



**Syllabus: PUBLIC SPEAKING**

**Course Number:** SPCH 1315

**Semester & Year:** Spring 2014

**Instructor Information**

Name: PATRICIA MEYER, PH.D.

Office: AIKIN 169

E-mail: [patricia.meyer@texarkanacollege.edu](mailto:patricia.meyer@texarkanacollege.edu)

Office Hours:

Monday: Available by email.

Tuesday: 11-12:30, 3:30-4

Wednesday: 11-2

Thursday: 11-12:30, 3:30-4, 5:30-6, 8:45-9:15

Friday: 11-12:30, 2-3:30

By Appointment or Videochat

**Textbook Information**

Ford-Brown, Lisa A. (2012). *DK Guide to Public Speaking*. 2nd Edition. Boston: Pearson Education, Inc. ISBN: 978-0-205-93013-5

Materials required: A package of 3x5 white notecards

Materials recommended: USB drive (for transporting your powerpoint to the classroom)

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. Recognize and understand the foundational models of communication.
2. Apply elements of audience analysis.
3. Demonstrate ethical speaking and listening skills.
4. Research, develop, and deliver extemporaneous speeches with effective verbal and nonverbal techniques.
5. Demonstrate effective usage of technology when researching and presenting speeches.
6. Understand how culture, ethnicity, and gender influence communication.
7. Develop proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative, persuasive).

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

<b>Assignment</b>	<b>Date Due</b>	<b>total possible</b>	<b>your score</b>	<b>total</b>
LS Narrative		25		
Narrative critique		10		
LS Impromptu		25		
Impromptu critique		10		
LS Ceremonial		25		
Ceremonial critique		10		
LS Poetry		25		
poetry critique		10		
LS Social Issue		25		
social issue critique		10		
Ted Talk		50		
Article summary		50		
MLA assignment		50		
Research portfolio		200		
outline practice		25		
midterm		50		
final		50		
informative speech		150		
informative critique		20		
persuasive speech		150		
persuasive critique		20		
eulogy speech		50		
eulogy critique		20		
award ceremony		25		
Tab 1		25		
Tab 2		25		
Tab 3		25		
Tab 4		25		
Tab 5		25		
Tab 6		25		
Tab 7		25		
Tab 8		25		
Group presentation (Tab 4, 5)		50		

Tentative Course Calendar for Tuesday/Thursday afternoon class.

Date	Tuesday	Thursday
Week 1 Jan 20-24	Introduction, syllabus, self-introductions	MLA discussion TAB 1
Week 2 Jan 27-31	MLA Assignment Outlining discussion	LS Speech1: Poetry Tab 3 Assign Tabs 4, 5
Week 3 Feb 3-7	Outline Assignment Due LS Speech2: Impromptu	No class meeting - YOU MUST MEET WITH YOUR GROUP!
Week 4 Feb 10-14	Tab 4 Group Presentation Tab 5 Group Presentation	LS Speech3: Opinion about a social issue Tabs 4, 5 overflow
Week 5 Feb 17-21	Speech overflow and group meeting with instructor	No class meeting - YOU MUST MEET WITH YOUR GROUP! TED Talk critique due in email 2/23
Week 6 Feb 24-28	LS Speech 4: Ceremonial speeches	Tab 2
Week 7 Mar 3-7	LS Speech 5: Narrative speeches [One item late work]	No class meeting. Midterm available in testing center.
Week 8 Mar 10-14	SPRING BREAK	SPRING BREAK
Week 9 Mar 17-21	Tab 6 Make appointment for next week.	No class meeting - Article summary due in my mailbox (paper)
Week 10 Mar 24-28	One - on - one conferences. Informative speech outlines due. No class meeting.	One - on - one conferences. Informative speech outlines due. No class meeting.
Week 11 Ma31-Ap4	Informative speeches with PPT Make appointment for next week.	Informative speeches with PPT Make appointment for next week.
Week 12 Arp 7-11	One-on-one conferences. Persuasive outlines due. Informative speech critiques due.	One-on-one conferences. Persuasive outlines.
Week 13 Apr 14-18	Persuasive speeches.	Persuasive Speeches.
Week 14 Apr 21-25	Make-up speech day. Persuasive speech critiques due.	Tab 8
Week 15 Ap28-Ma2	Eulogy Speeches	Eulogy Speeches
Week 16 May 5-9	Eulogy speech critiques due. [one item late work]	Final exam TBA (maybe in testing center)
Week 17 May 12-16	FINAL EXAM PERIOD: Award ceremony and Research portfolio due	Final exam period for TTH2 = MONDAY MAY 13 2pm.

Graduation: May 20, 2014. See you there!

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

Date		
Week 1 Jan 20-24	Introductions, syllabus, self-introductions, MLA Discussion. Due email Jan 26 – Tab 1 Textbook Report	
Week 2 Jan 27-31	MLA Assignment, Outline Discussion, LS Speech 1: Poetry. Assign Tab 4, Tab 5 Due email Feb 2 - Tab 3 Textbook Report	
Week 3 Feb 3-7	No class meeting. You are expected to meet with your group during class time. Outline assignment due in my mailbox (paper) Discuss Tab 4, 5. Prepare presentation.	
Week 4 Feb 10-14	LS Speech2: Opinion of social issue. Tab 4 and Tab 5 presentations.	
Week 5 Feb 17-21	No class meeting. You are expected to meet with your group during class time. TED Talk due Feb 23 in email.	
Week 6 Feb 24-28	LS Speech3: Ceremonial. Tab 2 Textbook Report	
Week 7 Mar 3-7	No class meeting. You are expected to visit the testing center for the midterm test. [one late item in my mailbox – paper]	
Week 8 Mar 10-14	SPRING BREAK!!	
Week 9 Mar 17-21	Article Summary due. LS Speech 4: Narrative. Tab 6 due by email Sun Mar 23	
Week 10 Mar 24-28	LS Speech 5: Impromptu Informative Speech Outline due Informative speech conferences	
Week 11 Ma31-Ap4	Informative Speech	
Week 12 Arp 7-11	Persuasive speech conferences	
Week 13 Apr 14-18	Persuasive speeches	
Week 14 Apr 21-25	Persuasive speech overflow Tab 8 – Textbook report.	
Week 15 Ap28-Ma2	Eulogy speeches	
Week 16 May 5-9	Make-up speeches and final exam [one late item in my mailbox – paper]	
Week 17 May 12-16	Final Exam Period – Research Portfolios, Award Ceremony Final exam period for evening classes meet at regular time/day	

Graduation: May 20, 2014. 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:	An instructor <b>may</b> withdraw a student from a course if absences exceed:
3 times a week (MTW) (evening classes)	2
4 times a week (MTWR) (day classes)	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
<p>Class meets: 5 days a week (MTWRF)</p> <p>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.</p> <p style="padding-left: 40px;">Three tardies count as one absence.</p> <p>You are considered tardy from the designated class start time through the first 15 minutes of class. After that you will be counted absent.</p>	<p>Class Meets: 4 evenings a week (MTWR)</p> <p>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.</p> <p style="padding-left: 40px;">Three tardies count as one absence.</p> <p>You are considered tardy from the designated class start time through the first 15 minutes of class. After that you will be counted absent.</p>

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.

**Drop Date:**

The official drop date for the course is **April 18, 2014**, which is the last date for the student to drop this course with a W. The professor may drop the student at any time during the semester.

## **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 low-stakes speeches (impromptu, poetry, social issue, narrative, ceremonial) 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. After 24 hours, I may not accept it. Late assignments will be marked 10% off.**

**Late work exception: At two timepoints in the semester (near midterm and near final) I will accept one non-speech item for full credit. At the midterm timepoint, I will accept any one non-speech item for full credit - any assignment that should have been turned in during the first half of the semester. At the final exam timepoint, I will accept one non-speech item that should have been turned in after midterm. This means that items in the first half of the semester will not be accepted at the end of the semester. Stay on top of your work!**

## **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. And, it tells your instructor and classmates that you do not value their time and interactivensess.

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 - 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: marijuana; diseases; blood or organ donation; well-known presidents (e.g. Washington, Lincoln, JFK, FDR); Marilyn Monroe, gun control, abortion, death penalty, drunk driving; text/driving; tobacco smoking; euthanasia; healthy living/lifestyle; working out.

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

Send an email to the instructor from the email account you actually use. I highly recommend using your TC account; you're a student now, starting your professional career! 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. My expectation is that there are about three full paragraphs written at the college level. In addition to the previous three, your fourth and 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 the first week. This is an incredibly easy way to start the semester with bonus points! Deadline: Sunday, January 26.

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## Low-stakes Speeches

You will have the opportunity to select four of the following five speeches. It is my suggestion that you select which speeches you'll do early in the semester so you can plan for them in them accordingly.

You will be expected to turn in an outline (or a copy of the poem) before you speak. These speeches can not be made up on the make-up speech date - you have the opportunity to select four of the five speeches below, check the calendar to decide *your* speech dates.

### **Social Issue/Opinion**      **3-4 minutes**

What is a social issue you feel strongly about - that you'd like to invite the class to consider? What is important to you? What should we care about? What is something we usually don't notice but can affect others? Once you've decided on the social issue, be sure that you offer an unbiased overview of the issue, then offer your opinion on it. Be sure to select something of importance to you that will not offend your audience. You will not speak without a grading sheet and an outline. *That means bring two copies of your outline - one for you at the podium, one for the instructor!*

### **Impromptu**      **2-3 minutes**

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.

### **Poetry Recitation**      **2-3 minutes**

You will have the opportunity to memorize and recite/deliver a poem of your choosing. This should be a poem that takes about 2-3 minutes to deliver, so choose wisely! An outline is not required for this speech, but a copy of the poem you deliver is expected. You should start out with the author & title, then deliver the poem. You must get approval of your selected poem by the instructor.

### **Narrative Speech      3-4 minutes**

In this speech, you will have an opportunity to tell a story about yourself that is meaningful - and turn that into a well thought-out, interesting, speech. Choose a particular moment in your life in which you learned a valuable lesson or fact. Expand on this topic by focusing on how the audience could benefit from knowing this information. It could be something you learned in hindsight (after the experience) or something you are still trying to understand (for example, a moral issue); either way, it must be relevant to your audience.

This speech should be an original effort to convey a story about your experiences to an audience in an interesting manner. While you will be conveying a story about your experiences, you must still follow the speech organizational pattern: introduction, body, conclusion. Also, focus on how knowing this information will benefit your audience - it is not just a story!

### **Ceremonial Speech 3-4 minutes**

This is a speech where you'd speak at a special occasion to commemorate a moment or a person. For this ceremonial speech, I'd like you to imagine either that you're celebrating your 100th birthday or celebrating your retirement. Who are you surrounded by? Where are you? What has your life been like from 2014 to your 100th birthday or retirement? This is your chance to celebrate the life you've led or career you've had.

- Thank everyone for attending. Point out a few people at the party
- who you would imagine to be at your 100th birthday or retirement party.
- Offer some memories of a life well-lived.
- Offer some advice/encouragement to the younger folks in attendance.

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### **TED TALK CRITIQUE      (GROUP ASSIGNMENT)**

Go to [www.ted.com/talks](http://www.ted.com/talks) and look around. Find a few speeches that you find interesting and be prepared to report to the group about why you find it interesting.

Then, I'd like you to have a discussion with your group about the videos you previewed and thought interesting.

In this discussion, you and your group members should have a variety of videos.

Once selected, your group will watch the video (either together or on your own). Once everyone has watched the video, your group should have a discussion about the video. Then, the group should write an evaluation of the video.

The report should include 1. a listing of all of the videos your members watched individually, 2. a description of how your group decided to pick the video, and 3. an evaluation of the presentation on the video. The evaluation should be one page long, single-spaced, in addition to the listing of what videos each person watched individually.

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

Group members: (list your names)

### SECTION 1

Member A: (give member name)

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.

### SECTION 2

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?

### SECTION 3

Evaluate the speech. You do not need to summarize the speech.

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?

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## Research Portfolio

This research portfolio will be built with all of the work of the semester. You should be proud of all of the work you do this semester and this portfolio will be an opportunity to showcase it. Your portfolio should have these items in it:

- your graded speech outlines, works cited, and critique sheets for all speeches (low stakes & high stakes speeches), and any notes you used, made, needed in the process of your speeches.
- one master list of all of your sources. Combine the works cited (MLA) from the whole semester into one alphabetized listing.
- copies of all of the works you used in all of your speeches.
- graded copies of the critiques you did of others, and the critiques they wrote about your speeches.
- all of the notecards you received throughout the semester

- a copy of the TED Talk Critique your group turned in (doesn't need to be the graded copy)
- your graded outline assignment and a copy of the magazine article you outlined
- your graded MLA assignment
- Any work generated from the textbook, either individually or as a group

### **MLA Assignment**

The purpose of the MLA assignment is for you to demonstrate that you understand how MLA style works.

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.

### **Practice Outline**

Select any magazine article to outline. Does it follow any of the strategies found in chapters 6 & 7?

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.

## **HIGH - STAKES SPEECHES**

**Informative speech** will pull together a lot of the details we've been working on all semester. You will have a few separate grades for the informative speech:

- Article Summary
- Outline
- Powerpoint
- Speech

\*\* A special note - if you choose to read your speech, you will earn a zero for ALL components of the informative speech. *Do not read your speech!*

### **Article Summary .....**

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 \_\_\_\_\_.

NOTES on the article summary:

- Make sure you know what an academic article looks like.
- These articles are not websites.
- These articles should help you better understand something about your topic.

### **Informative Speech Outline and Works Cited .....**

This should be THE outline you take to the podium when you deliver your speech.

Turning this in a week before your speech will hopefully encourage you to spend the week practicing your speech!

### **Powerpoint for Informative Speech .....**

The informative speech requires an accompanying powerpoint presentation. Be sure to review chapter 11 in the textbook that suggest ideas for an appropriate powerpoint visual aid.

Some general guidelines:

- subtle background, never red or black (they're too harsh on the big screen)
- as few words on the screen as possible (too many words will either encourage the speaker to read them or distract the audience from the speaker's words)
- you should not have a works cited page on your slideshow (no one will have enough time to look at it)
- My expectation is that this visual aid will help your audience understand your speech and not detract from your message.
- 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 - 6-7 minutes .....**

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.**

### **Persuasive Speech 8-10 minutes .....**

Present a speech in which your controlling purpose is to persuade your audience. You might want to change their beliefs or behavior. 8-10 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.**

**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 works cited 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.

\*\*special note about the persuasive speech and outline: if you choose to read your speech, you will earn a zero on all persuasive speech elements (speech and outline). *Don't read your speech!*

**Persuasive Speech Outline** .....

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!).

**Eulogy**                      **5-6 minutes** .....

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 indented 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.

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### **Award Ceremony [1 presentation & 1 acceptance]**

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 whose 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.

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### **Critiques - Critiquing a classmate's speech**

For this class, you will be expected to evaluate your classmate's speeches.

For the low-stakes speeches, this is where we will use notecards.

You are expected to deliver four of the five **low-stakes speeches**. For the speech rounds that you deliver, you will be expected to critique two people, plus yourself. You will critique them on the notecards and hand them to the person at the end of the class. They will keep that notecard. You will write out another copy to turn in for a grade, to me, also on notecards.

My expectation is for you to be kind and helpful in all of your critiques.

For the low-stakes speeches, offer your classmates some congratulations on ANYTHING they did well. Then, identify something that you'd like to see them improve in the future. And close with any kind of encouragement and your name. Please write legibly!

You are also expected to deliver three **high-stakes speeches**. These critiques will be a little more involved.

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**.

A solid evaluation of another's speech will look like this: What did the person do well and why? Give detailed examples (proof) to support your opinions. What did the person not do well? Give detailed examples (proof) to support your opinions. Your paper should not include a summary of the speech.

Example: Jamie's introduction was good, but not perfect. The textbook, in chapter 8 states that an introduction should do 4 things: (P 174): gain attention, build credibility, relate to audience, and introduce topic/preview the speech. He got our attention well by describing a story about a snowstorm's damage throughout a city. Unfortunately, he did not offer a preview of the rest of the speech or give us some roadsigns throughout the speech so we would know what to expect next. To improve his introduction, a few statements like, "All regions have unique weather and disasters can strike anywhere. Preparing for earthquakes, tornados, snow & ice, and hurricanes is important for all communities." would have helped the audience better know what to expect in the speech. His main points were about earthquakes, tornados, snow & ice, and hurricanes - so in-between each of those sections, he needed to give us better transitions, such as: "Earthquakes, while occur mostly on fault lines, tornados can occur throughout the central inland states...."

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### **GROUP ASSIGNMENT: Textbook Reports**

Note: As an individual member of this class, you are responsible for reading the whole textbook. This is your job as a student in this class. I'm asking you to work on the reports as a group because I believe that you will learn more/differently when working with others - and that is important. Regardless of how your group distributes the work for these reports, you are still, individually, responsible for the ideas in the textbook.

In this class, we will be reviewing chapters 1-17 in the textbook. The textbook is divided into tabs (along the right side of the textbook, you'll see the tabs). For each tab, your group's assignment includes all of the chapters within that tab.

For each tab, there are 1-3 chapters. The Textbook Tab Reports will include three sections per chapter. Section One: For each chapter, as a group, please summarize each chapter. This means writing the main ideas of the chapter in your own words. This is fairly simple to do, as the book bolds most of the main ideas. Section Two: After you've summarized, pick out two ideas from each chapter that your group believes is important in improving your speeches. Are the ideas in this chapter helpful when preparing and delivering a speech? How? Why? Section Three: Identify something from the chapter that you've seen in our class - either in our discussion or in a student's speech.

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### **Chapter presentation**

For Tabs 4&5, in addition to your Textbook Report (see above), your group will be assigned a chapter within Tabs 4&5 to present to the class. This should be fairly similar to the Textbook Report for your assigned presentation chapter. Your group should present all of the ideas in the chapter, highlight a few ideas that are essential in creating a great speech, and then connect something from the chapter to anything that has happened already in the class (either discussion or a classmate's speech) OR give a demonstration of something in the chapter. It's your group's responsibility to be thorough, interesting, and keep the audience's attention. Suggestion: offer a handout of possible things from your chapter that might be on a test (midterm/final).

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Suggested topics:

Something related to your major  
Oppenheimer  
Historical role/evolution of gangs  
Halliburton's success  
Why do labor unions exist?  
The first amendment  
Mother Jones (Mary Harris Jones)  
The Labor Union  
The Chicano Movement  
Suffrage  
The Bracero Program  
Second-Wave Feminism  
Vatican II  
NAFTA  
Racism & Anti-Racism laws  
Hedge funds  
Costs of War (financial, human)  
Rosie the Riveter  
The Cold War  
Lesser-known presidents  
Trail of Tears  
How technology shapes relationships  
Student Loan Crisis  
Chicago Fires  
Elizabeth Caty Stanton  
RICO laws  
Privacy (technological)  
HIPAA  
PeaceCorps  
Americorp  
Greenpeace  
Evolution of activism  
Rhetoricians  
Rhetorical theory  
Human trafficking  
Gentrification  
BP Oil Spill and aftermath  
Cuban Missile Crisis  
What do our taxes provide?  
Can we have a female president?

Dick Cheney's career  
First female speaker of the house  
Homeland Security - goals and limitations  
Future of education  
Exxon oil spill  
Tylenol Crisis  
Nestle boycott  
Montgomery Bus Boycott  
Civil Rights Movement  
Little Rock 9  
Internment Camps from WWII  
Obamacare  
Research a company you'd like to work for  
Who was Mary Surratt?  
Watergate  
Supreme Court Justices  
Prohibition  
Nobel Peace Prize winners  
Mandela's legacy  
Any influential artist  
(avoid Hollywood/athletes)  
Homelessness  
Standardized testing  
Poverty  
Any communication theory  
Impact of big chains on small businesses  
How a site becomes a national monument or  
historical monument  
Architectural design  
cave drawings - where found, what we  
learned from them  
ground water pollution  
illiteracy  
Does importing labor help or hurt our country?  
Who benefits from outsourcing? Does anyone  
suffer?  
Hate speech  
Book banning  
Refugees

Speech Evaluation Forms:

NAME: \_\_\_\_\_ TOPIC: \_\_\_\_\_

### **Narrative Speech Assessment Sheet**

Grading criteria: The speech should be interesting, well-organized, competently presented, and should be appealing to your audience. You must have a captivating introduction, logical organization in the body, and have concluding statements that summarize your theme memorably.

Pay attention to timing, too.

3= well done, present in the moment and meets standards

2= needs improvement, partial credit is awarded because it is there, you are on the right track but it needs to be reviewed as to exactly what it should be like

1= not visible in the presentation or done correctly

\_\_\_\_\_/15 STRUCTURE

\_\_\_\_\_/9 INTRODUCTION

\_\_\_\_\_ the attention getter drew the audience into the speech

\_\_\_\_\_ the speaker stated the topic and why it was important to listen & demonstrated credibility

\_\_\_\_\_ the preview was a concise list of the main points

\_\_\_\_\_/3 BODY

\_\_\_\_\_ the speaker flowed well from one point to the next with transitions

\_\_\_\_\_/3 CONCLUSION

\_\_\_\_\_ Summary listed all main points of body and offered a moral/lesson

\_\_\_\_\_/9 DELIVERY

\_\_\_\_\_ speakers movements, posture, facial expressions showed confidence and connection to material

\_\_\_\_\_ Speaker's voice was dynamic, showing enthusiasm

\_\_\_\_\_ speaker spoke extemporaneously (prepared and practiced but not memorized)

\_\_\_\_\_/1 TIME - time met?

NAME: \_\_\_\_\_ TOPIC: \_\_\_\_\_

**Impromptu Speech Assessment Sheet**

Grading criteria: The speech should be interesting, well-organized, competently presented, and should be appealing to your audience. You must have a captivating introduction, logical organization in the body, and have concluding statements that summarize your theme memorably.

Pay attention to timing, too.

3= well done, present in the moment and meets standards

2= needs improvement, partial credit is awarded because it is there, you are on the right track but it needs to be reviewed as to exactly what it should be like

1= not visible in the presentation or done correctly

\_\_\_\_\_/15 STRUCTURE

\_\_\_\_\_/9 INTRODUCTION

\_\_\_\_\_ the attention getter drew the audience into the speech

\_\_\_\_\_ the speaker stated the topic and why it was important to listen & demonstrated credibility

\_\_\_\_\_ the preview was a concise list of the main points

\_\_\_\_\_/3 BODY

\_\_\_\_\_ the speaker flowed well from one point to the next with transitions

\_\_\_\_\_/3 CONCLUSION

\_\_\_\_\_ Summary listed all main points of body and offered a moral/lesson

\_\_\_\_\_/9 DELIVERY

\_\_\_\_\_ speakers movements, posture, facial expressions showed confidence and connection to material

\_\_\_\_\_ Speaker's voice was dynamic, showing enthusiasm

\_\_\_\_\_ speaker spoke extemporaneously (prepared and practiced but not memorized)

\_\_\_\_\_/1 TIME - time met?



NAME: \_\_\_\_\_ TOPIC: \_\_\_\_\_

### **Ceremonial Speech Assessment Sheet**

Grading criteria: The speech should be interesting, well-organized, competently presented, and should be appealing to your audience. You must have a captivating introduction, logical organization in the body, and have concluding statements that summarize your theme memorably.

Pay attention to timing, too.

3= well done, present in the moment and meets standards

2= needs improvement, partial credit is awarded because it is there, you are on the right track but it needs to be reviewed as to exactly what it should be like

1= not visible in the presentation or done correctly

\_\_\_\_\_/15 STRUCTURE

\_\_\_\_\_/6 INTRODUCTION

\_\_\_\_\_ the attention getter drew the audience into the speech, the preview was a concise list of the main points

\_\_\_\_\_ the speaker stated the topic and why it was important to listen & demonstrated credibility

\_\_\_\_\_/6 BODY

\_\_\_\_\_ the speaker flowed well from one point to the next with transitions

\_\_\_\_\_ claims were supported with evidence

\_\_\_\_\_/3 CONCLUSION

\_\_\_\_\_ Summary listed all main points of body and offered a moral/lesson

\_\_\_\_\_/9 DELIVERY

\_\_\_\_\_ speakers movements, posture, facial expressions showed confidence and connection to material

\_\_\_\_\_ Speaker's voice was dynamic, showing enthusiasm

\_\_\_\_\_ speaker spoke extemporaneously (prepared and practiced but not memorized)

\_\_\_\_\_/1 TIME - time met?

NAME: \_\_\_\_\_ TOPIC: \_\_\_\_\_

### **Social Issue/Opinion Speech Assessment Sheet**

Grading criteria: The speech should be interesting, well-organized, competently presented, and should be appealing to your audience. You must have a captivating introduction, logical organization in the body, and have concluding statements that summarize your theme memorably.

Pay attention to timing, too.

3= well done, present in the moment and meets standards

2= needs improvement, partial credit is awarded because it is there, you are on the right track but it needs to be reviewed as to exactly what it should be like

1= not visible in the presentation or done correctly

\_\_\_\_\_/15 STRUCTURE

\_\_\_\_\_/6 INTRODUCTION

\_\_\_\_\_ the attention getter drew the audience into the speech, the preview was a concise list of the main points

\_\_\_\_\_ the speaker stated the topic and why it was important to listen & demonstrated credibility

\_\_\_\_\_/6 BODY

\_\_\_\_\_ the speaker flowed well from one point to the next with transitions

\_\_\_\_\_ the speaker offers logical support for opinion, not just emotion

\_\_\_\_\_/3 CONCLUSION

\_\_\_\_\_ Summary listed all main points of body and offered a moral/lesson

\_\_\_\_\_/9 DELIVERY

\_\_\_\_\_ speakers movements, posture, facial expressions showed confidence and connection to material

\_\_\_\_\_ Speaker's voice was dynamic, showing enthusiasm

\_\_\_\_\_ speaker spoke extemporaneously (prepared and practiced but not memorized)

\_\_\_\_\_/1 TIME - time met?

NAME: \_\_\_\_\_ TOPIC: \_\_\_\_\_

### Poem Recitation Assessment Sheet

Grading criteria: The poem recitation should be a demonstration of your ability to memorize a poem. Select a poem that is meaningful to you or could be meaningful to your audience.

5= perfect

4 = near perfect

3= well done, present in the moment and meets standards

2= needs improvement, partial credit is awarded because it is there, you are on the right track but it needs to be reviewed as to exactly what it should be like

1= not visible in the presentation or done correctly

\_\_\_\_\_/9 Memorization/appropriateness

\_\_\_\_\_/3 did the speaker memorize the poem

\_\_\_\_\_/3 did the speaker select an appropriate poem (subject)?

\_\_\_\_\_/15 DELIVERY

\_\_\_\_\_/5 speakers movements, posture, facial expressions showed confidence and connection to material

\_\_\_\_\_/5 Speaker's voice was dynamic, showing enthusiasm

\_\_\_\_\_/5 speaker spoke extemporaneously (prepared and practiced but not memorized)

\_\_\_\_\_/4 TIME - time met?

Name \_\_\_\_\_ Topic \_\_\_\_\_

**Informative Speech Assessment Sheet**

Powerpoint		5	pleasing to eye			5	introduce topics/ preview speech
/25		5	followed speech	Structure Body		10	flowed among ideas with transitions
		5	transitions	/40		10	organizational pattern clear
		5	balance text/ images			10	smooth transition to conclusion
		5	supported speech/not distracted			10	research cited appropriately
Outline and Works cited		5	in alphabetical order	Structure Conclusion		5	summary reviewed all main parts of body
/25		5	cited all sources in speech	/20		5	all important concepts speaker wants audience to remember
		5	format of works cited			5	final remark left audience thinking – wow statement
		5	outline organized logically	Time		5	Time met?
		5	speaker followed outline	Delivery /20		5	Body language (confidence & comfort)
Structure /80		5	attention getter drew audience into speech			5	facial expression – alive, natural, eye contact with audience
introduction /20		5	speaker built credibility			5	language – appropriate for college, content, good examples
		5	related to audience			5	voice – loud, clear, dynamic, extemporaneous

Name \_\_\_\_\_ Topic \_\_\_\_\_

**Persuasive Speech Assessment Sheet**

outline/works cited		5	in alphabetical order
		5	cited all sources in speech
		5	format of works cited
		5	outline organized logically
		5	speaker followed outline
<b>Delivery</b>		5	Body language (confidence & comfort)
		5	facial expression – alive, natural, eye contact with audience
		5	language – appropriate for college, content, good examples
		5	voice – loud, clear, dynamic, extemporaneous
		5	overall – comfortable with speech, spoke to audience
<b>Introduction</b>		5	attention getter was in first few sentences
		5	attention getter appropriate for audience/topic
		5	speaker related topic to audience
		5	speaker built credibility
		5	speaker previewed the main points of the speech
<b>Body</b>		5	the speaker transitioned from introduction to body
		5	the speech offered new ideas or new ways to look at old ideas
		5	speaker flowed from one idea to the next/transitions
		5	credible research was used (not wiki or <a href="http://about.com">about.com</a> )
		10	sources were cited
		10	ideas offered in an organizational pattern, logically
		5	speaker flowed from body to conclusion/transitions
<b>Conclusion</b>		5	listed all of the main points in the body
		5	included important ideas for audience to remember
		5	there was a call to action/strong summary statement
		5	final remark brought speech to closure (wow)
		5	Time met?

## MLA Reference Sheet

In your speeches, you are expected to cite any source that you use. It is as simple as saying, "According to Smith, (then what Smith says)." Simple. It is so simple, everyone should be able to do this easily.

When you turn in your speech outlines, you are expected to also turn in a Works Cited page. A Works Cited page is simply a listing of the works that you cited in your speech, in alphabetical order.

Basic format of all entries:

The Works Cited page starts on a new page in a paper or after your speech outline. The entire Works Cited page must be double-spaced, with hanging indents. In MS Word, go to the paragraph menu, special, then hanging. Hanging indents allows the first line in each entry to be flush against left margin and the next line in that entry will be tabbed over. It is MUCH easier to let MS Word format this for you; don't tab each second line.

The entire listing will be alphabetized by author last name. To make alphabetizing easier on yourself, be sure to put the authors' last name first, then a comma, then the first name.

### **The general format of all entries:**

Author. Title. Publication information. Date.

### **Books**

Last, First. *Title*. Publication city: Publication company. Year of publication. Medium (print or electronic).

Quinn, Daniel. *Ishmael: An Adventure of the Mind and Spirit*. New York: Bantam Books. 1995. Print.

(note, Last name first, then a comma, then first name; the entire title is italicized).

Books with more than one author

Last, First, and First Last. *Title*. Publication information. Date. Print/electronic.

Gillespie, Paula, and Neal Lemer. *The Allyn and Bacon Guide to Peer Tutoring*. Boston: Allyn, 2000. Print.

Book with 3+ authors

Wysocki, Anne Frances, et al. *Writing New Media: Theory and Applications for Expanding the Teaching of Composition*. Logan: Utah State UP, 2004. Print.

Magazine Article:

Author(s). "Title of Article." *Title of Magazine* DD MMM YYYY: Page#s. Print.

Author(s), like a book. "Title of Article in quotation marks." *Title of Magazine in Italics* Day Month Year of publication: pages of article. Print.

Example of magazine article:

Poniewozik, James. "TV Makes a Too-Close Call." *Time* 20 Nov 2000: 70-71. Print.

Newspaper article (same as magazine article)

Author(s). "Title of Article." *Title of Newspaper* DD MMM YYYY: Page#s. Print.

Author(s), like a book. "Title of Article in quotation marks." *Title of Newspaper in Italics* Day Month Year of publication: pages of article. Print.

Example of newspaper article:

Brubaker, Bill. "New Health Center Targets County's Uninsured Patients." *Washington Post* 24 May 2007: LZ01. Print.

Scholarly Research Journal

Author(s). "Title of Article." *Title of Journal* Publication information (Year): Page#s. Print.

Authors (like for a book). "Title of Article in Quotation Marks." *Title of Journal in Italics* Edition number or identifier (Year published in parenthesis): Page#s. Print

Example of Scholarly Research Journal Article

Bagchi, Alakanda. "Conflicting Nationalisms: The Voice of the Subaltern in Mahasweta Devi's *Bashai Tudu*." *Tulsa Studies in Women's Literature* 15.1 (1996): 41-50. Print.

Websites

Editor, author, or compiler name (if available). *Name of Site*. Version number. Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available). Medium of publication. Date of access.

*The Purdue OWL Family of Sites*. The Writing Lab and OWL at Purdue and Purdue U, 2008. Web 23 Apr. 2008.

Films

List films by their title and italicize it. Include the name of the director, the film studio or distributor, and release year. If relevant, list performer names after the director's name. Use abbreviation "perf" to start the list of performers. List film as the medium of publication.

*The Usual Suspects*. Dir. Bryan Singer. Perf. Kevin Spacey, Gabriel Byrne, Chazz Palminteri, Stephen Baldwin, and Benecio del Tor. Polygram, 1995. Film.

## **TEXTBOOK NOTE -**

For this class, either edition of the textbook is fine. There aren't a lot of changes, but there are some. One major change is that the chapters were a little re-ordered. All of this syllabus is based on the newest version.

Here are the chapters within each tab -

### Tab 1

1. Overview of Public Speaking
2. Getting to know your audience and situation
3. Selecting your topic and purpose

### Tab 2

4. locating support materials
5. selecting and testing support materials

### Tab 3

6. outlining your speech
7. organizing the body of your speech
8. introducing and concluding your speech

### Tab 4

9. using language successfully
10. delivering your speech
11. using presentation aids

### Tab 5

12. listening
13. evaluating speeches

### Tab 6

14. The informative speech

### Tab 7

15. Tools for persuading
16. the persuasive speech

### Tab 8

17. speeches for special events



# MY APPOINTMENTS

