter 12: Language and Style

Homework: “Compare and Contrast Delivery Styles” – 10 points

Objective: Identify and explain the major characteristics of effective speech delivery. Observe two speeches from TED.com and write a double-spaced paper comparing and contrasting the delivery styles of the speakers. You might need to download RealPlayer if you don't already have it: http://www.download.com/RealPlayer/3000-2646_4-10073040.html?hhTest=1 Analyze the speakers' volume, pitch, rate, pauses, vocal variety, pronunciation and articulation. Evaluate the speaker's bodily action, gestures and eye contact. Pay special attention to how the speaker used language ... did he/she employ repetition, hypothetical examples, personal anecdotes, vivid or figurative language? Was it respectful and unbiased? Include examples. Explain how the speakers' delivery added to or detracted from what was said. I also encourage you to *experience* Severn Suzuki speaking at UN Earth Summit 1992: <http://www.youtube.com/watch?v=uZsDliXzyAY>

Discussion Forum: Post “Top 100” title– 5 points

You will need to listen, watch and analyze one of the “Top 100” speeches (link to American Rhetoric available in Bb Course Resources). See speech assignment for more details (Week Seven). Read through the titles already posted before you post yours. Each student is required to speak on a different title. You **MAY NOT CHOOSE** Nixon's Resignation—an excellent example focusing on Nixon's Resignation speech is included with example outlines on Bb under Course Resources. You **MAY NOT CHOOSE** Faulkner's Speech to Accept the 1949 Nobel Prize in Literature—analysis of this speech is included in the appendix of our textbook.

Quiz: Chapter 12 – 10 points

WEEK EIGHT: February 23-March 1

Homework: Working/Detailed/Preparation Outline for **FOUR** minute “Top 100” Speech– 25 pts Follow example outlines under Course Resources on Bb. Label essential elements as shown in examples and utilize Roman Numerals. Submit your outline as a DRAFT through the Homework tab and it will automatically be routed through SafeAssign. About five minutes later, a report will be available for you to review and determine if mistakes have been made citing sources. If so, correct any mistakes prior to submitting your outline again as FINAL through the Homework tab. Points are not awarded for drafts. Final outlines will automatically be included in the database and rerouted through SafeAssign. I review final reports and outlines before leaving feedback.

Your speech should meet the following criteria:

Introduction

- I. Attention getter
- II. Thesis / central idea—pertaining to historical impact or rhetorical artistry. You might consider the impact the speech had on the United States, historically, politically, socially, otherwise. What has changed in the country and in the world since the time the speaker made his/her address? What has stayed the same? What did the speaker hope to accomplish through his/her words? Did he/she succeed? Or discuss rhetorical artistry instead. Why is the speaker's style effective?
- III. Relevancy statement, if necessary
- IV. Credibility statement
- V. Main point preview, if necessary

transition to the body

Body

- Appropriate organizational pattern
- Distinct main points (I, II, III ... three at the most)
- Support material “beneath” (in the outline) each main point (A, B, C)
- Transitions between main points and into the conclusion
- ► Use an internal summary or preview – preview or review within the body
- At least three oral footnotes – research cited aloud when research is utilized

Conclusion

- I. Main point review, if necessary
- II. Thesis / central idea
- III. Clincher or memorable statement

Works Cited

Utilize MLA or APA format.

WEEK NINE: March 2-8

Please note the last day to withdraw without academic penalty is March 9, 2015.

Pre-Speech Homework: Practice and polish your speeches! Your goal is **FOUR** minutes. The margin of error is 3-5 minutes. Work to achieve the following aspects of good delivery:

- Make eye contact! Look at everyone in the room, not just the professor.
- Be enthusiastic and expressive.
- Be extemporaneous. Refer to your notes, but don't read them.
- Gesture. Don't just be a talking head.
- Try to avoid the "um's" or any other vocal fillers

“Top 100” Speech: Recordings must be uploaded by Sun., March 8 @ 11:59 p.m.

125 points. Pan audience! Additional requirements: Upload the proctor form, a clean copy of your working/detailed/preparation outline (including works cited) and a one-page 8.5x11 speaking outline prepared with keywords. Keywords are not sentences . . . they are words to jog your memory. Sentences (with the exception of research sources) usually hinder eye contact.

WEEK 10: March 9-15

Read: Chapter 17 Persuasive Speaking
Chapter 18 Methods of Persuasion

Homework: Watch fellow classmates' Top 100 speeches on tegrity. Objective: Analyze and critique the oral communication of others. Write couple sentences about each speech – include topic, thesis, main points and something you learned or a constructive criticism. – 20 points

Homework: Peer Evaluation – 10 points

Objective: Analyze and critique the oral communication of others.

Carefully listen and watch the recording of the person who uploaded his/her Top 100 speech directly after yours. Last person to upload evaluates the first person to upload. Evaluate the speech in a one-page, doubled spaced SWOT analysis (with subheadings: strengths, weaknesses, opportunities and threats). Support your opinions with detailed examples.

Discussion Forum: Peer Evaluation Strengths/Opportunities – 10 points

Objective: Analyze and critique the oral communication of others.

Early in the week, identify the speaker and topic you peer evaluated and mention one aspect the speaker did very well and one aspect she or he should work on for the next speech. Later in the week, respond to at least one other post.

A Note about the Persuasive Unit: You should view the last two speeches of the semester as a unit; the speeches will be on the same topic. The first speech in this unit can be an assertion of fact or value and is written only. In this speech you persuade us that there is a problem or need associated with your topic. The second speech will be an assertion of policy. Study Chapter 17 pages 532-539 on the differences between assertions of fact, value and policy and to determine how your fact or value speech can be transformed into a policy speech which advocates action. See both speech assignments for more details (Weeks 11 & 12).

Discussion Forum: Post your Persuasive Unit topic – 5 points

Topic must be two-sided (debatable) ... there must be an ethical flip side to your argument.

Each student is required to speak on a different topic. Local, timely topics are most interesting to your audience! **The following topics WILL NOT be approved: organ donation, smoking, drinking/driving, texting/driving, gun control, abortion, recycling, cloning and capital punishment.** Read through the topics already posted before you post yours. Wait for instructor approval before spending time working on outlines! Unless your topic is not approved, you are only required to post once for this forum.

Homework: Persuasive Unit Thinking Worksheet – 10 points

Objectives: Differentiate between claims of fact and value and choose an organizational pattern for your policy speech. Review Chapter 17 and complete the Persuasive Unit Worksheet found in Week 10 Homework Folder.

Quizzes: Chapters 17 & 18 deadline Week 11

Please note UofL is closed March 16-22 for Spring Break.

WEEK 11: March 23-29

Read: Review Chapters 17 & 18

Homework: Persuasive *Fact or Value* Speech Working/Detailed/Preparation Outline – 25 points
This speech will not be delivered and is designed to reinforce fact/value persuasion.

Develop a persuasive speech which addresses an assertion of fact or value and provides your audience with evidence to support your claim that a problem exists. This speech WILL NOT contain the solution. The speech should be well organized and provide substantial arguments and reasoning for your claim. This is an opportunity to begin the persuasive process.

Please check the next page to be certain you have read all requirements for this week.

Follow example outlines under Course Resources on Bb. Label essential elements as shown in examples and utilize Roman numerals. Submit your outline as a DRAFT through the Homework tab and it will automatically be routed through SafeAssign. About five minutes later, a report will be available for you to review and determine if mistakes have been made citing sources. If so, correct any mistakes prior to submitting your outline again as FINAL through the Homework tab. Points are not awarded for drafts. Final outlines will automatically be included in the database and rerouted through SafeAssign. I review final reports and outlines before leaving feedback.

Your speech should meet the following criteria:

Introduction

- I. Attention getter
- II. Thesis / central idea
- III. Relevancy statement, if necessary
- IV. Credibility statement
- V. Main point preview, if necessary

transition to the body

Body

- Appropriate organizational pattern for a speech on a question of fact or value
- Well-supported main points (I, II, III ... three to four at the most)
- Variety of support materials: solid ethical arguments, reasoning and evidence (A, B, C)
- Transitions between main points and into the conclusion
- ► Use an internal summary or preview
- At least four oral footnotes – research cited aloud when research is utilized

Conclusion

- I. Main point review, if necessary
- II. Thesis / central idea
- III. Clincher or memorable statement

Works Cited

Utilize MLA or APA format.

Quizzes: Chapters 17 & 18 - 20 points

WEEK 12: March 30-April 5

Read: Chapter 14 Using Presentation Aids
How-to Guide for Using PowerPoint (course resources)
<http://www.slideshare.net/jessedee/you-suck-at-powerpoint>

Homework: Working/Detailed/Preparation Outline for **FIVE** minute *Policy* Speech – 25 points

You will persuade us of your position and why/how your solution is viable and will work to lessen the problem you address. The material from your Fact/Value Speech should constitute no more than one main point (summarizing the problem). Utilize problem/solution or Monroe's motivated sequence to organize the assertion of policy.

Follow example outlines under Course Resources on Bb. Label essential elements as shown in examples and utilize Roman Numerals. Submit your outline as a DRAFT through the Homework tab and it will automatically be routed through SafeAssign. About five minutes later, a report will be available for you to review and determine if mistakes have been made citing sources. If so, correct any mistakes prior to submitting your outline again as FINAL through the Homework tab. Points are not awarded for drafts. Final outlines will automatically be included in the database and rerouted through SafeAssign. I review final reports and outlines before leaving feedback.

Goal: Develop a policy-focused speech on the two-sided topic you chose for your Fact or Value speech, with the goal of changing the attitudes, values and/or actions of your audience in a well-organized, audience-oriented presentation. Also include a very specific call to action.

Your speech should meet the following criteria:

Introduction

- I. Attention getter
- II. Thesis / central idea
- III. Relevancy statement, if necessary
- IV. Credibility statement
- V. Main point preview, if necessary

transition to the body

Body

- Appropriate organizational pattern: problem/solution, problem/cause/solution, motivated sequence, or comparative advantage
- An emotional appeal (which doesn't have to be in the body; it could be in the introduction or conclusion)
- Well-supported main points (I, II, III ... three to four at the most)
- Variety of support materials: solid ethical arguments, reasoning and evidence (A, B, C)
- Transitions between main points and into the conclusion
- ► Use an internal summary or preview
- At least **five** oral footnotes—research cited aloud when research is utilized

Conclusion

- I. Main point review, if necessary
- II. Thesis / central idea
- III. Clincher or memorable statement

Works Cited

Utilize MLA or APA format.

Homework: Create a 5 to 10-slide power point presentation – 10 points

Objective: Effectively develop visual aids to use during the persuasive policy presentation.

Most students will have PowerPoint already loaded on their computer. If not, computers on the UofL Campuses are loaded with PowerPoint and many public library computers also contain the software. Utilize info related to your persuasive speech topic to create the slideshow. I'm not impressed by animation or extra fancy options that distract from your focus. Refer to Chapter 14 for the basics and this great link for the brutal truth: <http://www.slideshare.net/jessedee/you-suck-at-powerpoint>

Quiz: Chapter 14 – 10 points

WEEK 13: April 6-12

Pre-Speech Homework: Practice and polish your speeches! Your goal is **FIVE** minutes. The margin of error is 4-6 minutes. Work to achieve the following aspects of good delivery:

- Make eye contact! -- look at everyone in the room, not just the teacher.
- Be enthusiastic and expressive. You're talking about a topic that interests you.
- Be extemporaneous. Refer to your notes, but don't read them.
- Gesture. Don't just be a talking head.
- Try to avoid the "um's," "er's," "uh's," etc. – or any other vocal fillers
- Use your voice: Change your rate, change your volume. Pause. Be dramatic.

Policy Persuasive Speech: Recordings must be uploaded by Sun., April 12 @ 11:59 p.m.

150 points. Pan audience! Additional requirements: Upload the proctor form, a clean copy of your working/detailed/preparation outline (including works cited) and a one-page 8.5x11 speaking outline prepared with keywords. Keywords are not sentences . . . they are words to jog your memory. Sentences (with the exception of research sources) usually hinder eye contact.

WEEK 14: April 13-19

Read: Chapter 19 Special-Occasion Speaking
Chapter 20 Group Communication

Discussion Forum: Course Likes & Dislikes – 10 points

Objective: Reflect upon what you learned this semester. Early in the week, post your course likes and dislikes. Specifics, please! Comment on another posting later in the week.

Homework: Watch/analyze/write a toast – 10 points

Objective: Watch and analyze the effectiveness of wedding toasts; write a wedding toast. Browse YouTube for wedding toasts. Watch several and analyze at least one for effectiveness. Is the speaker prepared or speaking off the cuff? Is the speaker tailoring his/her words to the couple? Are the words respectful? Write your own toast to a wedding or anniversary couple. By the time you've written the analysis and toast, your paper will be one-page, double-spaced.

Homework: PRPSA Post-111 Write-up – 10 points

Objective: Measure progress made throughout the semester using the PRPSA tool. Retake the PRPSA assessment found on Bb under Homework and compare the results of this post-111 assessment with the baseline score (pre-111 score). How does your score compare to the PRPSA assessment you took at the beginning of this course? Analyze the results and write up your findings in a one-page, double-spaced SWOT analysis (with subheadings: strengths, weaknesses, opportunities and threats). Be sure to include and label both scores.

Homework: Most Improved/Outstanding Speakers – 20 points

Objective: Analyze and critique the oral communication of others. Watch fellow classmates' Policy speeches on integrity. Write couple sentences about each speech – include topic, thesis, main points and something you learned or a constructive criticism. Then decide who you believe improved most over the course of the semester? Who took the spotlight as our most outstanding speaker? Identify the names of students who should win the awards and specific reasons why. I'll award certificates to the speakers cited by most students.

Quiz: Chapters 19 and 20 – 20 points

That's all, folks ☺

Please check the next page to be certain you have read all requirements for this week.