



**Syllabus: PUBLIC SPEAKING**

**Course Number:** SPCH 1315-WEB

**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:*

*A videocamera*

*A free YouTube account*

*Access to 5 adult audience members for each speech*

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.

Course format: Online

**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
VIDEO: Self-Introduction				
VIDEO: Poem/Song Lyric Spch		50		
VIDEO: Speech of Introduction		50		
VIDEO: Informative Speech		100		
VIDEO: Persuasive Speech		100		
CRITIQUE: Self - Poem/Song		25		
CRITIQUE: SPCH of Introduction		25		
CRITIQUE: Informative		25		
CRITIQUE: Persuasive		25		
CRITIQUE: TED Talk		50		
CRITIQUE: YouTube Stranger		50		
OUTLINE & Works Cited: Informative		25		
OUTLINE & Works Cited: Persuasive		25		
OUTLINE: Magazine Article		25		
MLA Assignment		50		
Day 1 Inventory		25		
Written Self Introduction				
Article Summary		50		
PowerPoint Assignment		25		
Chapter responses		200		
Online Discussion		75		
		1000		

Please note: ALL work is due by 11:59 on the calendar date.

### 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 week, I will give you your engrade code and information on how to access your grades.

[www.engage.com](http://www.engage.com)

**Class Schedule** Please refer to the end of the syllabus for the calendar.

## **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. At the third absence, you may be dropped from this course.

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: Once a week (Night classes or Friday classes) Twice a week (MW or TR classes) Three times a week (MWF or TRF classes) Four times a week (MTWR classes)	An instructor <b>may</b> withdraw a student from a course if absences exceed:  2 4 6 8  Three tardies count as one absence
A COURSE THAT MEETS FOR 14 WEEKS OF THE SEMESTER	
Class or Lab Meets: Twice a week (MW or TR classes)	An instructor <b>may</b> withdraw a student from a course if absences exceed:  4  Three tardies count as one absence.
A COURSE THAT MEETS FOR 8 WEEKS OF THE SEMESTER (Fast-Track)	
Class or Lab Meets: Four times a week (MTWR classes)	An instructor <b>may</b> withdraw a student from a course if absences exceed:  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 sending me an email. Not hearing about an assignment or extra credit opportunity is not a reason for failing to do it or for asking for an extension.

## ATTENDANCE

For online classes, to be considered as "showing up the first day" you must, on the first day, do something meaningful in the online Moodle site (see below for Written self-introduction).

To get there, you should log into myTC, and hit the Moodle icon on the top toolbar. (this will not be available until Monday)

It should make sense on how to get to our class from there.

Once you've logged in for the first day, your attendance will be taken at each assignment. If you do each assignment on time, you'll get credit

for attending. Although some weeks have more than one assignment, attendance will be taken just once for the week.

There are many days of attendance/assignments. If you miss more than 4 weeks of assignments, you may be dropped from the class.

**NOTE: If you do not deliver all 4 speeches (poem/song lyric, speech of introduction, informative, persuasive), you will not pass this class.**

### **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 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; for the online class, arrangements must be made with me prior to the next week.

If you are absent on a speech day (in on online class, if you do not submit your speech on time), you will not get to make up the critiques.

"Catch-up" On the calendar, you'll see "Week XX catch-up." In this forum, you can make up any of the work from the previous 4 weeks. I have a "catch-up" on weeks 5, 10, 15. On week 10, you can not "catchup" work from week 2. Any work in the "catch-up" will be graded 10% off. That may seem like a lot, however, a zero will hurt you more than 10%!!

### **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 uses a manuscript 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. For the online class, your outline should be submitted at the time of your speech.**

**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 respectful of others in class

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

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

Speech Policies

**I will not accept your speech without your having submitted an outline.**

**ALL SPEECHES, READ FROM A MANUSCRIPT, WILL EARN A ZERO.**

Your outline must have your resources cited. MLA or APA. I typically use MLA. If you choose APA, send me a note!

The following topics are not allowed: abortion, death penalty, gun control, prayer in schools, organ, blood, platelet donation, marijuana legalization, diabetes, autism, drinking & driving, texting & driving, exercise, smoking cessation, college athletes: paid or not paid.

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.

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 by offering effective feedback.

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. Because students will be evaluating each others' speeches, canceling or postponing your speech affects all members of the class. "Forgetting" to submit your speech will result in a zero for that assignment.

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.

## **SPECIFICS ON THIS ONLINE COURSE:**

### **1. How will this class work? Will I still need to give speeches?**

Yes, you will give speeches for this class! You will give five speeches: a self-introduction, a memorized poem or song lyrics, a speech of introduction, an informative speech, and a persuasive speech. To turn in your speech, you must find your own audience of at least 5 people, videorecord your speech, upload it to YouTube, submit an outline and a link to your video through Moodle. The first speech, where you introduce yourself by video is somewhat of a dress-rehearsal. It is my hope that you get the kinks worked out in your method/system. Use it to your advantage! It is my expectation that everyone will be able to videorecord his/her speeches for all remaining speech assignments.

### **2. What are the techy-logistical requirements for this online course?**

You must have regular access to the internet, a YouTube account & channel, a videocamera, knowledge of uploading documents to the internet, myTC's Moodle, and email.

Documents (papers) must be saved a .RTF file, regardless of what program (MSWORD, Works, Pages) you use.

### **3. What are the logistical requirements for the speech?**

Before you begin delivering your speech, pan the audience to demonstrate that you have **five** live adult humans in the audience. You can have your dog there, too, but Scruffy does not count as a human... so Scruffy plus at least five other humans! Once you start recording, don't stop! Even if you mess up and need to start over, we need to see that part of your learning process!

Except for the speeches, all of our other work will be done online, through Moodle or by email. You already need to be familiar with Moodle and email in order to successfully complete this course.

**Your videorecording quality must be appropriate!**

**Make sure the video is right-side-up!**

**Make sure you can be heard and seen!**

**4. Hey, this is an online forum! Do I have to use formal grammar in the forums?**

Yes! This is practice for your professional life, not an extension of your personal fun online personalities! Please use your best grammar, your best manners, and engage your classmates' work professionally.

**5. I have questions about what's going on in this class...**

On the Moodle site for this class, I have created a Q&A forum. Please use it! I encourage everyone to submit questions and respond to each others' questions/concerns about the class. Your classmates are an invaluable resource, even if they are scattered throughout the community and not sitting next to you on campus.

## **ASSIGNMENT DEADLINES**

Because this is an online class, and no real meeting times, 11:59pm is the deadline for all assignments. So, if you see an assignment on the calendar due on Monday, July 15, you know that you have all that day to complete it, until 11:59pm. At 12, it's considered late!

## **Assignments**

### **Day 1 Inventory**

**25 points**

Take some time to think about who you are in the world, what you care about, why you care about it, etc.

Then, answer these questions (in formal English):

1. What are your interests/hobbies?
2. What do you care about?
3. What bothers you about the world? What would you like to see changed?
4. What is your strongest opinion? Why?
5. What is your major? What kinds of things do you study in your major?
6. Considering your major, what do "outsiders" usually not understand?
7. What drew you to your major?
8. If you could devote your life to one cause, what would it be?

### **Written Self-Introduction**

**BONUS POINTS!**

This must be submitted in Moodle in the correct forum by 11:59 AUGUST 29th.

Your name, where you're from and where you're currently living (if different), three things about yourself that we wouldn't know if we saw you. (For example, "I have brown hair." is not *deep* enough. Give us something to remember you by.)

Why did you take this class, online?

What is your major?



And, who is your hero, and why?

My expectation is that you'll log back into Moodle and respond to at least 3 classmates, to make them feel welcome, too.

### **VIDEO Self-Introduction**

### **BONUS POINTS!**

For this introduction, we'll go a little deeper. Offer your name, current and/or future career/ position, something interesting about yourself (that you didn't write in the written introduction), and describe a moment in your life that you'd like to go back and change.

My expectation is that we'll get all of the technical hiccups out of the way for the semester with this short self-introduction.

Because this is the first, trial, speech, you do not need an audience. ALL other speeches will require an audience.

Although this is only for bonus points, I highly recommend that you take advantage of it! It's a good opportunity to get the kinks worked out of your online-speech-class process.

### **VIDEO: Poem**

### **50 points**

For this speech, in the correct Moodle forum, you must paste your YouTube link and a copy of the poem by 11:59 the day it is due.

For this speech, you must Select a poem, of at least 6 stanzas, to memorize and deliver.

**READING THE SONG OR POEM WILL EARN YOU A ZERO! MEMORIZE THIS ONE!**

You must have 5 adults in your audience! Before you speak, pan the audience with the camera to video-document that they are present. Speeches will not be graded without the audience present.

### **Self Critique of Poem**

250 Words

25 points

Purpose: 1. to critically reflect on our work. 2. to learn how to improve ourselves. After you deliver your poem 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 online class discussion and textbook.**

### **TED TALK CRITIQUE**

250 Words

50 points

For this assignment, 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?

Bonus points: submit an outline of the speaker's talk.

### **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.**

TOPICS MUST BE APPROVED!

READING YOUR SPEECH WILL EARN YOU A ZERO! This will be extemporaneously delivered. You must have 5 adults in your audience! Before you speak, pan the audience with the camera to video-document that they are present. Speeches will not be graded without the audience present.

**Introduction Critique of a Classmate**                      250 Words                      25 points

Once all speeches are linked in Moodle, I will assign you a person to critique.

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 reviewing your assigned speaker's outline and YouTube video, 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.**

**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 \_\_\_\_\_.

## 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 to the instructor 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.
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

25 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.

## Informative Speech Outline & Works Cited

1-2 pages

25 points

In this class, before you deliver a speech, an outline is required. Outlines are covered in chapters five and six in the textbook. For this assignment, you will submit your outline before the speech is due in order to get some feedback from the instructor. Then, it is expected that you will revise the outline/speech as needed before recording and submitting your final speech.

Although, I'm requesting a very thorough outline for your speech, I am never expecting that your complete manuscript (everything that you'll deliver) is re-formatted in outline form. When students choose this option, they often read their speech from the outline and earn a zero on the speech. My suggestion: work out everything you want to say, then create a working outline of the main ideas to speak from. This will eliminate the "crutch" of a full manuscript in front of you and you'll become a stronger speaker.

Regardless of which organizing strategy you use, the outline will have these parts.

*Outline Parts:*

- The introduction must list, in order, your attention-getter, credibility statement, purpose statement, and preview statement.
- The body must include two to five main points, each with supportive subpoints and perhaps even sub-subpoints, consisting mainly of documented examples, illustrations, statistics, quotations from experts, etc. that you have derived from the three or more expert sources that this project requires.
- The conclusion must include a summary statement and a concluding element that refocuses the audience's attention on the main point.

- The Works Cited (MLA), Reference page (APA) page must properly credit your sources and must do so in the format prescribed by MLA, APA, or Turabian style to format.

*Document Your Sources Properly:*

- *In-Text and End-Page Citations:* Whether you directly quote, summarize, or paraphrase it, any information that you present in your outline and in the speech itself must be explicitly attributed to the source from which you derived it. This requires you to use parenthetical citations or footnotes in the outline itself to show which information derives from which expert source. This also requires you to list the same sources on a Works Cited (MLA), Reference (APA), or Bibliography page (Turabian) in the format prescribed by the style manual for this project that you choose. Failure to cite sources is tantamount to plagiarism, a serious offense that can result in automatic failure of an assignment and possibly of the course.
- *Use Direct Quotes Sparingly:* If you include directly quoted material from another source in your outline, it must account for no more than 20 percent of the outline's content.
- *Offset Direct Quotes with Quotation Marks:* You must place the directly quoted material inside double-quotation marks to make it clear that you are not claiming to be the originator of the quotation's wording. Failure to use double-quotation marks to offset directly quoted material constitutes plagiarism is a serious academic offense that results in automatic failure of the assignment or automatic failure of the course (see the Liberty University Honor Code for more information about this).

**Informative Speech**

5-6 minutes

100 points

This is a continuation of the Academic Article Summary Assignment. 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. Please attach your PowerPoint document to Moodle with your outline and link to your speech on YouTube.** (Others must be able to access your outline to do an evaluation.) 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 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 not deliver this speech without having first submitting the Article Summary Assignment.**

You must have 5 adults in your audience! Before you speak, pan the audience with the camera to video-document that they are present. Speeches will not be graded without the audience present.

**PowerPoint Assignment**

**25 points**

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                      25 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.

Review your assigned speaker's outline and video on YouTube. After watching the video, 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 and Works Cited**                      1-2 pages                      25 points

In this class, before you deliver a speech, an outline is required. Outlines are covered in chapters 5 and 6 of the textbook. It is my expectation that you use one of the organizing strategies offered in those chapters for your persuasive speech. This will be due before the speeches are delivered so I can give you feedback before the speech is recorded and submitted to YouTube.

**Persuasive speech**    8-10 minutes    100 points

resent 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 - we can do this by email, phone, or videochat. 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



others' speeches. It should fit together like a puzzle! Don't get behind! You'll have just the week we're working on these chapters to submit your comments... so plan ahead. Doing all of them at the end of the semester only frustrates you (frantically finishing work) and works against your success throughout the semester. And, late submissions on chapter discussions will not be accepted. Don't get behind!

\*\*\*\* We will discuss 16 chapters (overview, chapters 1-15). You can earn up to 10 points for every chapter (160 points). If you do all of the chapters with 8+ score, you'll get the remaining 40 points as a bonus.

### **Online discussion forum**

75 points

Throughout the semester, I will post forum questions that should respond to in a meaningful way. My expectation is that this is where you will get to know your classmates and have an opportunity to engage the course material in a friendly learning environment. I also expect that everyone will treat each other with courtesy and respect... and learn about your own communication as well as others. This will be as interesting and engaging as you, the student, allows it to be.

## **YouTube instructions:**

### **Create an account**

1. Go to [www.YouTube.com/signup](http://www.YouTube.com/signup)
2. Click on the "[Create Account](#)" link in the upper- right corner of the home page.
3. Fill out the form following the instructions on the Web page.
4. Click the "Create New Account and Finish" button.
5. Check your email for a YouTube confirmation.  
Depending on your filter settings, you may need to check your junk mail.
6. The last step is to go to the Web page noted in the email.

### **Upload a video**

1. Instructions and help are located [here](#).  
<http://support.google.com/youtube/bin/topic.py?hl=en&topic=2888648&rd=1>
2. Follow the uploading instruction

### **About Uploading**

1. Capture and Upload in High Definition!
2. [Best video formats](#) for YouTube <https://support.google.com/youtube/answer/1722171?rd=1>
3. Up to 15 minutes in length per video. Need more help? Visit the [YouTube Handbook Upload problems? Try without the progress bar](#).

### **Set Your Video To Unlisted**

1. Sign in to your YouTube account and click the Account link located (at the top-right of any page ).
2. Next, click the link. Choose the video you want to change and click the Edit button, and then choose Info and Settings.
3. On the left-hand side of the page (towards the bottom) you'll see Privacy options. Click the little black arrow / triangle to expand and see all your privacy options (if it is not already open and you cannot see your privacy options).

4. Your video should be set to Unlisted, unless otherwise stated by your professor

### **Embed video in Moodle**

1. Once you have successfully uploaded your video, open the video link and click the "Share" button below it
2. The code/address for your video will display.
3. Select all the text of the code and copy it [right-click copy]
4. Go to your Moodle course and the area you wish to link the video.
5. Add a new item and/or new discussion board post.
6. Paste your code into the text area box. Just below the code, paste your outline.
7. Click submit.

### **Removing your videos from YouTube**

1. Log into Youtube
2. Go to [http://youtube.com/my\\_videos](http://youtube.com/my_videos)
3. You will see all your videos & info.
4. Click the "**Remove Video**" button below the video icon.
5. Your video is removed.

General Online Speech Instructions:

### **Speech Recording and Submission Process:**

You must record and submit your speeches in a manner that satisfies the following requirements. A student's failure to satisfy these requirements will result in the grading penalties.

1. Basic Speech Delivery Requirements:

- You must use a camcorder to record your speech presentation.
- You must upload your recorded speech presentation to YouTube for the professor to view and to grade.
- Your speech presentations must be uninterrupted and meet the time requirements as stated in the syllabus.
- You must deliver your speech to a visually documented live audience of five or more adults.
- You must deliver the speech extemporaneously. Your speech delivery must have a natural conversational quality. **DO NOT READ YOUR SPEECH.** Speeches that appear to the professor to be read will not be accepted.
- You may use notecards for occasional reference during the speech presentation if needed. However, do not let these become a visual distraction.



- If you fail to provide visual documentation of your audience's presence, or if you read or appear to be reading your speech's content during your speech delivery, your presentation will not be graded and will receive the default score of zero.
  - You must maintain strong posture, gestures, and eye contact with the audience and you must avoid any visually or aurally distracting mannerisms while speaking.
  - You must use an effective volume, pitch, rate, and general vocal delivery during the presentation.
  - You must properly use an effectively constructed and presented visual aid during your speech delivery.
2. *Digital Camcorder Requirement*: The professor needs to hear and to see your speech, clearly, in order to assess its presentational qualities and to determine your score for the project. Thus, you must use a digital camcorder to record your speech presentation and a computer to upload it to YouTube for the professor's viewing. Unless you submit the required audio-visual recording of your speeches, you are highly unlikely to complete this course with a passing grade and should consider withdrawing from it.

As a side note, I strongly recommend that you use a tripod or a trustworthy audience member to hold your camcorder to allow for stable video recording.

3. *Speech Recording Requirements*: Before you record your speech, be sure to practice it in advance, recording it for personal evaluation, if possible, so that you—with help, perhaps, from a friend or two—can determine how to improve the speech's presentational qualities. Someone in your audience may track the time for you and give you signals to let you know whether you have satisfied the presentation's time requirement.
- *Your speech recording must be unbroken.* Do not stop the camera until your presentation is complete! Speech recordings that appear to be interrupted or edited will not be accepted.
  - *You must visually document the presence of the required audience.* Your unbroken speech recording must begin by visually documented the required live audience of three or more adults.
  - *You must keep the camera still during the speech.* Except when panning the camera from your audience toward the lecturn, the camera must remain in a stationary position and stay focused on the speaker throughout the presentation.
  - *You must stand the proper distance from the camera (8-15 feet) while speaking.* Your speech must be given from a standing position (unless you have a documented disability that restricts your mobility). If you appear to be standing closer to or farther from the camera than this, your speech may not be graded. A speech apparently delivered from a sitting position in front of a webcam will receive a score of zero.

- *You must be visible throughout the speech.* The top half of your body must be visible throughout the entire speech presentation.
  - *Your recorded speech will be timed from its first spoken word to its last spoken word.* Speeches that exceed or fall short of the required time will receive point reductions per the terms of the grading rubric.
  - *Webcams:* Although a computer webcam may be used to record a speech in a manner that satisfies the aforementioned requirements, professors will not accept a speech recording in which the speaker appears to be reading his/her speech from the computer's screen. This includes all speeches delivered by a speaker who appears to be sitting or standing too close to the camera, even if this speaker was not, in fact, reading the speech.
4. *Speech Download Requirement:* Once you finish recording the speech presentation, download it to your computer. Using media viewing software, confirm that your presentation is visible and that its sound is audible before you upload it to YouTube. Most computers come with already-installed media player software (e.g., Windows Media Player or Quicktime). If you do not have media player software on your computer, consider the following downloadable free programs: [GOM Media Player](#) or [VLC Media Player](#).

Always keep a master copy of the speech recording file in case technical complications require you to repost the file to your professor.

5. *Speech Upload Requirement:* Once you have viewed your speech on the computer to verify that it is presentable, upload it to [YouTube](#). In order to do this, you will need to sign up for a free account if you do not have one already. After activating your account and uploading the video, you will notice that the speech is assigned a unique URL (a web address that begins with <http://www.youtube.com>. . . ). Copy and paste this address into the comments section of the designated assignment submission area on the course's Moodle site. Your speech submission is due by 11:59 p.m. (ET) on Sunday of speech week.
6. *Revised Speech Outline Submission Requirement:* Submit your corresponding revised final speech outline—one that assimilates the changes your professor recommended in response to the draft—along with the link to your YouTube speech in the forum.

Please note the following submission-related pointers:

- *Never try to submit your speech file directly via Moodle as a file attachment.* This will not work. Just provide the link to your uploaded video (from YouTube), in the manner described above.
- *Set your video for public viewing.* When posting your speech to YouTube, be sure to set your video for public viewing rather than private viewing so the professor can access it and give you credit for your work.
- *You may post the file as an unlisted YouTube video.* Alternatively, for greater privacy, you may post the video as a [YouTube Unlisted](#) video.

- *Choose a workable file format.* When posting your speech to YouTube, please note that .MPG and .WMV files are less problematic and consume less memory than .AVI files; .MPG and .WMV files are less time-consuming, therefore, to upload to the site. Thus, if given a choice, save your file in one of the former formats.
- *Confirm that your upload succeeded.* After uploading your file to YouTube, sign out of YouTube, close your browser, reopen the browser, paste the URL into the address bar, and hit “Enter” to try to access the speech. Watch the entire video to confirm whether the upload was successful.

If you have questions about these guidelines, you should direct them to your professor as soon as possible.

## Tentative Course Calendar

Date	
Week 1 Aug 26–30	Wednesday: Inventory, written self introduction. Thursday Chapters: overview 1, 2 Friday: VIDEO: Self Introduction
Week 2 Sept 2–6	Friday: Chapters 12, 7
Week 3 Sept 9–13	Friday: Chapters 3, 4; Poem selection approval.
Week 4 Sept 16–20	Wednesday: VIDEO: POEM Thursday: Speech of Introduction topic approval. Friday: Chapters 5, 6, Poem Critique
Week 5 Sept 23–27	Thursday: MLA, Outline Assignment; FRIDAY: WEEK 5 Catch-up
Week 6 Se 30–Oc 4	Wednesday: VIDEO: Speech of Introduction; Friday: Speech of introduction critique; Chapter 8; Informative Speech Topic Approval
Week 7 Oct 7–11	Wednesday: Article Summary; Friday: Chapters 11, 13
Week 8 Oct 14–18	Wednesday: TED Talk critique; Friday: Chapters 9, 10
Week 9 Oct 21–25	Wednesday: Informative Outline and MLA references
Week 10 Oct 28–No 1	Wednesday: VIDEO: Informative Speech; PowerPoint; FRIDAY: Informative Speech Critique; WEEK 10 Catch-up
Week 11 Nov 4–8	FRIDAY: Chapters 14, 15, Persuasive Speech Topic Approval.
Week 12 Nov 11–15	
Week 13 Nov 18–22	Wednesday: Persuasive Outline and MLA references
Week 14 Nov 25–29	THANKSGIVING – NO CLASS
Week 15 Dec 2–6	Wednesday: VIDEO: Persuasive Speech; Persuasive Speech Critique FRIDAY: WEEK 15 Catch-up
Week 16 Dec 9–13	FRIDAY: Speech Make-up; Critique a stranger's speech on YouTube
Week 17 Dec 16–19	

December 21: Graduation!  
See you there!

\*\*\*\* Not on the schedule: Forum discussions. You will be responsible for forum discussions as the semester progresses - be sure to log in regularly to see the conversations.

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**

---

**TOPIC**

---

**OVERALL GRADE**

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**EVALUATOR**

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>					

Students often ask me for suggestions for topics - or, rather, what kinds of topics would be good for them.

I've created this list. Please note, this is not the list you must choose from. This, hopefully, will give you some ideas on a speech that is good for you.

Your best speech is usually something you're interested in, not something that I thought of as part of this list. Although, you can use these topics, if you like them.

### **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

### **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.

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?  
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?