



# TEXARKANA COLLEGE

**Syllabus: PUBLIC SPEAKING****Course Number:** SPCH 1315**Semester & Year:** Fall 2013**Instructor Information**

Name: PATRICIA MEYER, PH.D.

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Office Hours:

Monday: 12:30 - 3:20

Tuesday: 11 - 12:30, ATLANTA: 5:30-6, 8:50-9:20 (30 min before and after night class)

Wednesday: 12:30 - 3:20

Thursday: 11-12:30: 5:30-6 and 8:50-9:20 (30 min before and after night class)

By appointment via phone, videochat, or in person.

**Textbook Information**Ford-Brown, Lisa A. (2012). *DK Guide to Public Speaking*. Boston: Pearson Education, Inc. ISBN: 978-0-205-75011-5

Materials recommended: USB drive

Course description from catalog: A basic course in the study of effective communications through speech. Emphasis is placed upon content, organization, and delivery of speeches for various purposes and occasions.

**Student Learning Outcomes for the Course**

- (1) Students will utilize the basic principles of effective public speaking in their speeches.
- (2) Students will present their speeches in the class on numerous occasions throughout the semester, which will promote confidence in public speaking.
- (3) Students will implement methods to assist them in overcoming speaking anxiety.
- (4) Students will demonstrate understanding of how to select appropriate speech topics and how to organize the material through outlining and speech delivery.
- (5) Students will practice creating effective and logical outlines and bibliographies for the speeches.
- (6) Students will demonstrate understanding by practicing research, analytical, and critical thinking skills as they prepare and deliver various types of speeches.
- (7) Students will show how to effectively use visual aids in their presentations.

**Student Requirements for Completion of the Course and Due Dates and Student Assessment:**

Assignment	Date due	Total possible	Your score	Total
Pretest				
Posttest				
Email Bonus				
Bonus Portfolio				
MLA Assignment		50		
Outline Assignment		50		
Impromptu		50		
Show & Tell		50		
S&T critique		20		
TED Talk Critique		50		
Introduction		50		
Intro critique		20		
Article Summary Assignment		50		
Informative Outline		25		
Informative PowerPoint		75 25		
Inform critique		20		
Persuasive Outline		25		
Persuasive		100		
Persuasive critique		20		
Eulogy		50		
Eulogy critique		20		
Award Ceremony		50		
GRP Ch Overview		10		
GRP Ch 1		10		
GRP Ch 2		10		
GRP Ch 3		10		
GRP Ch 4		10		
GRP Ch 5		10		
GRP Ch 6		10		
GRP Ch 7		10		
GRP Ch 8		10		
GRP Ch 9		10		
GRP Ch 10		10		
GRP Ch 11		10		
GRP Ch 12		10		
GRP Ch 13		10		
GRP Ch 14		10		
GRP Ch 15		10		
GRP Ch 16		10		
GROUP MO Rept 1		10		
GROUP MO Rept 2		10		
GROUP MO Rept 3		10		
GROUP MO Rept 4		10		
	TOTAL:	1010		

Tentative Course Calendar for Tuesday/Thursday afternoon class.

Date		
Week 1 Aug 26-30	Tues: Email introductions due: AUG 31. Pre-test, introductions, syllabus, group assignments. Thurs: Chapter: Overview.	
Week 2 Sept 2-6	MON Labor Day (no class). Tues: Chapters 2, 7. Thurs: Show & Tell speeches.	
Week 3 Sept 9-13	Tues: Impromptu Speeches. Chapters 1, 12. Show & Tell Critiques. Thurs: Speech of Introduction topics due. MLA Discussion.	
Week 4 Sept 16-20	Tues: Speech of Introduction. Thurs: Group report 1. Chapters 3, 4.	
Week 5 Sept 23-27	Tues: TED Talk Critique. Speech of Introduction critiques. Thurs: Chapters 9, 10, 11.	
Week 6 Se 30-Oc 4	Tues: MLA Assignment. Chapters 5, 6. Thurs: Outline Assignment.	
Week 7 Oct 7-11	Tues: Article Summary. Thurs: Chapter 13	
Week 8 Oct 14-18	Tues: Group Report 2. Chapters 14, 15. Thurs: Informative outline due.	
Week 9 Oct 21-25	Informative Speeches.	
Week 10 Oct 28-No 1	Informative Speech spill-over.	
Week 11 Nov 4-8	Tues: Informative Speech critiques. Chapter 8. Thurs: Persuasive outline due.	
Week 12 Nov 11-15	Persuasive Speeches.	
Week 13 Nov 18-22	Persuasive Speech spill-over. Thurs: Chapter 16.	
Week 14 Nov 25-29	THANKSGIVING - NO CLASS	
Week 15 Dec 2-6	Eulogy Speeches. Thurs: Eulogy Speeches Spill-over. Persuasive Critiques. Post Test.	
Week 16 Dec 9-13	Tues: Speech Make-up. Thurs: Award Ceremony.	
Week 17 Dec 16-19	Due by TUESDAY of Final Exam Week: Portfolio, Eulogy Critique, Group Report 4.	

Graduation: Dec 21, 2013. See you there!

Tentative Course Calendar for Tuesday evening class and Thursday evening class.

Date		
Week 1 Aug 26–30	Email introductions due: AUG 31. Pre-test, introductions, syllabus, group assignments. Chapter: Overview.	
Week 2 Sept 2–6	MON Labor Day (no class). Chapters 2, 7. Show & Tell speeches.	
Week 3 Sept 9–13	Impromptu Speeches. Chapters 1, 12. Show & Tell Critiques. Speech of Introduction topics due. MLA Discussion.	
Week 4 Sept 16–20	Speech of Introduction. Group report 1. Chapters 3, 4.	
Week 5 Sept 23–27	TED Talk Critique. Speech of Introduction critiques. Chapters 9, 10, 11.	
Week 6 Se 30–Oc 4	MLA Assignment. Outline Assignment. Chapters 5, 6.	
Week 7 Oct 7–11	Article Summary. Chapter 13	
Week 8 Oct 14–18	Group Report 2. Chapters 14, 15. Informative outline due.	
Week 9 Oct 21–25	Informative Speeches.	
Week 10 Oct 28–No 1	Informative Speech spill-over.	
Week 11 Nov 4–8	Informative Speech critiques. Chapter 8. Persuasive outline due.	
Week 12 Nov 11–15	Persuasive Speeches.	
Week 13 Nov 18–22	Persuasive Speech spill-over. Chapter 16.	
Week 14 Nov 25–29	THANKSGIVING – NO CLASS	
Week 15 Dec 2–6	Eulogy Speeches. Persuasive Critiques. Post Test.	
Week 16 Dec 9–13	Speech Make-up. Award Ceremony.	
Week 17 Dec 16–19	Due by TUESDAY of Final Exam Week: Portfolio, Eulogy Critique, Group Report 4.	

Graduation: Dec 21, 2013. See you there!

## **Grading Scale**

The grading system in this course is fairly simple. You start out with zero points and earn points for the work that you do. That's true of the class as a whole and for each individual assignment. It is important for you to understand that you do not begin with a maximum credit from which points are deducted for mistakes. It will be up to you to do things that warrant adding points to your score; it will not be up to me to find reasons to subtract points from the maximum points.

At the end of the semester, I'll add up all your points and use a 10% scale. 90%A; 80%B, 70%C, 60%D.

I will use Engrade to manage your grades this semester. Once the semester begins, sometime in the first three weeks, I will give you your engrade code and information on how to access your grades. [www.engage.com](http://www.engage.com)

## **ABSENTEE POLICY**

Texarkana College's absentee policy allows instructors to withdraw a student from a course due to excessive absences. If a student leaves and returns during class or leaves the class before the class is over, he/she **may** be considered absent. Three tardies constitute one absence. It is the student's responsibility to check the syllabus for each instructor's tardy policy.

In some workforce/vocational areas, such as nursing and cosmetology, certification requirements necessitate an absentee policy that is more stringent than the institutional policy. In these instances, the matter of certification takes precedence over local policies, since certification policies are established by the State of Texas.

Faculty members **are not** obligated to provide opportunities for students to make-up missed assignments and tests as a result of a student's absence from class. The institution is not required to take attendance with the exception of workforce/vocational areas, where certification requirements require taking attendance. However, experience demonstrates that regular attendance enhances academic success. As such, students are expected to attend each meeting of their registered courses.

A student should not stop attending a class without formally withdrawing from the course by the institutions published Last Day for Students to Drop. If a student stops attending class after the published Last Day for Students to Drop, the student **may** receive a grade of "F" in the class. The instructor will submit the last date of attendance for students receiving a grade of "F" or "W".

Withdrawal from a course(s) **may** affect a student's current or future financial aid eligibility. Students should consult the Financial Aid Office to learn both short and long term consequences of a withdrawal.

## EXCUSED ABSENCES

A student's absence due to school trips and/or school business will not be counted against a student's allowable number of absences. Military duty and absences for Holy Days (FBD LEGAL) are covered in a separate section of the catalog and the student handbook. These are the only excused absences that are considered by Texarkana College. Responsibility for work missed for any absence is placed on the student. Instructors are required to allow students to make up work missed if the absence is due to military duty\* or religious holy days when students follow the correct notification procedures. Instructors are not required to allow students to make up work for absences due to other reasons. Make-up policies are listed in each individual instructor's syllabus.

*\*Students interested in Health Occupations should check with the division chair prior to entering the program.*

## ONLINE/HYBRID COURSE ABSENCES

Absence in an **online course** is defined as the lack of an active post or submission within the course including discussion board posts, written assignments, and tests. This standard will be used to determine all absentee issues, including but not limited to, 12<sup>th</sup> Day Census Reports, last date of attendance, and involuntary withdrawal from a course due to absences. All online students must complete an Enrollment Verification activity within the first week of class (activity depends upon the professor); otherwise the professor **may** drop the student for not having attended. Students must complete at least one activity in their online class per week. Each week in which a student does not complete an activity will be counted as an absence.

If a student is taking a hybrid course, and it does not meet during the first week of class, the student must also complete an Enrollment Verification activity within the first week of class; otherwise the student **may** be dropped for not having attended.

## MAXIMUM ALLOWABLE ABSENCES

After official registration, the following number of unexcused absences will be the maximum allowable before a student **may** be dropped from the class. Mandated program certification requirements detailed for certain programs regarding the maximum allowable unexcused absences takes precedence over the following information.

### Academic Classes

A COURSE THAT MEETS FOR THE FULL 16 WEEK SEMESTER	
Class or Lab Meets:	An instructor <b>may</b> withdraw a student from a course if absences exceed:
Once a week (Night classes or Friday classes)	2
Twice a week (MW or TR classes)	4
Three times a week (MWF or TRF classes)	6
Four times a week (MTWR classes)	8
	Three tardies count as one absence
A COURSE THAT MEETS FOR 14 WEEKS OF THE SEMESTER	
Class or Lab Meets:	An instructor <b>may</b> withdraw a student from a course if absences exceed:
Twice a week (MW or TR classes)	4
	Three tardies count as one absence.
A COURSE THAT MEETS FOR 8 WEEKS OF THE SEMESTER (Fast-Track)	
Class or Lab Meets:	An instructor <b>may</b> withdraw a student from a course if absences exceed:
Four times a week (MTWR classes)	4
	Three tardies count as one absence.

A COURSE THAT MEETS FOR 5 WEEKS OF THE SEMESTER (Summer Sessions)	
Class or Lab Meets: 3 times a week (MTW) (evening classes) 4 times a week (MTWR) (day classes)	An instructor <b>may</b> withdraw a student from a course if absences exceed:  2 2  Three tardies count as one absence.

**Workforce Classes.** (This does not include Health Occupations. See Health Occupations Handbook regarding absences for that program.)

Day Classes	Evening Classes
Class meets: 5 days a week (MTWRF) The instructor <b>may</b> withdraw a student from a course if absences exceed five (5) up until the published Last Day for Students to Drop. Absences that exceed this number after the drop day may result in the student receiving an “F” in the program for that semester. Three tardies count as one absence. You are considered tardy from the designated class start time through the first 15 minutes of class. After that you will be counted absent.	Class Meets: 4 evenings a week (MTWR) The instructor <b>may</b> withdraw a student from a course if absences exceed five (5) up until the published Last Day for Students to Drop. Absences that exceed this number after the drop day may result in the student receiving an “F” in the program for that semester. Three tardies count as one absence. You are considered tardy from the designated class start time through the first 15 minutes of class. After that you will be counted absent.

Please note that it is your responsibility to get any missed notes, handouts, or assignments given for any days you miss. Having a classmate as a contact might help, in addition to coming by my office. Not hearing about an assignment or extra credit opportunity is not a reason for failing to do it or for asking for an extension.

#### Tardies:

Please make every effort to be on time. While an occasional late arrival does not pose a problem, students who frequently walk in late disrupt the class and detract from the learning environment. In addition, it is your responsibility to make sure you were marked present for the day if you walked in after the roll was taken. If a student walks in after I have started taking roll, he or she will be considered tardy up until the ten-minute mark. A student who arrives ten minutes after class or later will be considered absent, whether he or she remains for the class or not. A student who walks in late during a quiz will not be allowed to take the quiz. Leaving class early will result in the student being counted absent. Three tardies are equal to one absence.

Students who are late on their speaking days will automatically lose 10 points (if the student is not over 10 minutes late) and may lose the chance to give the speech, depending on the circumstances. Do NOT come in late to class on a day you are speaking, telling me you had computer problems printing your formal outline. You should print it several days in advance so you can practice with it and condense it to your delivery outline. Do NOT wait until the last minute to print it out.

#### Instructor’s Absence:

I will try to let you know if I am going to miss class for any reason, but if I have an unexpected circumstance and must miss for any reason, I will either have someone else meet the class with instructions or post instructions for the next class. If a sign-in sheet is left, be sure and sign in so that you will not be counted absent.

### **Make-up Policy**

Students will be allowed to make up one (1) speech with a 10% reduction in the overall grade of that speech. This speech will be given on a scheduled make up day at the end of the semester. All of the rules stated elsewhere must be followed. Missed quizzes and the one impromptu speech, if missed, cannot be made up. All assignments given must be turned in on their due dates or arrangements must be made with me prior to the student's absence or before the next class meeting.

If you are absent on a speech day, you will not get to make up the critiques.

**Late work: I will accept any assignment, except speeches, for 24 hours after it was due. Late assignments will be marked 10% off.**

### **Academic Integrity Statement**

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature will result in the student being dropped from the class with an "F".

This policy applies campus wide, including TC Testing Center, as well as off-campus classroom or lab sites, including dual credit campuses. This information can be found in the Student Handbook at <https://texarkanacollege.edu>.

### **Plagiarism:**

One of the goals of this course is to teach students how to document sources appropriately. Any violation of the following principles in students' completed work constitutes plagiarism:

1. All written work submitted for credit is accepted as your own work. Another person may not, therefore, have composed it, wholly or partially, without sufficient credit given.
2. The wording of written work is taken as your own, therefore, you may not submit work that has been copied, wholly or partially, from a book, article, essay, newspaper, another person's paper or notebook, the Internet, or any other written, printed, or broadcast media source without proper citation. Another writer's phrases, sentences, or paragraphs may only be included if presented as quotations and the source acknowledged both verbally and in the properly formatted bibliography or works cited page.
3. The ideas expressed in a paper or report are accepted as originating with you, the writer. Written work that paraphrases any written, printed, or transmitted media material without acknowledgements may not be submitted for credit. Ideas from books and essays may be incorporated into your work as starting points, governing issues, illustrations, and the like, but in each case, the source must be cited.
4. Remember that any online materials you use in your speech, both written and visual, are also governed by rules about plagiarism, so you need to learn how to cite anything taken from any electronic source, as well as all other sources.

When you use any source for information in a speech, you must give credit for the information, both visual and textual, to the author or creator, both verbally and in the typewritten bibliography.



### **Disability Act Statement:**

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact Larry Andrews at 903.823.3283, or go by the Recruitment, Advisement, and Retention Department located in the Administration building for personal assistance.

If you have an accommodation letter from their office indicating that you have a disability which requires academic accommodations, please present it to me so we can discuss the accommodations that you might need for this class. *It is best to request these changes at the beginning if not before the start of class* so there is ample time to make the accommodations.

### **Financial Aid:**

**Attention!** Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before making a decision.

### **Course Policies**

Any student who brings a manuscript in front of the class and/or reads a speech word-for-word rather than speak using a brief key-word outline, unless otherwise instructed, will receive zero points for the speech grade. IF YOU FOLLOW THE GUIDELINES FOR WRITING A SPEAKING OUTLINE, THIS SHOULD NOT BE A PROBLEM. Once you're done speaking, you will hand me your notecards/outline.

**Written Work** Although this is a Public Speaking class, there is a heavy written component. My expectation is that students will write all of the assignments in formal English – and it will be polished. It should read like the intelligent college-level student you are! Part of creating a message as a communicator is doing so in both oral & written avenues.

Be on time

Be ready to begin on time

Be respectful of others in class

Get to know your fellow students. Use them as resources for assignments, deadlines.

Turn off your cellphone. Ringing during class only embarrasses you, annoys your classmates, and affects your grade.

Please do not do anything that would encourage me to ask you to turn off your phone and put it away.

Late work will not be accepted. Turn it in on time!

Speech Policies

**You will not deliver your speech without first handing me a typed outline.**

**You will not deliver your speech without first handing me a critique sheet for that particular speech. This is given to you in your syllabus - both in paper and electronically.**

A typed outline is due on the first day speeches are to be delivered, even if you are the last speaker for that round. This ensures a fair time-commitment to all students.

Your outline must have your resources cited. MLA or APA.

The following topics are not allowed: abortion, death penalty, gun control, prayer in schools, organ donation, blood donation, platelet donation, marijuana

legalization, diabetes, autism, drinking & driving, texting & driving, exercise, smoking cessation, college athletes: paid or not paid.

Don't ask to do these topics.

Although the internet is the greatest thing ever invented, it will not be the only source you'll cite for your speech. Go to the library, find research articles.

### **NEVER ENTER THE ROOM WHEN A FELLOW STUDENT IS PRESENTING HIS/HER SPEECH!**

If you are late getting to class:

1. STOP -- outside the classroom door! 2. ASK yourself: "Are speeches being presented in class today?" 3. ANSWER your own question: "Yes, I believe they are." 4. LISTEN: Do you HEAR someone giving a speech? If so... 5. WAIT until you HEAR our wild and enthusiastic applause. That sound will tell you the speech has concluded. 6. THEN -- and ONLY THEN -- quietly enter the classroom and take your seat before the next speech begins.

If you enter the classroom while a fellow classmate is presenting a speech, your final grade for the course automatically drops one full letter. No excuses, no compromise.

WHY?

Because when you walk into the room in the middle of someone's speech, you effectively destroy whatever is happening between the speaker and the audience. Attention immediately shifts to you, away from the speaker, and audience members stop listening. Be forewarned that you will be penalized if you create that kind of disruption for one of your fellow speakers.

Class expectations:

Expectation: to be responsible communicators in this class. While the primary emphasis in this class is the oral presentation of speeches, you will also be expected to research your topics, to write coherent and grammatically correct speeches, outlines, and response papers, and to be an active member of the audience when you are not speaking.

Expectation: to succeed in this course. The best way to ensure your success in this class is to do the readings assigned, carefully follow the instructions, study for and be prepared for your speeches (including practicing them), and turn in all assignments.

Expectation: to make a speaking commitment... and keep it. Students will be assigned - or sign up for - a speaking date/order. Canceling or postponing your speech affects all members of the class. "Forgetting" to come to class, or failure to appear on the date when you are scheduled to speak, will result in a zero for that assignment. Unprepared students (e.g. no outline, only one copy of your outline) will not be allowed to speak. Be prepared!

Communicating by email:

Please! Feel free to email me at any time. However, because I value your time and my time, I request that you follow this simple format: Use your TC account. Tom.Wolf@TC.edu is more likely to get my attention than 2cute4words@random.com Have the subject line be a clear indication of the subject of the email. "Need help" is much less descriptive than, "Persuasive speech topic trouble." Sign the email with your full name and the class you're in. This small yet crucial bit of information will help me answer your question and identify

you. Something like, "Tom Wolf, 8am public speaking" works perfectly.

SYLLABUS RECEIPT:

I, \_\_\_\_\_ (Print name), have received and read the syllabus for Speech 1315.  
I am responsible for its materials and policies.

Semester: \_\_\_\_\_

Our class meets on: \_\_\_\_\_

I acknowledge that there are certain requirements of this course, including:

\_\_\_\_\_ (initial) If I read my speech from notes, I will earn a zero for the assignment.

\_\_\_\_\_ (initial) I must have all speech topics approved by the instructor or I will not be permitted to deliver the speech.

\_\_\_\_\_ (initial) I will be expected to use MLA format for all referenced materials.

\_\_\_\_\_ (initial) I will not deliver my speech without handing an outline to the teacher.

\_\_\_\_\_ (initial) Wikipedia is not allowed as a source/reference for speeches.

\_\_\_\_\_ (initial) I acknowledge that there are a few topics that will not be allowed in this class.

\_\_\_\_\_  
(not this one)  
Signature

\_\_\_\_\_  
Date

(sign and turn in the receipt on the next page)

SYLLABUS RECEIPT:

I, \_\_\_\_\_ (Print name), have received and read the syllabus for Speech 1315.

I am responsible for its materials and policies.

Semester: \_\_\_\_\_

Our class meets on: \_\_\_\_\_ (days) at these times: \_\_\_\_\_.

I acknowledge that there are certain requirements of this course, including:

\_\_\_\_\_ (initial) If I read my speech from notes, I will earn a zero for the assignment.

\_\_\_\_\_ (initial) I must have all speech topics approved by the instructor or I will not be permitted to deliver the speech.

\_\_\_\_\_ (initial) I will be expected to use MLA format for all referenced materials.

\_\_\_\_\_ (initial) I will not deliver my speech without handing an outline to the teacher.

\_\_\_\_\_ (initial) Wikipedia is not allowed as a source/reference for speeches.

\_\_\_\_\_ (initial) I acknowledge that there are a few topics that will not be allowed in this class.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Assignments

### Week One EMAIL Bonus

Due: Saturday Aug 31, 11:59pm

Send an email to the instructor from the email account you use. I highly recommend using your TC account. TO: [Patricia.Meyer@texarkanacollege.edu](mailto:Patricia.Meyer@texarkanacollege.edu) Subject: (your course, day/time e.g. SPEECH MW 8am) MESSAGE: Introduce yourself to me and attach a photo. Last paragraph: tell me how many points this is worth and why. This should be written in formal English. This will not be accepted after Saturday Aug 31st, 11:59pm. This is an incredibly easy way to start the semester with bonus points!

### Pretest & Posttest

Due: first week and final exam period

You will have a pretest and posttest to assess your learning throughout the course.

### Show & Tell Speech

3-4 minutes

50 points

For this speech, you must bring an object to class to “show and tell.” This object must have some personal importance to you. Does this object have a story? Why is it important to you? What does it mean to have something important to you? What can others learn about you through this object? Use a lot of detail and invite us into your world through this object. You will be graded on how well you develop your story and the lesson we walk away with from your speech. Expect questions after you deliver your speech!

You must hand me an outline before you speak. **You will not deliver this speech without an outline and a critique sheet. You will earn a zero on this speech if you choose to read it to us.**

### Show & Tell speech critique

250 words

20 points

Purpose: 1. to critically reflect on our work. 2. to learn how to participate in scholarly conversation about our work. 3. receive polished feedback regarding our performances. After your assigned speaker delivers his/her speech and takes his/her seat, think about how it went. What did he/she do well? What did he/she not do well? How can he/she improve? How did you as an audience member react to the speech? [While you can, of course, mention the topic, you do not need to summarize the speech.] Did anything the speaker did remind you of concepts from the textbook? You will be graded on how well you articulate your evaluation of the speech, and **integrate concepts from the textbook.**

### Speech of Introduction

3-4 minutes

50 points

In this speech, your goal is to introduce to the class something related to your strongest opinion. You should have answered the question, “What is your strongest opinion?” in the first week of class on the inventory sheet. Play with this idea. What does it mean? Why is it your strongest opinion? Be sure to have a conversation with me about how to turn this into a speech. A second option would be to introduce a social issue you’re interested in and tell us why. Regardless of which option you choose, you’ll be expected to be very clear on what this is, some interesting facts about it, why this issue is important to you, what impact it has on your life, and community. **Your topic must be approved by the instructor. You will not deliver your speech without topic approval, a typed outline, and a critique sheet. You will earn a zero for this speech if you choose to read it to us.**

Introduction reflection 250 words 20 points

Purpose: 1. to critically reflect on our work. 2. to learn how to improve ourselves. After you deliver your speech and take your seat, think about how it went. What did you do well? What did you not do well? How can you improve? How did the audience receive you? You will be graded on how well you articulate your experience and **integrate concepts from the class discussion and textbook.**

**TED TALK CRITIQUE (GROUP ASSIGNMENT)** 3-4 pages 50 points

For this assignment, you will work with your base group for the final paper.

Individually, look around the TED Talk website. Find a few speeches that you find interesting and be prepared to report to the group about why you find it interesting.

I'd like you to watch some polished, interesting, talks available to us on the internet. Visit <http://www.ted.com/talks> and select a speech that is of interest to you and answer these questions:

What did you like about this speech? What did the speaker do well? Did he/she show signs of nervousness? What kinds of visual aids did the speaker use? Could you follow the ideas presented? Did the speaker do anything related to the concepts in the textbook? Would you recommend this talk to anyone? If so, who? If not, why?

Also in this report, have a listing, by each person, of the speeches you reviewed, what you reported to the group about them.

In the report, discuss how your group selected the speech to critique.

Here's what I'm looking for in the TED TALK Critique & Report:

Group members: (list your names)

Member A:

Reviewed these TED TALKS:

1. Russell Foster: Why do we sleep?

[http://www.ted.com/talks/russell\\_foster\\_why\\_do\\_we\\_sleep.html](http://www.ted.com/talks/russell_foster_why_do_we_sleep.html)

Why I reviewed it (why it was interesting):

What I told my group members about it: (make this compelling)

2. Eli Beer: The fastest ambulance - a motorcycle

[http://www.ted.com/talks/eli\\_beer\\_the\\_fastest\\_ambulance\\_a\\_motorcycle.html](http://www.ted.com/talks/eli_beer_the_fastest_ambulance_a_motorcycle.html)

Why I reviewed it (why I was drawn to it):

What I told my group members about it: (make this compelling)

Member B:

Reviewed these TED TALKS:

- 1.
- 2.
- 3.
- 4.

REPORT:

The process of how we decided: maybe this is a fist-fight, a negotiation, or a quick agreement. Pay attention to this process. The rest of your life you will be working in groups

to make decisions. How does it work? How do you feel when you're negotiating?

Then the report: (see questions above about critiquing the speech). Be sure to use concepts from your textbook!

### **Impromptu speech**

**2-3 minutes**

**50 points**

I will bring a variety of speech prompters or questions for you to answer. You'll have about 10 minutes to prepare for the speech, in class. The general purpose will be to persuade, inform, or entertain. Your speech should address the topic, in either a serious or humorous way. You should have a distinct introduction, body, and conclusion. An outline is not required for this speech. You will be graded on form, organization, and clarity and completion of ideas. Don't forget the importance of an introduction and conclusion.

### **MLA Assignment**

**50 points**

The purpose of this assignment is to ensure student's knowledge of MLA design and use. For this class, MLA format is expected for all sources used in speeches.

For this assignment, you will submit a MLA Works Cited page with 6 examples:

1. Your favorite book. (if you don't have a favorite book, pretend)
2. Book that was published in your birth year.
3. A magazine article.
4. A website.
5. A scholarly research journal article. (this means you must go to the library)
6. Your favorite movie.

Note, for this assignment, you will assume that all of these items are supporting the same document and should be ordered as one Works Cited page, in alphabetical order.

### **OUTLINE ASSIGNMENT**

**1-2 pages**

**50 points**

Select any magazine article to outline. Does it follow any of the strategies found in chapters 5 & 6?

I suggest picking an article of some length - so it will be easier to outline.

Another option would be to pick a few pages from any textbook you already have. If you have trouble picking something, email the instructor a few days BEFORE it's due. I'd be glad to help find an appropriate article for you. The purpose of this assignment is to give you an opportunity to work with outlines of completed works, so you can see the relationship between the final copy and the skeleton-type summary of ideas within it. That same relationship is what you'll experience in your speech and speech outline.

### **The Article Summary Assignment**

**500 - 750 words**

**50 points**

The purpose of this assignment is to give you an opportunity to spend some time with the research you've found on your Informative Speech topic, find out what experts are working on within the topic, and share that with the audience. For this assignment, you'll discuss your three academic articles. What is the main argument of the article? What does the author demonstrate is important in this article? How would you summarize his/her/their ideas? Do you agree with these ideas? How are the three articles related? Are there commonalities among them? I expect that the experts will have somewhat differing views on the issue - or make different arguments. You will be graded on your organization, clarity of presentation, completeness of the criteria according to which you narrow and organize,

the specificity of the evidence you provide to support your claims, and length.

**Because this is the topic of your Informative Speech, this topic must be approved by the instructor. You will not deliver your informative speech if your topic is not approved; this approval affects the Article Summary Assignment.**

I expect the format of this paper to be something similar to this:

My speech is over \_\_\_\_\_. I chose these three articles: author name 1, author name 2, author name 3, to better understand these ideas: \_\_\_\_\_.

Article 1, written by author name 1, (summary)

Article 2, written by author name 2, (summary)

Article 3, written by author name 3 (summary)

Together, I better understand \_\_\_\_\_ because \_\_\_\_\_.

### **Informative Speech Outline**

**1-2 pages**

**50 points**

This is the outline that you'll take with you to the podium for the informative speech.

My expectation is that you'll have this complete long before you deliver your speech so you can have ample time to prepare, practice. Turn it in, have a conversation with me about it, and feel good about the process (that you're ahead of the game and are ready to rock your speech!).

### **Informative Speech**

**5-6 minutes**

**75 points + 25 PowerPoint**

You have already selected a topic, turned in your outline, and summarized three articles within this topic. For this assignment, you must select a substantive/academic subject in which your controlling purpose is to inform your audience (in contrast to persuade or entertain). The instructor must approve the topic. It should be of academic interest to the audience, a subject about which we need to be informed, and the level of information should be appropriate to an audience of college student. Feel free to pick a topic within your major for this speech. **You are required to use a powerpoint presentation for this speech.** You must cite aloud at least three legitimate sources in your speech. [this does not mean read them at the end, like a reference list - it means to say, "According to Smith, "..." during your speech]. You must turn in your typed outline before you speak, along with the grading sheet in this packet. You must use extemporaneous mode of delivery. **You will earn a 0% on this speech if you read it to us.** I suggest spending a considerable amount of time rehearsing this speech. You will be graded on your introduction, conclusion, and transitions. **You must have your topic approved by the instructor. You will not deliver this speech without an approved topic.**

You will receive a separate grade for your PowerPoint with your Informative speech. My expectation is that this visual aid will help your audience understand your speech and not detract from your message.

Resist the urge to put too many words on each slide. The audience will read the slides and not pay attention to you!



I want each student and his/her speech to have a complementary visual aid. I would consider any less than 7 slides unacceptable.... That said, don't add "fluff" slides.

**Informative speech critique**

**250 words**

**20 points**

Purpose: 1. to critically reflect on our work. 2. to learn how to participate in scholarly conversation about our work. 3. receive polished feedback regarding our performances. After your assigned speaker delivers his/her speech and takes his/her seat, think about how it went. What did he/she do well? What did he/she not do well? How can he/she improve? How did you as an audience member react to the speech? Did anything the speaker did remind you of concepts from the textbook? You will be graded on how well you articulate your evaluation of the speech, and **integrate concepts from the textbook.**

**Persuasive Speech Outline**

**1-2 pages**

**50 points**

This is the outline that you'll take with you to the podium for the persuasive speech. My expectation is that you'll have this complete long before you deliver your speech so you can have ample time to prepare, practice. Turn it in, have a conversation with me about it, and feel good about the process (that you're ahead of the game and are ready to rock your speech!).

**Persuasive speech**

**7-8 minutes**

**100 points**

Present a speech in which your controlling purpose is to persuade your audience. You might want to change their beliefs or behavior. 7-8 minutes is not a lot of time; I suggest using only the most powerful, solid, evidence and use logical reasoning that is easily followed. Powerpoint is not required, but is a possibility for this speech. **Your topic must be approved by the instructor. You will not deliver this speech without an approved topic! You will earn a 0% on this speech if you read it to us! You must hand the instructor a typed outline and a critique sheet.**

**For this speech, I would like for you to present the other side of the issue that you presented as your Speech of Introduction. Your speech of introduction should have been a speech about your strongest opinion. In this speech, I'd like you to consider the other side of whatever your strong opinion is. The purpose of this is to invite you to see an issue from both sides and encourage you to think critically.**

**Be sure to talk with me about your issue. It is in the planning of this speech that you'll learn the most about yourself, speech-making, argument-building, the issue, and how you think about things. This can be incredibly rewarding if you allow it to be.**

Suggestions of preparation: Don't assume your classmates will find your subject relevant to them. Do this for them explicitly in your introduction. It may not be important to them now but will be in the future. You may want to make adaptations to your topic so you will address those aspects that are interesting and relevant to your audience. Use your audience analysis to assess the level of information your classmates possess on your subject and their position on the issue. If your audience knows little about your topic, you will have to begin by informing them about it before you can persuade them of your position. Determine your specific purpose. It should a. indicate what you want to persuade your audience to think or

to do b. focus on aspects of the topic that are most relevant to the audience c. enrich your listeners by offering new and powerful ideas and evidence d. formulate your central idea You must cite aloud your references. Again, this is not a reading of your citation list, this is an artful use of other's work, "According to Smith, ..." And you must have citations on a reference list. You must use at least five legitimate sources. Three must be non- internet. Your outline, references, and critique sheet are due the first day of the speech round. You will be graded on how well you prepare for the speech, the types and quality of evidence and supporting material you offer, your delivery of the material, and clarity of logical argument.

### **Persuasive speech critique**

**250 words**

**20 points**

Purpose: 1. to critically reflect on our work. 2. to learn how to participate in scholarly conversation about our work. 3. receive polished feedback regarding our performances. After your assigned speaker delivers his/her speech and takes his/her seat, think about how it went. What did he/she do well? What did he/she not do well? How can he/she improve? How did you as an audience member react to the speech? How does the speaker deal with the issue? Did anything the speaker did remind you of concepts from the textbook? You will be graded on how well you articulate your evaluation of the speech, and **integrate concepts from the textbook.**

### **Eulogy**

**5-6 minutes**

**50 points**

The purpose of this speech is to eulogize someone. Hopefully, it is someone you greatly admire or admired, or has had an impact on your life OR is yourself (and hopefully, you do that for yourself, too)!

You have two options. You can choose a currently-living celebrity OR you can eulogize yourself.

Regardless of which option you choose, you are still expected to have some referenced material. Now, I don't expect that much has been published about students in my classes (although there might be), you might need to interview some people in your world. Perhaps, you'll reference a poem or song? I'm expecting it to be thorough!

**If you choose to eulogize yourself**, you will be expected to impersonate someone in your life who you would like to have speak at your memorial. Perhaps it's your best friend, spouse, child, grandparent, coach, or neighbor.

The means of your demise will be up to you, as will be the details of the life you've yet to live. As the speaker impersonating someone, you have the opportunity to set the stage. Does your memorial happen this year at your current age? Or, perhaps, your memorial is in 60 years and your great-great-great-grandchild will speak about the life and family you've created. You have the opportunity to be as creative as you like - or you can be a little more serious and take this as an opportunity to plan the rest of your life and have someone tell the story of the life you lead.

**If you choose a celebrity to eulogize:** The means of his/her demise will be up to you, but it need not be explicitly dealt with unless appropriate in your speech. This topic calls for research but allows for considerable imagination and some acting skills because you will

delivery the speech as someone other than yourself. You will deliver it as someone close enough to be asked or expected to deliver a eulogy for this individual. For example, if you were going to eulogize Tiger Woods, you would have to 1. determine who you are (perhaps a close personal friend, brother, business manager), 2. determine who the audience is (family and friends or the general public), 3. the setting (graveside, memorial service, golf course).

You will write and deliver your speech in character. This means that you approach the writing of the speech from the perspective you are pretending to be. The audience will similarly role play. Expect to gather relevant facts and anecdotes about the individual being eulogized but you do not have to cite sources during the speech. You must, however, provide a work cited page for your speech manuscript that notes a minimum of 4 sources of information. Your research will be evident in your speech. Remember, people who eulogize others know details about their lives that are not common knowledge. Delivery can be manuscript. I encourage you to try some elegant uses of language. In a speech which is designed to move the emotions of your audience, eye contact and establishing a relationship with the audience is essential. It would greatly help your presentation to dress the part. For this delivery, the speech will be delivered behind the podium since that is the usual practice at eulogies. Manuscript does not mean reading the entire speech. It means working from a complete manuscript. You **MUST** still maintain reasonable eye contact. Tips: be careful to select an individual most in the class will know. It is wise to select someone about whom you genuinely care as that caring will be evident in your presentation. Your audience will thus become active participants in the ceremony. This speech is intended to engage the audience emotionally, but you must stay in control of your own emotions. If you get too upset, you will not be able to comfort others. Try to take some risks with your physical delivery.

Functions of a eulogy: (these are not main points, but goals) 1. acknowledge the special loss suffered by the family & friends of the deceased 2. recognize the death while celebrating life 3. demonstrate how the deceased lives on 4. emphasize the uniqueness or essence of the subject 5. emphasize the deceased's positive qualities 6. reassure the audience that life goes on 7. advise how this death should affect their lives. You will be graded on your choice of deceased, your choice of who you are impersonating, your sincerity, attention to detail (research), organization, and integration of the aforementioned 7 concepts.

### **Critique of eulogy**

**250 words**

**20 points**

Purpose: 1. to critically reflect on our work. 2. to learn how to participate in scholarly conversation about our work. 3. receive polished feedback regarding our performances. After your assigned speaker delivers his/her speech and takes his/her seat, think about how it went. What did he/she do well? What did he/she not do well? How can he/she improve? How did you as an audience member react to the speech? Did anything the speaker did remind you of concepts from the textbook? You will be graded on how well you articulate your evaluation of the speech, and **integrate concepts from the textbook**.

### **Award Ceremony**

**[1 presentation & 1 acceptance]**

**50 points (25 ea)**

On the last day of class, we will have an award ceremony. Earlier in the semester, we will draw names for the award ceremony. For this speech, you will create an award for the

person who's name you drew. The more creative, the better use your imagination. You will have the semester to get to know this person and decide on an award that is fitting, appropriate, and speaks to the person's unique qualities. You will also be expected to accept an award. You should acknowledge the moment, the award, and the presenter.

## **GROUP ASSIGNMENTS**

For this class, you will be assigned a group of 3-4 people. This will be your "base" group. In this base group, you will be expected to work together on a number of assignments and activities throughout the course of this semester. Get to know your group members!

The following assignments will be completed as a group (in addition to other group activities):

Chapter reports 2 page single spaced ea 17 reports @ 10 points ea

Over the course of this semester, we will review 17 chapters in the text (Chapters 1-16). I will expect that your group report on 16 of those 17. On the day we begin each chapter, you will submit a two page report for the group.

Each report will consist of four things: 1. A summary of the main ideas in the chapter 2. A description of how your group believes one (or more) of the ideas in the chapter will affect how we prepare for a speech. 3. A description of how your group believes one (or more) of the ideas in the chapter will affect how you communicate at work, at home, or at school. 4. EITHER Two discussion questions to bring to the classroom discussion of the chapter OR an answer to two of the questions at the end of the chapter. Be prepared to present some or all of the chapter to the class, as a group.

Monthly reports 100 words 4 reports 10 points each

Because I know that working in a group is not always easy, I do everything I can to eliminate the worst part of group work: feeling stuck. Once a month, I ask that individually, each person writes a State of the Group report that lets me know how it's going for you. I expect just a paragraph or two about what's happening. This will also allow me to intervene before there's a catastrophic group experience for anyone. At the end of each month, each person in the group will submit a group report.

In the group report, I expect these things:

A listing of who is in your group - this is crucial!

A description of the group's work for the month (how it's distributed, and how it actually gets done. E.g. Matt's responsibility was chapter 3. He was sick, so Erica did it)

A log of what happened in class.

Report on the group's attendance

Report on each person's speech

Report on each person's time spent working on group & class work (I suggest keeping a log)

Report on how you've helped each other plan/prepare for speeches

An evaluation of your group's participation in the discussion & your presentations

They are due on weeks 4, 8, 12, and 16.

NAME \_\_\_\_\_ Item \_\_\_\_\_ TIME \_\_\_\_\_  
Show & Tell

3-4 min 50 points

\_\_\_\_\_/10 introduction  
(avoid, "my speech is about..")  
Did you give us a reason to listen to you?  
Introduce the item you brought to the class

\_\_\_\_\_/10 body  
Did you give us a story?  
Why is this item important to you?  
What is its significance?

\_\_\_\_\_/10 Conclusion  
Did you give us something to connect with your story? Is there a lesson?

\_\_\_\_\_/10 Delivery  
Could we hear you?  
Could we see your item?  
Could we understand your story?

\_\_\_\_\_/10 outline  
Did your outline cover the main ideas in this speech?  
Did you follow it?  
Is it in the correct format?

NAME \_\_\_\_\_ TOPIC \_\_\_\_\_ TIME \_\_\_\_\_

### Speech of Introduction

\_\_\_\_\_ /5 Introduction  
(avoid, "My speech is about...")

\_\_\_\_\_ /5 Conclusion  
(avoid, "I guess that's it...")

\_\_\_\_\_ /5 Invention  
Did you pick an appropriate topic?  
Did you ask us to think of something in a unique way?

\_\_\_\_\_ /10 Arrangement  
Did you organize the speech well?

\_\_\_\_\_ /5 Style  
Did you use appropriate and interesting language?

\_\_\_\_\_ /10 Memory  
Did you know the speech well enough to present it?  
Of course, you didn't read it to us!

\_\_\_\_\_ /10 Delivery  
Loud enough? Clear voice? Did it make sense? Could we follow your ideas?

## Informative Speech Evaluation Form

Name: \_\_\_\_\_ Date \_\_\_\_\_

Topic: \_\_\_\_\_ Grade: \_\_\_\_\_ /100

What were the major strengths of the speech?

What needs improvement?

### Introduction (\_\_\_\_\_/ 20 points)

- \_\_\_\_\_ gained attention and interest
- \_\_\_\_\_ clearly introduced the subject and thesis
- \_\_\_\_\_ previewed body of the speech
- \_\_\_\_\_ was unique & effective

### Body (\_\_\_\_\_/ 40 points)

- \_\_\_\_\_ main points were clear
- \_\_\_\_\_ main points were fully supported
- \_\_\_\_\_ well organized
- \_\_\_\_\_ good transitions

### Conclusion (\_\_\_\_\_/ 20 points)

- \_\_\_\_\_ prepared audience for ending
- \_\_\_\_\_ reinforced central idea
- \_\_\_\_\_ summarized closing
- \_\_\_\_\_ vivid closing

### Delivery (\_\_\_\_\_/ 10 points)

- \_\_\_\_\_ began speech without rushing/ with pausing
- \_\_\_\_\_ finished speech without rushing/ with pausing
- \_\_\_\_\_ maintained strong eye contact
- \_\_\_\_\_ avoided distracting mannerisms
- \_\_\_\_\_ articulated words clearly
- \_\_\_\_\_ used pauses effectively
- \_\_\_\_\_ used vocal variety to add impact (pitch)
- \_\_\_\_\_ good gestures
- \_\_\_\_\_ good posture/ effective movement
- \_\_\_\_\_ presented visual aids effectively

### Overall evaluation (\_\_\_\_\_/ 6 points)

- \_\_\_\_\_ met requirements of assignment
- \_\_\_\_\_ message adapted to the audience/ held audience interest
- \_\_\_\_\_ speech within time limits (5 mins.)
- \_\_\_\_\_ establish credibility

**Outline & References (\_\_\_\_\_/ 4 points** \* this is based on the outline you hand me. If you do not have an outline, you will not speak and you will receive a 0 on the speech.

NAME \_\_\_\_\_ TOPIC \_\_\_\_\_ TIME \_\_\_\_\_

## **PERSUASIVE SPEECH**

### **Introduction Points: \_\_\_\_\_/25**

- Did not announce the topic
- gained attention & interest
- established credibility (your experience & research)
- showed relevance of topic (why do we care, affects audience members)
- previewed body of the speech

### **Body Points \_\_\_\_\_/50**

- main points were clear
- ideas organized in a suitable manner
- transitions were clear
- sources were cited (tell us the source you used to get specific information)
- argued points soundly/gave action steps (gave the audience good reasons to share your views/take action – anticipate objections and answer within your speech)

### **Conclusion Points \_\_\_\_\_/20**

- signaled speech ending in two places (leaving body of speech and after closing statement)
- summarized and reinforced main points (reiterate main claim)
- end on a memorable note “wow” statement

### **Time Points \_\_\_\_\_/10**

### **Delivery Points \_\_\_\_\_/ 25**

- begin & finish speech without rushing/pausing
- maintained strong eye contact
- avoided distracting mannerisms, used good gestures
- articulated words effectively
- vocal variety to add impact

### **Overall Evaluation Points \_\_\_\_\_/10**

### **Outline & References Points \_\_\_\_\_/10**



## EULOGY SPEECH

STUDENT NAME: \_\_\_\_\_ DECEASED: \_\_\_\_\_ TIME \_\_\_\_\_

SPEAKER (impersonation):

Choice of Subject (10) Appropriate time Appropriate Subject and appropriate for audience		
Discussion (10) Personal grief or loss; memories; unique qualities, achievements, and attitudes; described how the person will live on; meaningful closure		
Audience (10) Polite, generous, and courteous to audience; addressed entire audience; understood your sentiment		
Language (10) Appropriate word choice; no pauses, etc; good pronunciation, etc		
Bodily Control (10) Good posture; eye contact; gestures; expressions; appropriate handling of emotions		
TOTAL POINTS		

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**SPEAKER NAME**

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**TYPE OF PRESENTATION**

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**TOPIC**

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**OVERALL GRADE**

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**EVALUATOR**

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1=needs much improvement (very poor)  
2=needs improvement (poor)  
3=average (fair)

4=needs little improvement (very good)  
5=needs no improvement (excellent)

<b>Introduction elements: Attention-getter, relevance to audience, credibility, preview</b>		<b>Conclusion: Summary + WOW statement</b>	
<b>Appropriateness of Topic</b>		<b>Vocal Variety</b>	
<b>Use of Visual Aid</b>		<b>Pronunciation</b>	
<b>Use of Hand Gestures</b>		<b>Audience Eye Contact</b>	
<b>Use of Facial Expressions</b>		<b>Use of Index Card</b>	
<b>Annoying Mannerisms and/or bodily movements</b>		<b>Use of Sources</b>	
<b>Time Constraints Met</b>		<b>Overall Enthusiasm</b>	
<b>Overall Appearance</b>		<b>Vocal Rate</b>	
<b>Verbal Pauses (e.g. Uh, Ah, OK)</b>		<b>Credibility Building</b>	
<b>Vocal Projection</b>		<b>Preparation Outline</b>	

**OVERALL COMMENTS AND SUGGESTIONS:**

## Peer Evaluation Form/Commemorative Speech

Speaker \_\_\_\_\_ Evaluator \_\_\_\_\_

Topic \_\_\_\_\_

Rate the speaker on each point: E-excellent G-good A-average F-fair P-poor

Topic appropriate for speech E G A F P

Dealt with topic creatively E G A F P

Main points were clear E G A F P

Organization well planned E G A F P

Language clear and concrete E G A F P

Language vivid and colorful E G A F P

Maintained strong eye contact E G A F P

No distracting mannerisms E G A F P

Articulated words clearly E G A F P

Used pauses effectively E G A F P

Used natural hand gestures E G A F P

Conclusion appropriate E G A F P

Completed within time limit E G A F P

Comments:

## Introduction Speech

Name \_\_\_\_\_

	<b>Exceeds Expectations (5)</b>	<b>Above Average (4)</b>	<b>Average (3)</b>	<b>Below Average (2)</b>	<b>Needs Improvement (1)</b>
<b>Attention Getter</b>					
<b>Organization of Body</b>					
<b>Conclusion</b>					
<b>Eye Contact</b>					
<b>Use of Notecard</b>					
<b>Time</b>					
<b>Hand Gestures</b>					
<b>Voice</b>					
<b>Vocal Pauses</b>					
<b>Enthusiasm</b>					

This list is not exhaustive or the only topic you can choose. These are just ideas!

### **Famous/historical figures**

Any US President  
Any foreign political leader  
Any US politician  
Any scientist (e.g. Oppenheimer)  
Suffragists (e.g. Susan B. Anthony)  
Any Nobel Peace Prize winner  
Avoid Hollywood/Athletes  
Any influential artist

### **Social Issues**

Local – Main St. Texarkana, exodus of OB/GYN in Texarkana, TC’s financial situation, what TC needs, etc.  
State – Education, standardized testing  
National – debt, student loan crisis  
Global – Europe’s Euro and individual country debt  
All – homelessness, poverty, cost of education, current status of Afghan/Iraq war, something related to your major, injuries suffered by HS football players

### **Informative topics**

The real costs of running a community college  
What is the libertarian party?  
How does inflation work?  
Presidents who have been assassinated  
Who was Rosa Parks?  
What is politically-correct language, do we need it, and why does it matter?  
Any communication theory.  
Soul food. Define & give history  
Origins of Hip Hop  
Recent interest of Manga  
Identity theft  
Our interest in the lives of celebrities (e.g. Tom Cruise’s 3<sup>rd</sup> divorce)  
How we get electricity  
History or scandal at the Olympics  
99%  
Impact of big chains on small businesses (monopoly)  
Causes that led to a particular war  
How a site becomes a national monument or historical monument  
Bio-terrorism  
3 waves of feminism  
suffrage

why we have zoos  
academic dishonesty  
journalistic dishonesty  
safety of commercial aircraft  
how to create/work a scam – con artist  
architectural design  
roles of queen and drone bees  
cave drawings – where found, what we learned from them.  
Challenges of city planning  
Ground water pollution  
Trail of tears  
Illiteracy

### **Persuasive**

Should we limit the office of the presidency to only citizens?  
Should we allow school mascots to be named after American Indians?  
The pledge was written in 1892. “Under God” was not added until 1954. Should we keep it in the pledge?  
Does importing labor and immigration hurt or help our country?  
Should the government subsidize the arts?  
What is the role of third party candidates in the American system of politics?  
Should the electoral college system be revised? Replaced?  
Who benefits from outsourcing? Does anyone suffer?  
Should hate speech be protected?  
Should book banning be legal?  
What obligation should we have as a nation to accept dislocated people (refugees)?  
Same sex marriage: Who does it hurt? Who does it help? Is it a civil right or a choice?  
Should governments censor material on the internet?  
Can the assassination of a dictator be justified?  
What acts should be considered hate crimes?  
Should governments negotiate with terrorists?  
Does the government or community have an obligation to help the homeless?  
How should the minimum wage be determined? What should it be today?  
Should new parents have the opportunity to choose the sex of their baby?  
Have the Occupy Wall Street protestors been effective?  
Are unions still needed in the workplace?  
Should the government subsidize education through college?