



# TEXARKANA COLLEGE

Syllabus: PUBLIC SPEAKING  
Course Number: SPCH 1315  
Semester & Year: Fall 2015

## Instructor Information

Name: PATRICIA MEYER, PH.D.  
Office: AIKIN 169  
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Office Hours:

Monday: 11-12:30  
Tuesday: 11-12:30 Atlanta Campus: 5:30–6, 8:45-9:15  
Wednesday: 11-12:30, 2-3:30  
Thursday: 11-12:30, 5:30-6, 8:45-9:15  
Friday: 11-2  
By Appointment: in office 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 recommended:

- USB drive (for transporting your powerpoint to the classroom and for general record-keeping of your work in this class)
- A current style manual (APA or MLA)

## Materials required:

- Note cards! A pack of 3x5 plain white notecards.
- End of semester portfolio.

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:

Assignment	Possible points	Score
Extra Credit Email		
Low Stakes Speeches	75	
Low Stakes Critiques	75	
TED Talk Project	100	
Research Portfolio	50	
CITATION assignment	50	
Practice Outline	50	
Library Assignment	50	
Famous Speech oral report	50	
Informative Speech GROUP- 100 Article Summary-25 PowerPoint-25 Outline-25 Critique-25	200	
Persuasive Speech	100	
Persuasive Speech Critique	50	
Academy Awards	25	
Study Guides: TABS 1, 2, 3, 4	100	
Study Guides: TABS 5, 6, 7, 8	100	
Tab 4/5 presentation	50	
Midterm	25	
Final	50	
TOTAL POSSIBLE:	1200	

Tentative Course Calendar for Monday/Wednesday afternoon class.

Date	Monday	Wednesday
Week 1 Aug 24, 26	Introductions.	Practice Outline Discussion Create groups.
Week 2 Aug 31, Sept 2	Practice Outline due CITATION & Library Discussion Tab 2	Tab 1
Week 3 Sept 7, 9	No Class: Labor Day	Narrative Speech due
Week 4 Sept 14, 16		CITATION & Library Assignments due Impromptu Speech due
Week 5 Sept 21, 23	Ceremonial Speech due	Tab 3 Sign up for individual meeting (next Wed)
Week 6 Sept 28, 30	Tab 6	Individual Meetings in instructor's office today.
Week 7 Oct 5, 7	Poetry Speech due	Tab 4 - Tab 4 Presentations
Week 8 Oct 12, 14	Tab 5 Tab 5 Presentations	STUDY GUIDES FOR TABS 1, 2, 3, 4 MIDTERM: TABS 1, 2, 3, 4
Week 9 Oct 19, 21	Motivational Speech due	Article Summary Due Tab 7
Week 10 Oct 26, 28	Group Informative Speech	Group Informative Speech
Week 11 Nov 2, 4		
Week 12 Nov 9, 11	Persuasive Speech	Persuasive Speech      NOTE: Last day to drop NOV 13
Week 13 Nov 16, 18	Persuasive Speech	Meet with group: TED Talks
Week 14 Nov 23, 25	THANKGIVING HOLIDAY	THANKSGIVING HOLIDAY
Week 15 Nov 30, Dec 2	TED Talk Report Due Tab 8	Famous Speech Oral Reports
Week 16 Dec 7, 9	Famous Speech Oral Reports	Speech Make-up Day STUDY GUIDES FOR TABS 5, 6, 7, 8 FINAL EXAM
Week 17	See final exam schedule for date & time Academy Awards Portfolios	

Tentative Course Calendar for Tuesday OR Thursday evening class.

Date	
Week 1 Tue 8/25, Thur 8/27	Introductions, Practice Outline Discussion
Week 2 Tue 9/1, Thur 9/3	Practice Outline due CITATIONS & Library discussion Tabs 1, 2
Week 3 Tue 9/8, Thur 9/10	Narrative Speech due
Week 4 Tue 9/15, Thur 9/16	Ceremonial Speech due Tab 3
Week 5 Tue 9/22, Thur 9/24	Poetry Speech due Tab 6
Week 6 Tue 9/29, Thur 10/1	Motivational Speech due
Week 7 Tue 10/6, Thur 10/8	Tabs 4, 5 Group Presentations: Tabs 4 & 5
Week 8 Tue 10/13, Thur 10/15	MIDTERM Chapter Study Guides: Tabs 1, 2, 3, 4
Week 9 Tue 10/20, Thur 10/22	Group Informative Speech
Week 10 Tue 10/27 Thur 10/29	Tab 7, 8 Impromptu Speech due
Week 11 Tue 11/3 Thur 11/5	Persuasive Speeches
Week 12 Tue 11/10 Thur 11/12	Persuasive Speeches ***Last Day to drop classes: NOV 13
Week 13 Tue 11/17 Thur 11/19	Group work – TED TALK REPORT due in email. Friday Nov 20, 11:30 pm
Week 14 Tue 11/24Thur 11/16	THANKSGIVING HOLIDAY
Week 15 Tue 12/1, Thur 12/3	Famous Speech Oral Reports, Make-up Speech
Week 16 Tue 12/8, Thur 12/9	Chapter Study Guides: Tabs 5, 6, 7, 8 Final Exam Academy Awards, Portfolios Due
Week 17 Final Exam	

## 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.

Your grades will be available to view in the myTC page for this class.

## 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.

**BIG PICTURE: IF YOU ARE ABSENT WHEN SOMETHING IS DUE – IT IS STILL DUE. TURN IT IN BEFORE IT IS DUE!**

## 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
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<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
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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 **November 13**, 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 in-class events 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 interactivensness.

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; teen pregnancy; suicide.**

**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.

You will be asked to sign a separate page, with acknowledging these things:

SYLLABUS RECEIPT:

I have received and read the syllabus for Speech 1315.

I am responsible for its materials and policies.

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

- If I read my speech from notes, I will earn a zero for the assignment.
- I must have all speech topics approved by the instructor or I will not be permitted to deliver the speech.
- I will be expected to use either MLA or APA format for all referenced materials.
- I will not deliver my speech without handing an outline to the teacher.
- Wikipedia is not allowed as a source/reference for speeches.
- I acknowledge that there are a few topics that will not be allowed in this class.

## 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 and bonus points will not be given without all of the criteria met. This is an incredibly easy way to start the semester with bonus points! Deadline: Sun Aug 30.

## Low-stakes Speeches

You will have the opportunity to select three 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 three of the five speeches below, check the calendar to decide *your* speech dates.

### **Motivational Speech      3-4 minutes**

This is an opportunity for you, as a speaker, to motivate your audience. I'd like you to spend some time thinking about what *your* message is, or could be, to others. You'll have the opportunity to imagine the audience you'd like to have and we will play along. Perhaps you are speaking to an AA group, a congregation, neighbors in a neighborhood-watch association, a Parent-Teacher Association, high school students who continually find themselves in detention, perhaps a group of older first-time college students, parents of young athletes, your team (as a coach or teammate), or volunteers at a political campaign. You will decide which group you'd like to address and decide the best way to share your message to them. What is your message? What kinds of message would motivate your chosen audience? How can you relate to this audience? 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!*

Bring to class, day of speech: Two copies of your speech outline, one critique sheet from syllabus, labeled, "Motivational speech assessment sheet," your low stake speech coversheet. Do whatever you need to do so that you are not tempted to read directly from your paper. *Reading* your speech to the class earns you a zero.

### **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, clarity, and completion of ideas. Don't forget the importance of an introduction and conclusion.

Bring to class, day of speech: one critique sheet from syllabus labeled, "Impromptu speech assessment sheet," your low stake speech cover sheet. Do whatever you need to do so that you are not tempted to read directly from your paper. *Reading* your speech to the class earns you a zero.

### **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. This must be memorized.

Bring to class, day of speech: 1 copy (for instructor) of the full poem, 1 copy of critique sheet from syllabus, labeled, "Poetry recitation assessment sheet," your low stake speech cover sheet. Do whatever you need to do so that you are not tempted to read directly from your paper. *Reading* your speech to the class earns you a zero.

### **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!

Bring to class, day of speech: 2 copies of your speech outline, 1 copy of critique sheet labeled, "Narrative speech assessment sheet," your low stake speech cover sheet. Do whatever you need to do so that you are not tempted to read directly from your paper. *Reading* your speech to the class earns you a zero.

### **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 this semester 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

Bring to class, day of speech: 2 copies of speech outline, 1 copy of critique sheet from

This syllabus, labeled, "Ceremonial speech assessment sheet," your low stake speech cover sheet.

Do whatever you need to do so that you are not tempted to read directly from your paper. *Reading* your speech to the class earns you a zero.

### **LOW STAKE SPEECH Critiques - Critiquing a classmate's speech**

**SPECIAL NOTE:** If you are absent on a speech day, you can NOT make up this critique.

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. For the speech (1) that you do not deliver, you will be expected to write a note-card for 5 speakers.

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!

In class, you will write these notecards and give them to the person at the end of the class.

**Then, you will write a summary of your notecards and turn it in as a critique, along with the low-stake speech cover sheet.**

Your paper should look this:

NAME
Public Speaking (class day/time)
Impromptu Speech Critique Summary
For this speech, I critiqued Sara, Juan, and myself.
Sara
Did this well:
Needs to work on this:
Encouragement I gave her:
Juan
Did this well:
Needs to work on this:
Encouragement I gave her:
Myself
I did this well:
I need to work on this:
Encouragement I gave myself:
Overall this round of speeches showed me these things: (about others' work, my own work, what it takes to be a speaker, etc)
I mostly want to improve this in my next speech:

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

For the TED Talk assignment, you'll be expected to work with your group members for some portions of the assignment. You will also have independent responsibilities.

**STEP 1:** As an individual, go to the TED Talk website. Watch a few videos on any subject that interests you. Watch at least five. Write down the speaker name and title of the talk, your 2-5 sentence evaluation of it. This evaluation should address 1. The content. 2. The speaker's delivery. 3. Who is the intended audience? 4. Is this recommended to others? Who and why. (for all five)

**Step 2: Have a discussion with your groupmates about the TED Talks each of you watched.** If you have 3 people, you should be discussing 15 talks (5 each).

**Step 3:** Make a group list of the TED talks you watched. It should be in this format:

Speaker name. Speaker Title. Student name who watched it. Student's initial evaluation.

**Step 4:** Make sure everyone in your group has a copy of the complete list. There are many different ways to accomplish this task.

**Step 5:** Individually, select ONE of the videos that you did not initially watch that one of your group

members pre-reviewed for you. Watch it!

Step 6: Write a formal evaluation of the TED Talk. This should be at least one page single-spaced (per groupmate).

It will look like this:

This is the full critique. Here's what it should look like:

My classmate, (classmate's name), suggested watching TEDTALK TITLE by TEDTALK SPEAKER because – (discuss what in that student's description interested you).

Having seen the speech, I (agree or disagree) with my classmate (why).

The speaker did these things well:

Create the list of things the speaker did well.

Then describe in detail the things the speaker did well – by linking those things with something in the textbook.

I would have like to seen the speaker do these things:

Create the list of things the speaker should do better.

Then describe in detail the things the speaker should improve and offer suggestions on what it would look like if he/she had followed your suggestions – link these things with the textbook.

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

[IDEAS: Did he/she show signs of nervousness? What kinds of visual aids did the speaker use? Could you follow the ideas presented?]

Overall, this speech \_\_\_\_\_ and I believe \_\_\_\_\_.

I would recommend this speech to someone who ....

STEP 7: Individually, reflect on your group experience and report on the group project: How did the negotiating process work for your group? Did group members show up when agreed? Was everyone prepared? Was this a simple process to create the listing of all of the TED Talks that were initially watched? What went well in this project? What didn't? Add this to step 6's report.

STEP 8: As a group, you will turn in ONE report. And it will be big. This report should have these things:

1. A group-work log, hand-written, that itemizes all of the time, energy that was spent on this project. Each person should report his/her own work, but it will be on one page.
2. The list of 5 TED Talks each group member watched in Step 1, created in Step 3.
3. Each group member's evaluation. (steps 6, 7)

YOUR Grade will be built like this: Your listing: 20%, Your evaluation: 60%, Group packet: 20%

- "group packet includes turning it in on time, completing all of the group things, and group evaluations of the project

## 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:

- **an essay/cover page** that describes your evolution as a speaker in this class.
- your **graded work**: 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 or APA) from the whole semester into one alphabetized listing.
- **copies** of all of the works you used in all of your speeches. (articles, etc)
- 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 **Citation** assignment
- Any work generated from the textbook, either individually or as a group

This portfolio will be turned in on the day of the final exam. Expect me to review everything in your portfolio. I will also look for the CITATION master list (in MLA or APA) and your reflection essay. I also will expect that it will be organized in some way that will make sense.

### **Citation Assignment**

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

For this class, either APA or MLA format is expected for all sources used in speeches.

For this assignment, you will submit a MLA Works Cited or APA References 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 page, in alphabetical order.

My expectation is that you will have six items in a list, alphabetized. Do not number them or label them as, "my favorite book," etc. This should look like what is on the end of any research paper or article.

## Example MLA Assignment

*Fight Club*. Dir. David Fincher. Perf. Edward Norton, Brad Pitt, Helena Bohnam Carter. Fox 2000 Pictures, 1999. Film.

Kerouac, Jack. *On the Road*. New York: Viking Press, 1957. Print.

Pirsig, Robert. *Zen and the Art of Motorcycle Maintenance*. New York: William Morrow. 1974. Print.

Ringle, Weeks, and Bill Kerr. *Modern Quilt Studio*. Web 17 May 2014.

Van der Kamp, John, and Rouwen Cañnal-Bruland. "Kissing Right? On the Consistency of the Head-Turning Bias in Kissing." *Laterality* 16.3 (2011): 257-267. Print.

Windolf, Jim. "Well, That was a Hell of a Ride." *Vanity Fair*. June 2014: 90-95, 146-148. Print.

## Example APA Assignment

Bell, R. G. (Producer), Fincher, D. (Director). (1999). *Fight Club*. [Motion Picture]. USA: Blue Sky Studios.

Kerouac, J. (1957). *On the Road*. New York: Viking Press.

Pirsig, R. (1974). *Zen and the Art of Motorcycle Maintenance*. New York: William Morrow.

Ringle, W. & Kerr, B. (2014) *Modern Quilt Studio*. Retrieved January 26, 2015, from

<http://www.modernquiltstudio.com>

Van der Kamp, J., & Cañnal-Bruland, R. (2011). Kissing right? On the consistency of the head-turning bias in kissing. *Laterality*, 16.3, pp 257-267.

Windolf, J. (2014). Well, that was a hell of a ride. *Vanity Fair*, June, pp. 90-95, 146-148.



## 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. Be sure to cite this appropriately (MLA/APA) and include a copy of the piece when you turn it in.

## Famous speech Oral Report

For this speech, you will discuss a famous speech from history.

To find one, visit one of these websites:

<http://www.speeches-usa.com/>

<http://www.historyplace.com/speeches/previous.htm>

<http://www.famous-speeches-and-speech-topics.info/famous-speeches-by-women/>

[http://www.emersonkent.com/famous\\_speeches\\_in\\_history.htm](http://www.emersonkent.com/famous_speeches_in_history.htm)

<http://thespeechsite.com/en/famous.shtml>

Select one that speaks to you. You'll spend some time with this, so pick one that you enjoy. It is my hope that you select a quality speech.

Once you've selected a speech - be sure to have a conversation with the instructor about it.

Spend some time with this speech. Read it. Read it aloud. Ask another person to read it aloud to you. Look up all the words you don't know. Look it up on the Internet. Did you find the video of the original delivery? Look it up in the library's databases. What do you find? (and, be sure to cite these as sources!)

Now, dissect this speech! What does it mean? Was it important? How does it make you feel as a listener?

For your oral report, I expect you to discuss these things - but they do not have to be in this order. Let your speech guide you.

Introduction:

Who is the speaker? What is the occasion? What is the date? Offer some background about what the speech is referring to - summarize the main points a little bit.

Thesis statement of YOUR report: what is the main purpose of this speech, and was the purpose met?

Analyze:

Who was the audience?

Was anyone addressed directly in the speech?

Would you imagine yourself in the audience?

What was the main message?

What were the minor messages?

Did these messages come through well?

What was the emotion of the speech?

What kind of language was used?

How was the speech organized?

If you were able to see the video of the speech, how was it delivered? Notice anything?

Connect to our present class:

As an audience member, what was your reaction?

As new speakers, what can we learn from this?

Did anything from the textbook show up in this speech?

Bring to class, on speech day: A copy of the manuscript, 2 copies of your outline, and critique sheet. **You will earn a 0% on this speech if you read it to us.**

## 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 part of the informative speech, 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**.

(ACADEMIC ARTICLES ARE NOT ON THE INTERNET; THEY ARE NOT MAGAZINE 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, that is a group speech, this topic must be approved by the instructor.**

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 \_\_\_\_\_.

Works Cited

Alphabetical listing, in MLA or APA format, of the three articles.

NOTES on the article summary:

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

## HIGH - STAKES SPEECHES

**INFORMATIVE SPEECH: Cultural Analysis Group Speech 15-18 minutes**

**Your group will be assigned a sub-culture in class.**

This speech is a detailed analysis of a sub-culture or counter-culture. The speech should investigate the

religious, political, economic, and history of the culture in question. The speech requires a formal outline and citations (in perfect APA/MLA format) with at least 10 sources. Only four can be websites. This will be a traditional descriptive informative speech. However, this descriptive speech is particularly focused on religious, political, and economical aspects of a subculture – as these are important in understanding a culture. You should be looking for a variety of sources to develop an overall picture of the subculture.

This will still require a full introduction with a dynamic attention getter, a clear thesis statement, and a well thought out preview of the speech. Everyone in the group must cite sources while speaking and present the ideas logically. Don't forget the conclusion! Be sure to review main ideas and close in a compelling manner. "I guess that's it" is not compelling.

Items to consider when researching: (Gelder's proposed six ways subcultures can be identified)

1. Through their often negative relations to work
2. Through their negative or ambivalent relation to class
3. Through their association with territory, rather than property
4. Through their movement out of the home and into non-domestic forms of belonging (social groups rather than family)
5. Through their stylistic ties to excess and exaggeration
6. Through their refusal of the banalities of ordinary life

Gelder, K. (2007). *Subcultures: Cultural Histories and Social Practice*. New York: Routledge.

Your group must turn in a typed outline before you speak, along with the grading sheets 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.**

**Bring to class, day of speech: Flash drive with PowerPoint file, 2 copies of your outline, your citations for this speech (MLA or APA format), a critique sheet from this syllabus, labeled, "Informative speech critique sheet," optional visual aid**

### **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.
- Each person will be graded independently on his/her portion of the PowerPoint

**Persuasive Speech: PROBLEM-SOLUTION 8-10 minutes .....**

This persuasive speech will explore a significant cultural, economic, or political problem and propose a viable solution to that problem. The speech requires a formal outline and bibliography with at least 10 sources, only 4 can be websites. Perhaps while researching your informative cultural analysis speech, you became aware of a political, economic, or cultural problem in need of a solution. The goal of this speech is to simply convince that the solution you pose to the problem is viable and the best solution among many. You must demonstrate various persuasive strategies and select the best strategies given the topic you investigate. You must demonstrate your own credibility to speak on the subject matter, arouse the emotion of the audience in an effective, ethical, and appropriate manner and offer logical reasons to accept the proposed solution.

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 have 7 legitimate sources on your reference page. You must orally refer to all seven sources. All must be credible. You can have 2 websites – the remaining 5 must be something other than a website. My expectation is that you'll have some books, research journal articles, and newspaper articles.

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. **You will earn a 0% on this speech if you read it to us.**

\*\*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!

Bring to class, day of speech: flash drive with PowerPoint file, if you choose, 2 copies of your speech outline, list of at least 10 citations (MLA or APA), 1 copy of the critique sheet from this syllabus, labeled, "Persuasive speech critique sheet," optional: visual aid

**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!).

**HIGH STAKES SPEECH CRITIQUES**

You are also expected to deliver two 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? How did this speaker compare to **you** as a speaker? 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. Expected: 1 page single-spaced

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:

Name

Public Speaking (days/times)

Informative Speech Critique

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 in-land states...."

### **Academy Awards [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.

### **GROUP ASSIGNMENT: CHAPTER STUDY GUIDES**

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: approximately ½ before the midterm, ½ after. 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 (each chapter gets all three sections). 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. These reports will be visually noted each time they are due... and will be collected at two timepoints: at your midterm exam and at the final exam.

#### 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).

#### Suggested topics for speeches:

Something related to your major	Evolution of activism
Oppenheimer	Rhetoricians: Plato, Aristotle, Cicero, etc.
Historical role/evolution of gangs	Rhetorical theory
Halliburton's success	Human trafficking
Why do labor unions exist?	Gentrification
The first amendment	BP Oil Spill and aftermath
Mother Jones (Mary Harris Jones)	Cuban Missile Crisis
The Labor Union	What do our taxes provide?
The Chicano Movement	Can we have a female president?
Suffrage	Dick Cheney's career
The Bracero Program	First female speaker of the house
Second-Wave Feminism	Homeland Security - goals and limitations
Vatican II	Future of education
NAFTA	Exxon oil spill
Racism & Anti-Racism laws	Tylenol Crisis
Hedge funds	Nestle boycott
Costs of War (financial, human)	Montgomery Bus Boycott
Rosie the Riveter	Civil Rights Movement
The Cold War	Little Rock 9
Lesser-known presidents	Internment Camps from WWII
Trail of Tears	Obamacare
How technology shapes relationships	Research a company you'd like to work for
Student Loan Crisis	Who was Mary Surratt?
Chicago Fires	Watergate
Elizabeth Caty Stanton	Supreme Court Justices
RICO laws	Prohibition
Privacy (technological)	Nobel Peace Prize winners
HIPAA	Mandela's legacy
PeaceCorps	Any influential artist
Americorp	(avoid Hollywood/athletes)
Greenpeace	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  
The war on the middle class  
Real cost of poverty  
Refugees

## 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

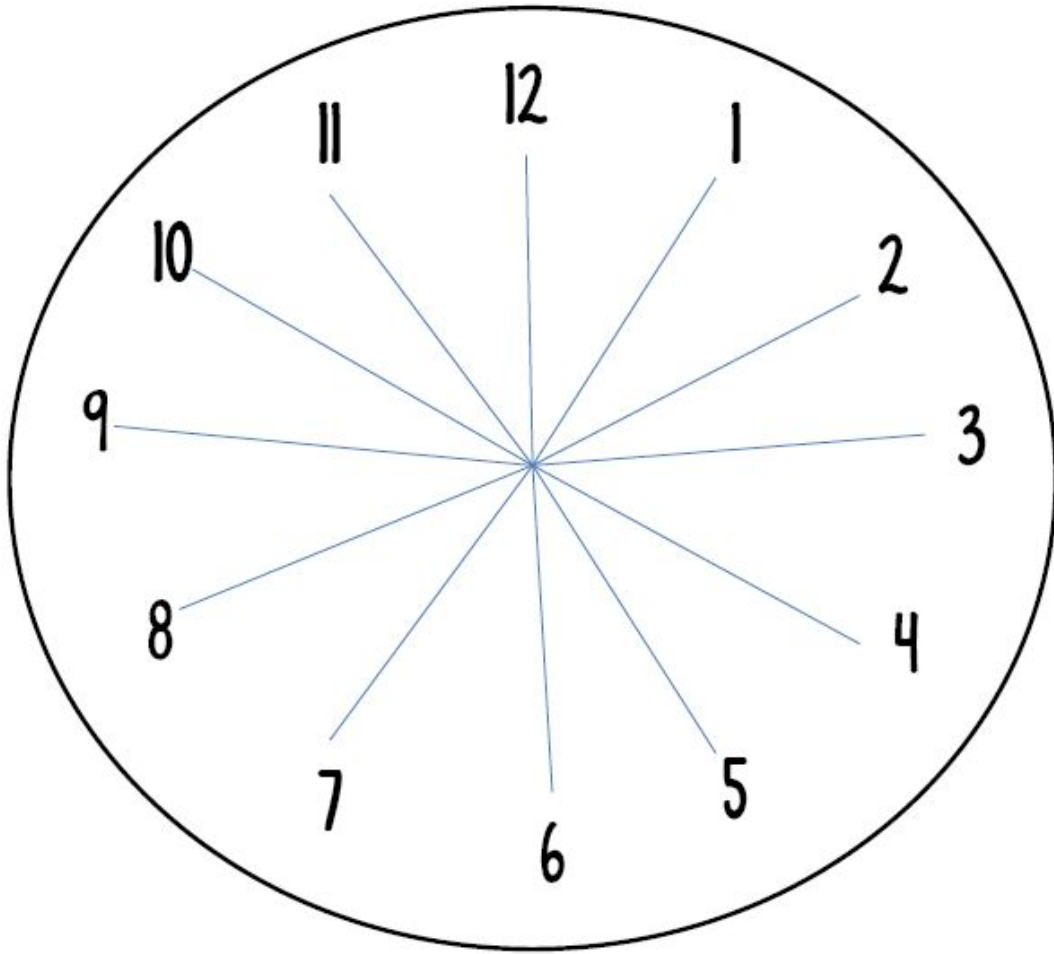
### Tab 7

15. Tools for persuading
16. the persuasive speech

### Tab 8

17. speeches for special events

# MY APPOINTMENTS





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

**LOW STAKE SPEECH COVER SHEET**

We will have 5 low-stake speeches. You must deliver 3. You will critique all 5.

Speech (25 pts each)	Date completed	Score
Motivational speech		
Impromptu speech		
Poetry recitation		
Narrative speech		
Ceremonial speech		
<b>TOTAL FOR LOW STAKE SPEECHES</b>		
		Possible score: 75

Speech Critiques (15 pts each)	Date submitted	Score
Motivational speech		
Impromptu speech		
Poetry recitation		
Narrative speech		
Ceremonial speech		
<b>TOTAL FOR LOW STAKE SPEECH CRITIQUES</b>		
		Possible score: 75

POETRY RECITATION ASSESSMENT SHEET

NAME \_\_\_\_\_

Poem Title: \_\_\_\_\_

Poem Author: \_\_\_\_\_

Memorization	0	1	2	3	4	5
Poem appropriateness for occasion	0	1	2	3	4	5
Delivery: rhythm of delivery matched poem?	0	1	2	3	4	5
Delivery: movement, voice, enthusiasm, connected to poem	0	1	2	3	4	5
Time met?	0	1	2	3	4	5

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

### Impromptu Speech Assessment

Introduction				
	Attention getter drew audience in	3	2	1 0
	Speaker stated topic, why important, demonstrated credibility	3	2	1 0
	Preview was a concise list of main points	3	2	1 0
Body				
	Speaker flowed from one point to the next with transitions	3	2	1 0
Conclusion				
	Summary listed all main points of body and offered a moral/lesson	3	2	1 0
Delivery				
	Speaker's movements, posture, facial expressions showed confidence and connection to material	3	2	1 0
	Speaker's voice was dynamic, showing enthusiasm	3	2	1 0
	Speaker spoke extemporaneously (prepared and practiced but not memorized)	3	2	1 0
	Time met?			1 0


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

### Narrative Speech Assessment

Introduction				
	Attention getter drew audience in	3	2	1 0
	Speaker stated topic, why important, demonstrated credibility	3	2	1 0
	Preview offered what to expect in this speech	3	2	1 0
Body				
	Speaker flowed from one point to the next with transitions The story seemed to make sense	3	2	1 0
Conclusion				
	Summary listed all main points of body and offered a moral/lesson	3	2	1 0
Delivery				
	Speaker's movements, posture, facial expressions showed confidence and connection to material	3	2	1 0
	Speaker's voice was dynamic, showing enthusiasm	3	2	1 0
	Speaker spoke extemporaneously (prepared and practiced but not memorized)	3	2	1 0
	Time met?			1 0


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

### Ceremonial Speech Assessment

Introduction				
	Attention getter drew audience in	3	2	1 0
	Speaker stated topic, why important, demonstrated credibility	3	2	1 0
	Preview was a concise list of main points	3	2	1 0
Body				
	Speaker flowed from one point to the next with transitions Speaker stayed focused, followed previewed plan	3	2	1 0
Conclusion				
	Summary listed all main points of body and offered a moral/lesson	3	2	1 0
Delivery				
	Speaker's movements, posture, facial expressions showed confidence and connection to material	3	2	1 0
	Speaker's voice was dynamic, showing enthusiasm	3	2	1 0
	Speaker spoke extemporaneously (prepared and practiced but not memorized)	3	2	1 0
	Time met?			1 0


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

### Motivational Speech Assessment

Introduction					
	Attention getter drew audience in, encouraged audience to believe him/her	3	2	1	0
	Speaker stated topic, why important, demonstrated credibility	3	2	1	0
	Preview was a concise list of main points	3	2	1	0
Body					
	Speaker flowed from one point to the next with transitions Speaker offered a sincere message that was appropriate for audience	3	2	1	0
Conclusion					
	Summary listed all main points of body and offered a last attempt at motivation	3	2	1	0
Delivery					
	Speaker's movements, posture, facial expressions showed confidence and connection to material	3	2	1	0
	Speaker's voice was dynamic, showing enthusiasm	3	2	1	0
	Speaker spoke extemporaneously (prepared and practiced but not memorized)	3	2	1	0
	Time met?			1	0


Name: \_\_\_\_\_ Title of Speech: \_\_\_\_\_

Original speaker: \_\_\_\_\_ Time \_\_\_\_\_

Famous Speech Manuscript Delivery

Introduction				
	Speaker, date, occasion	3	2	1 0
	Background and overview of original speech	3	2	1 0
	Preview was a concise list of main points	3	2	1 0
Body				
	Speaker flowed from one point to the next with transitions Speaker offered a sincere message that was appropriate for audience	3	2	1 0
	Audience identified, including specific people or groups	5	4	3 2 1
	Identify main ideas and minor ideas of speech	5	4	3 2 1
	Identify the emotion and gravity of speech	5	4	3 2 1
	Identify organization of the speech	5	4	3 2 1
	Identify connections to textbook	5	4	3 2 1
Conclusion				
	Summary listed all main points of body and offered a last attempt at motivation	3	2	1 0
Delivery				
	Speaker's movements, posture, facial expressions showed confidence and connection to material	3	2	1 0
	Speaker's voice was dynamic, showing enthusiasm	3	2	1 0
	Speaker spoke extemporaneously (prepared and practiced but not memorized)	3	2	1 0
	Time met?			1 0

NOTES:

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

### Informative Speech Assessment

Powerpoint	Pleasing to eye	5 4 3 2 1 0
25	Followed speech – did <b>not</b> include works cited	5 4 3 2 1 0
	Transitions	5 4 3 2 1 0
	Balance text/images	5 4 3 2 1 0
	Supported speech/not distracted	5 4 3 2 1 0
Outline/ Citations	In alphabetical order	5 4 3 2 1 0
25	Cited all sources in speech	5 4 3 2 1 0
	Format of works cited entries	5 4 3 2 1 0
	Outline organized logically	5 4 3 2 1 0
	Speaker followed outline	5 4 3 2 1 0
Introduction	Attention getter drew audience in	5 4 3 2 1 0
20	Speaker built credibility	5 4 3 2 1 0
	Related to audience	5 4 3 2 1 0
	Introduce topics PREVIEW THE SPEECH	5 4 3 2 1 0
Body	Flowed among ideas with transitions	10 9 8 7 6 5 4 3 2 1 0
40	Organizational pattern clear	10 9 8 7 6 5 4 3 2 1 0
	Smooth transition to conclusion	10 9 8 7 6 5 4 3 2 1 0
	Cited research appropriately This speech must have 7	10 9 8 7 6 5 4 3 2 1 0
Conclusion	Summary reviewed all main parts of body	5 4 3 2 1 0
20	All important concepts speaker wants audience to remember	5 4 3 2 1 0
	Final remark left audience thinking (wow statement)	5 4 3 2 1 0
	Time – was time met?	5 4 3 2 1 0
Delivery	Body language – confident & comfortable	5 4 3 2 1 0
20	Facial expression – alive, natural, eye contact with audience	5 4 3 2 1 0
	Language – appropriate for college, content, good examples	5 4 3 2 1 0
	Voice – loud, clear, dynamic, extemporaneous	5 4 3 2 1 0
Article Summary 25		
Group Critique 25		



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

### Persuasive Speech Assessment

Outline/ Citations	In alphabetical order	5	4	3	2	1	0
25	Cited all sources in speech	5	4	3	2	1	0
	Format of works cited entries	5	4	3	2	1	0
	Outline organized logically	5	4	3	2	1	0
	Speaker followed outline	5	4	3	2	1	0
Introduction	Attention getter drew audience in, appropriate	5	4	3	2	1	0
25	Speaker built credibility	5	4	3	2	1	0
	Related to audience	5	4	3	2	1	0
	Attention getter was in first few sentences	5	4	3	2	1	0
	Introduce topics PREVIEW THE SPEECH	5	4	3	2	1	0
Body	Flowed among ideas with transitions	10	9	8	7	6	
50	Organizational pattern clear, logical organization	10	9	8	7	6	
	Speech offered new ideas or new ways to look at old ideas	10	9	8	7	6	
	Smooth transition from introduction to body and body to conclusion	10	9	8	7	6	
	Cited research appropriately, credible research used	10	9	8	7	6	
	This speech must have 7	5	4	3	2	1	0
Conclusion	Summary reviewed all main parts of body	5	4	3	2	1	0
15	All important concepts speaker wants audience to remember	5	4	3	2	1	0
	Final remark left audience thinking (wow statement)	5	4	3	2	1	0
	There was a call to action/strong summary statement	5	4	3	2	1	0
	Time - was time met?	5	4	3	2	1	0
Delivery	Body language - confident & comfortable	2	1	0			
10	Facial expression - alive, natural, eye contact with audience	2	1	0			
	Language - appropriate for college, content, good examples	2	1	0			
	Voice - loud, clear, dynamic, extemporaneous	2	1	0			
	Overall - comfortable with speech, spoke to audience	2	1	0			

Brainstorming Worksheet.

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

1. To get started, take stock of any *experiences* that are special or unique to you (this may include many years attending soccer camp, your service in the military, or even that your birthday falls on a leap year). What do you already do well and enjoy?
  
2. Now consider your interests and commitments. What would you say is the central issue facing your generation today? What topics in the media attract your interest (because you find them interesting or annoying)?
  
3. Now consider your *education*. What is your major? What is your minor? Have you learned skills or concepts in your coursework that you find especially important for others to know? List these here. What kinds of issues or challenges face people who work in the career(s) you'd like to pursue?
  
4. Now consider the people you care about, your *friends* and *family*. Has anything happened to someone you care about that you think others should explore more fully? What kinds of issues and concerns matter most to them? Do you agree with them?
  
5. From all the notes you made above, identify three to five topics, issues, or questions that you find the most exciting or interesting.
  
6. Have another look at each item on this list, and ask yourself the following questions: (1) Is this topic appropriate for this particular speaking occasion? (2) Do I have a personal connection to this topic? (3) Do I already have or can I develop expertise in this topic in the time I have available to prepare? If yes, your brainstorming has been fruitful. If not, then you can start over with #1!

The objective of this assignment is for you to become familiar with Palmer Library and the types of materials it offers. Upon completion of this assignment, you should understand the different types of holdings the building has in comparison to the website. You should be able to find materials for a particular topic, and you should know how to cite them in your citations page (MLA or APA). Please note: This is not a test for the librarians!

1. What are the library's hours?
2. What do you need in order to print at the library?
3. What kinds of sources can you get from the library?
4. What is the difference between Google and the library database?
5. What is unique about a newspaper?
6. What is unique about a magazine?
7. What is unique about an academic journal?
8. What is unique about a book?
9. What should you use to decide if a source is credible?
10. How would you find a book?
11. Where are academic journal articles found?
12. What are the sections of an academic journal article?
13. Choose a topic to search (smart choice – a topic you might need later in class). Search for a book. Did you find one? What is it? (title, author, call number)
14. Same topic. Find a newspaper article. What is it? (Title, author, newspaper, date)
15. Same topic. Find a magazine article. What is it? (Title, author, magazine, date)
16. Same topic. Find an academic journal article. What is it? (title, author, journal, date)

## **LIBRARY INSTRUCTIONS**

### **To find a book**

- I. Go to library website.
- II. Select Online Catalog
- III. Search by Keyword, Title, or Author

### **To find an eBook**

- I. Go to Library website
- II. Select guides and tutorials
- III. Select the eBook library guide
- IV. Search by Keyword, Title, or Author

### **To find a newspaper article**

- I. Go to Library website
- II. Select guides and tutorials
- III. Select speech and communication library guide
- IV. Under “Getting started” select Newspaper source

### **To find a magazine article**

- I. Go to Library website
- II. Select guides and tutorials
- III. Select speech and communication library guide
- IV. Under “suggested databases” tab, select “Academic Search Complete”
- V. Log in with your myTC credentials
- VI. Use the search box – type in your topic
- VII. When search results appear, on left column, click on Magazines
- VIII. Your results should be magazines only

### **To find an scholarly academic research journal article**

- I. Go to Library website
- II. Select guides and tutorials
- III. Select speech and communication library guide
- IV. Under “suggested databases” tab, select, “Academic Search Complete”
- V. Log in with your myTC credentials
- VI. Use the search box – type in your topic, then click the box for both “full text” and “scholarly (peer reviewed) journals”
- VII. Your results should be full text, scholarly journal articles



Public Speaking ANONYMOUS feedback form

1. What went well in the class?
2. What could I improve?
3. Did you enjoy critiquing your classmates?
4. Do you believe you improved as a speaker?
5. Is there anything that I should leave out next semester?
6. Is there anything I should add next semester?
7. How can I make group work better in this course?
8. Any other comment you'd like to make about this course?

**Academy Award ceremony information sheet.**

Please fill this out – the person giving you an award will need some information about yourself:

Event	Topic/Something you did that was memorable (topic)
Self-introduction	
Narrative Speech	
Ceremonial Speech	
Poem	
Motivational speech	
In class moment?	
TED Talk – your favorite	
Famous Speech Oral Report	
Informative Speech topic and your section	
Impromptu speech	
Persuasive speech	
Three things about you that we don't know already	
Draw a picture of yourself.  You're not a stick person with a big head. Give yourself something to set apart from your classmates	

**Group Evaluation – Informative speech: counter culture or subculture**

Rate each group member on a scale from 1-5.

5 – Did everything correctly, valuable group member

4 – Did most things for the good of the group

3 – Did some things for the good of the group, but not consistent

2 – Did few things for the good of the group

1 – Did nothing for the group, brought group down

N/A – not assigned to this member; unable to rate

		Self	Member	Member	Member
Responsibilities names:					
Communication	Set up meetings				
	Take notes				
	Time/objective tracking				
Project Creation	Create outline				
	Conduct research				
	Draft speech				
	Create handouts/slides/visual aids				
Speech delivery	Opening and introduction				
	Body/bulk of ideas				
	Conclusion				
Post-implementation/ reflection	Supportive, helpful				



## **Audience Analysis Assignment**

1. How many females are in this class?
2. How many males are in the class?
3. Your perception of the average age of students?
4. Are there many outside of that average? Describe.
5. Ask five students what their biggest interest is.
6. Ask five students what their political affiliation is.
7. Ask five students what their religious affiliation is.
8. Ask five students what they think the most important issues in the media are.
9. Based on your results, write a short synopsis of your audience's beliefs, attitudes, and values.