



TEXARKANA COLLEGE

Syllabus: PUBLIC SPEAKING

Course Number: SPCH 1315

Semester & Year: Spring 2015

Instructor Information

Name: PATRICIA MEYER, PH.D.

Office: AIKIN 169

E-mail: patricia.meyer@texarkanacollege.edu

Office Hours:

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

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

Wednesday: 11-12:30, 5:30-6, 8:50-9:20

Thursday: 12:30-2, 3:30-4

Friday: 12:30-2, 3:30-4

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)

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	Score	Possible points
Extra Credit Email		
Low Stakes Speeches		100
TED Talk Project		100
Research Portfolio		200
MLA/APA assignment		50
Practice Outline		50
Famous Speech manuscript delivery		50
Informative Speech		100
Article Summary		50
PowerPoint		25
Informative Outline		50
Persuasive Speech		100
Persuasive Outline		50
Low Stakes critiques		50
Informative critique		25
Persuasive critique		25
Award Ceremony		25
Controversial Report - group assignment		100
Tab 1		25
Tab 2		25
Tab 3		25
Tab 4		25
Tab 5		25
Tab 6		25
Tab 7		25
Tab 8		25
Tab 4/5 presentation		50
Midterm		50
Final		50
		1500

Tentative Course Calendar for Tuesday/Thursday afternoon class.

Date	Tuesday	Thursday
Week 1 Jan 19-23	Introductions.	Email due by Sunday, 11:59pm.
Week 2 Jan 26-30	APA/MLA Discussion <u>Tab 1 and 2 due</u>	SPEECH: Poetry
Week 3 Feb 2-6	<u>MLA/APA Assignment Due, Poetry critique due. Tab 3 due</u>	SPEECH: Narrative
Week 4 Feb 9-13	Discuss TED Talk assignment <u>Tab 6 due</u> <u>Narrative critique due</u>	SPEECH: Ceremonial
Week 5 Feb 16-20	SPEECH: Impromptu <u>Tab 4 & 5 due, Ceremonial critique due</u> <u>Tab 4 & 5 presentations</u>	No class meeting. This will be used as a group meeting time.
Week 6 Feb 23-27	<u>TED Talk Assignment Due.</u> <u>Impromptu critique due</u> Librarian will visit class.	SPEECH: Motivational <u>Library Assignment due.</u> Discuss informative speech.
Week 7 Mar 2-6	No Class meeting. Individual talks with instructor Inform. speech, Famous speech manuscript. Also --- Accepted.	this week. Discussion points: <u>Midterm DUE, motivational critique due</u> , one late item
Week 8 Mar 9-13	SPRING BREAK	SPRING BREAK
Week 9 Mar 16-20	SPEECH: Famous speech manuscript <u>Tab 7 due</u>	SPEECH: Famous speech manuscript continued, <u>Article Summary Due.</u> Discuss Controversial Group Report
Week 10 Mar 23-27		
Week 11 Mar 30-Apr 3	SPEECH: Informative	SPEECH: Informative
Week 12 Apr 6-10	<u>Informative critique due</u>	No class meeting. Use this for group meeting time.
Week 13 Apr 13-17	No class meeting. Individual appts with instructor re: persuasive speech	No class meeting. Use this for group meeting time.
Week 14 Apr 20-24	<u>Group Project due.</u> Group report presentations	
Week 15 Apr 27-May 1	SPEECH: Persuasive	SPEECH: Persuasive, cont'.
Week 16 May 4-8	Make-up speech day and one late item accepted. <u>Tab 8 due, persuasive critique due</u>	
Week 17 May 11-15	FINAL EXAM: <u>Final exam, Portfolio due.</u>	Also, the Award Ceremony will happen

Tentative Course Calendar for Wed evening class.

Date	
Week 1 Jan 21	Introductions, syllabus, self introductions. Email due by Sunday, 11:59pm. TED Talk Discussion
Week 2 Jan 28	SPEECH: Poetry APA/MLA Discussion. Tab 1 due Group meeting time re: TED Talk.
Week 3 Feb 4	SPEECH: Narrative APA/MLA Assignment Due, Tab 2 due, Poetry critique due
Week 4 Feb 11	SPEECH: Ceremonial Tab 3 due, Narrative critique due
Week 5 Feb 18	SPEECH: Impromptu Tab 6 due. TED Talk Report Due, Ceremonial critique due
Week 6 Feb 25	SPEECH: Motivational. LIBRARIAN VISIT. Tab 7 due, impromptu critique due Discuss controversial group project
Week 7 Mar 4	Tab 4 & 5 due. Tab 4 & 5 Presentations Group time, second half.
Week 8 Mar 11	SPRING BREAK.
Week 9 Mar 18	Controversial Group project group time. Article summary due.
Week 10 Mar 25	Controversial group project due. Informative speech and persuasive speech discussion.
Week 11 Apr 1	Informative speech
Week 12 Apr 8	Informative Speech continued Persuasive speech discussion.
Week 13 Apr 15	Persuasive speech discussion.
Week 14 Apr 22	Persuasive speech.
Week 15 Apr 29	Persuasive speech continued
Week 16 May 6	Speech make-up night. Tab 8 due
Week 17 May 13	FINAL EXAM WEEK: Final exam due. Portfolio due. Award Ceremony.

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

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.

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, 12th 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 may 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 may 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 may 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 may 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 may 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 may 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 Friday April 17, 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 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; 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 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, Jan 25.

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.

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

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

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

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

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

LOW STAKE SPEECH 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. 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:

My classmate, (classmate's name), suggested watching (TED Talk title) by (TED Talk speaker name) because (discuss what in that student's description interested you).

Having seen the speech, I (agree or disagree) with my classmate because (your description).

The speaker did these things well: (good item one), (good item two), (good item three). Good item one... according to the textbook on page __, Good item two... according to the textbook on page _ Good item three... according to the textbook on page ____....

I would have like to seen the speaker do these things: (fix item one), (fix item two), (fix item three). Fix item one... according to the textbook on page __ Fix item two...according to the textbook on page Fix item three ... according to the textbook on page....

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)

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 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 MLA/APA 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 MLA/APA master list and your reflection essay. I also will expect that it will be organized in some way that will make sense.

MLA/APA Assignment

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

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 manuscript delivery

For this speech, you will deliver 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://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. Be aware of the length, however. This should take about 6-7 min to deliver.

Prepare and practice this speech before you deliver it. My expectation is that you *deliver* this with passion, not merely read it from the page.

When you present, you will be expected to know how to pronounce all of the words (get help), have a good rhythm in delivery, be fluid and elegant, and be sincere with the message. Imagine that it is your message. Written reflection: Why did you choose this? Was there anything meaningful in the speech, to you? After having spent some time with the speech, do you understand anything better? What kinds of interesting strategies did the author use? Expected: ½ single-spaced page.

Bring to class, on speech day: 2 copies of the manuscript, Famous speech manuscript assessment sheet from this syllabus.

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. (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, 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 _____.

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.

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.

Sources for informative 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].

My expectation is that you have at least 7 cited references in this speech. Your article summary should have 3 that you can use. Add four more.

3 scholarly research journal articles, 2 (max) websites, 2 books

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.

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

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 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, 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.

****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 7 referenced works (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? 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...."

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.

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 (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.

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).

GROUP PROJECT

As a group, you will have the opportunity to work with a controversial idea. Big picture: your group will select a controversial subject to work with. Your group will then research the topic and find if there are opposing viewpoints - and report on at least 2 opposing viewpoints. This will act as a way to work as a group to learn how to research a topic you may not know much about, understand its subtleties and opposing viewpoint (opposing to your own, possibly).

As a group, you'll work together to compile a report of the main ideas, supported arguments, and opposing position. You will not do a polished speech on this, but you will present, as a group, how your group collected the information, some of the most important points about it, the opposing position, and discuss how you would create a speech from this work.

THIS IS ONLY A REPORT AND A PRESENTATION OF THE REPORT...your group will not deliver a speech of the subject, rather how you researched, divided up the work, and demonstrate that you understand how to put a project together.

Step 1: individually, visit the library's website. <https://www.texarkanacollege.edu/library/> . Go to Guides and Tutorials. Select Speech and Communication Studies from the list. In the middle section, under Getting Started, select Points of View Reference Center. You'll see a list of possible topics. Look through

this list to find a few topics you're interested in. Be prepared to discuss with your group.

Step 2: As a group, discuss possible topics found in the Points of View Reference Center and select your top 4 choices.

Step 3: Have a conversation with the instructor. Bring to this discussion one piece of paper with your group members' names and your top 4 choices.

Step 4: Once your group members and the instructor agree on a topic, the fun will begin. As a group, have a discussion about what you already know about the topic. If you had to write a paper about it, today, what would you be able to write? Take notes. Have a discussion about what might be missing in your already-known information.

Step 5: Decide if there is an opposing view or if this is a controversial subject. If so, discuss.

Step 6: Decide what information the group needs. Distribute the workload.

Step 7: Collect the information, individually.

Step 8: Meet as a group and decide how to create the report. I do not expect every report to look alike; I do expect that there will be some common features of the report. Sections might include: Introduction. General information, organized logically. The other side of the issue. Conclusion.

Step 9: As a group, prepare a presentation of all of the things that happened for this report. Expect the presentation to be about 5 minutes. Things to cover: negotiation of topic, what we didn't know, what we were surprised by, did our understanding change when we examined the other side of the issue, what we learned about preparing for a report.

Step 10: Deliver the presentation. Turn in the report, group project log, list of citations (MLA or APA)

Suggested topics for speeches:

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
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

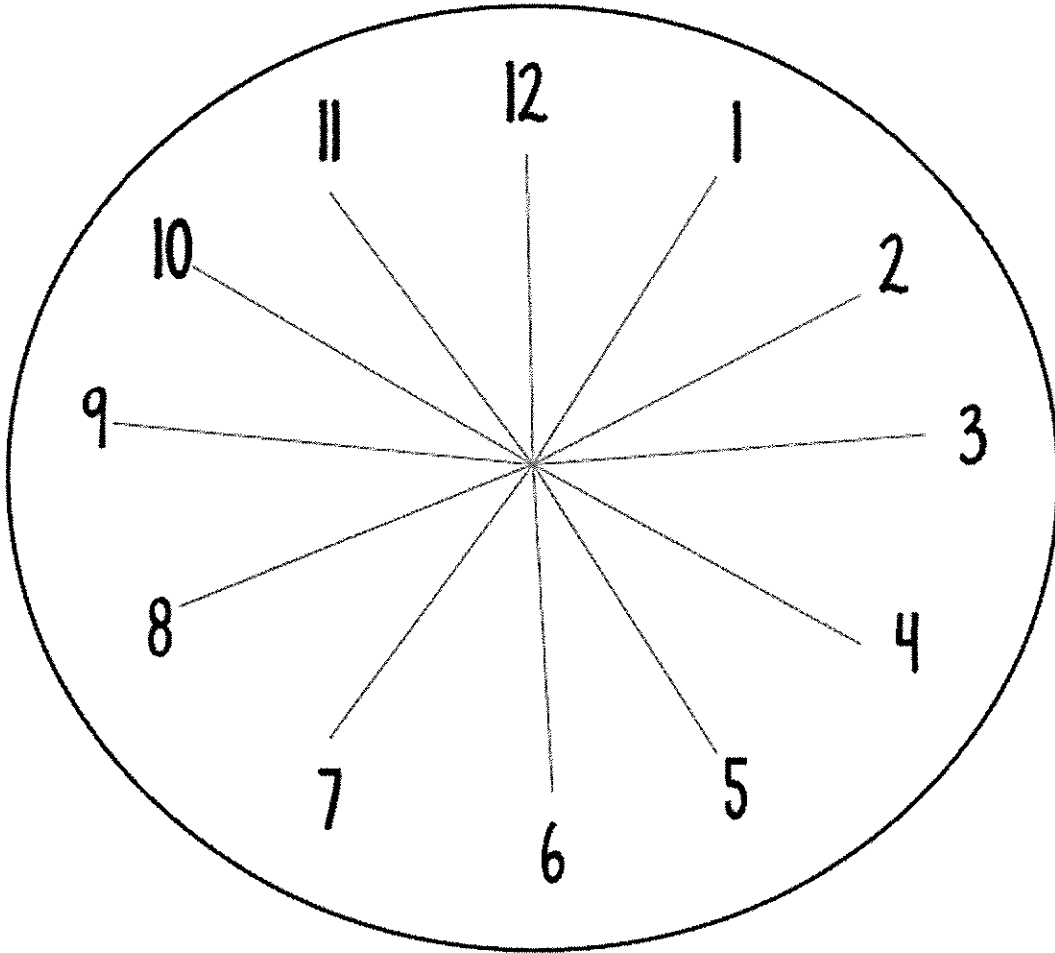
Tab 7

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 4. You will critique all 5.

Speech (25 pts each)	Date completed	Score
Motivational speech		
Impromptu speech		
Poetry recitation		
Narrative speech		
Ceremonial speech		
TOTAL FOR LOW STAKE SPEECHES		
		Possible score: 100

Speech Critiques (20 pts each)	Date submitted	Score
Motivational speech		
Impromptu speech		
Poetry recitation		
Narrative speech		
Ceremonial speech		
TOTAL FOR LOW STAKE SPEECH CRITIQUES		
		Possible score: 100

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 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: _____ Title of Speech: _____

Original speaker: _____ Time _____

Famous Speech Manuscript Delivery

		notes
Delivery: confident, comfortable, practiced	2 4 6 8 10 12 14 16 18 20	
Appropriateness of speech chosen.	2 4 6 8 10 12 14 16 18 20	
Time/Length	1 2 3 4 5 6 7 8 9 10	

Bring to class: this sheet, 2 copies of speech manuscript, and reflection of speech experience.

NAME _____ TOPIC _____ TIME _____

Informative Speech Assessment

Powerpoint	Pleasing to eye	5 4 3 2 1 0
25	Followed speech – did not 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/ Works cited	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

NAME _____ TOPIC _____
 TIME _____

Persuasive Speech Assessment

Outline/ Works cited	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	5	4	3	2	1	0
		10	9	8	7	6	
	Speech offered new ideas or new ways to look at old ideas	5	4	3	2	1	0
		10	9	8	7	6	
	Smooth transition from introduction to body and body to conclusion	5	4	3	2	1	0
Cited research appropriately, credible research used This speech must have 7	10	9	8	7	6		
50		5	4	3	2	1	0
Conclusion	Summary reviewed all main parts of body	5	4	3	2	1	0
25	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	5	4	3	2	1	0
25	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
	Overall – comfortable with speech, spoke to audience	5	4	3	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 works cited page (MLA or APA).

1. Select a topic for both your informative and persuasive speeches and consider what topic your group is planning to do for the group project. Also consider what you'll use for your outline assignment and MLA assignment.
 2. Have a conversation with the instructor about those topics to make sure they're a good fit for you and the class.
 3. Enjoy the Library introduction.
 4. Find some resources!
- ** Please note, this is not a test for the librarians! I'll be in the library to help you figure this out.
- A. Walk around the library. What do you see? Who do you see? How many librarian employees can you identify (without asking if they work there)? You should be able to tell who works there and who does not by observation. On your report, give the time of day you worked, how many employees you identified, and describe one.
 - B. What are the library's hours this summer? List the days/hours it's open. Then, consider your schedule. When is a good time for you to go to the library?
 - C. Where are the library computers – for patron's use - located?
 - D. How much does it cost to print or make a copy?
 - E. How many restrooms are there in the library?
 - F. Does the library have WIFI? If so, how do you access it? If not, where's the closest WIFI?
 - G. Where are the books in the library?
 - H. Find a book in the stacks (the bookshelves), write down the title, author name, and call number.
 - I. Where are the magazines? Write down the title of one magazine you see in the library.
 - J. Go to the library's website. There are links for these pages: electronic resources, online catalog, EBSCO-host Electronic books, and Ebrary Electronic books. What are these categories? What are their differences?
 - K. Find an academic research article: Click on Electronic Resources. Under General/Multidisciplinary Databases, click on ACADEMIC SEARCH COMPLETE. Sign in with your myTC credentials. Under Limit your results, click the Full Text and Scholarly boxes. Then, search for YOUR topic in the search box on top. What was your search terms? (what did you type in the box?) And, how many results did you get?
 - L. Review your results from the search – did you find something useful? Write the title and author of the article you think is useful – then email it to yourself and to me.
 - M. Now, uncheck the Scholarly box and search for the same terms. What is different in your results?
 - N. Find a book: Go back to the library website. Click the Online Catalog link. Search again for the same topic. Do you get any results? In your results, under Location, it will have JFM or PML. PML is TC's library. JFM is A&M's library. Write down the title, author, and call number to a book in PML that will help you with your project. Find the book in the stacks!
 - O. Find an e-book. Go back to the library website. Click on the EBSCO-Host Electronic Books link. Search for YOUR topic. Does anything in the results interest you? Write down the title, author name of the e-book you think will help you.
 - P. Find another e-book. Go back to the library website. Click on the e-brary. Search for YOUR topic. Does anything in the results interest you? Write down the title, author name of something that you think will help you.
 - Q. Find a newspaper article: Go to the library website. Click on the Electronic Resources. At the top of the page, there's a link to newspapers. Click the Newspaper Source link. Check full text. Search for YOUR topic.
 - R. On the library website, click on Library guides and tutorials. Is there something for our class? Which is your favorite tutorial? Why?

GROUP PROJECT LOG
Group Members:

PROJECT NAME:

Group Member	Task	Time spent	Day/Date of Task

Spring 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
18 Jan 2015	19	20	21	22	23	24
25	26	27	28	29	30	31
1 Feb	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
1 Mar	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1 Apr	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1 May	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16

Spring 2015 – Final Exam Schedule

Class Meeting Days	Class Start Time	Final Exam Date	Exam Time
MW	8:00 am (16 wk) 8:00 am (14 wk)	Wednesday, May 13	8:00 am – 10:00 am
MW	9:30 am (16 wk) 9:40 am (14 wk)	Monday, May 11	8:00 am – 10:00 am
MW	11:00 am (16 wk) 11:20 am (14 wk)	Monday, May 11	10:30 am – 12:30 pm
MW	12:30 pm (16 wk) 1:00 pm (14 wk)	Monday, May 11	1:00 pm – 3:00 pm
MW	2:00 pm (16 wk)	Wednesday, May 13	3:30 pm – 5:30 pm
Class Meeting Days	Class Start Time	Final Exam Date	Exam Time
TR	8:00 am (16 wk) 8:00 am (14 wk)	Wednesday, May 13	10:30 am – 12:30 pm
TR	9:30 am (16 wk) 9:40 am (14 wk)	Tuesday, May 12	8:00 am – 10:00 am
TR	11:00 am (16 wk) 11:20 am (14 wk)	Tuesday, May 12	10:30 am – 12:30 pm
TR	12:30 pm (16 wk) 1:00 pm (14 wk)	Tuesday, May 12	1:00 pm – 3:00 pm
TR	2:00 pm (16 wk)	Tuesday, May 12	3:30 pm – 5:30 pm
Class Meeting Days	Class Start Time	Final Exam Date	Exam Time
Monday	6:00 pm	Monday, May 11	6:00 pm – 9:00 pm
Tuesday	6:00 pm	Tuesday, May 12	6:00 pm – 9:00 pm
Wednesday	6:00 pm	Wednesday, May 13	6:00 pm – 9:00 pm
Thursday	6:00 pm	Thursday, May 7	6:00 pm – 9:00 pm
Friday	All Start Times	Friday, May 8	Regular Class Time

Finals for Late Afternoon classes (those whose start times are after 2pm and before 6pm) are to be held during their normally scheduled class time on Thursday, May 7; Monday, May 11; Tuesday, May 12; and Wednesday, May 13.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8-9:15							
9:30-10:45							
11-12:15							
12:30-1:45							
2-3:15							
3:15-5:50							
6-9							

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?

2014-2015 ACADEMIC CALENDAR

FALL 2014

Aug. 22	College 101 Student Orientation
Aug. 25	Fall classes begin
Sept. 1	Labor Day holiday (college closed)
Sept. 8	14-week session begins
Oct. 17	mid-semester
Nov. 21	Last day to drop
Nov. 24-28	Thanksgiving Holiday (campus closed)
Dec. 15-17	Final Exams
Dec. 19	Fall Commencement
Dec. 20 – Jan 4	Closed for the Holidays

WINTERMESTER

Jan. 5	Wintermester classes begins
Jan. 9	Last day to drop
Jan. 16	Final Exams

SPRING 2015

Jan. 19	MLK holiday (campus closed)
Jan. 20	Spring classes begin
Feb. 2	14-week session begins
Mar. 9-13	Spring Break (campus closed)
Mar. 20	mid-semester
Apr. 17	Last day to drop
May 11-13	Final Exams
May 19	Spring Commencement

MAYMESTER 2015

May 18	Maymester classes begin
May 22	Last day to drop
May 25	Memorial Day holiday (campus closed)
May 29	Final Exams

SUMMER I 2015

June 8	Summer I classes begin
July 2	Last day to drop
July 3	Campus closed for July 4
July 9	Final Exams

SUMMER II 2015

July 13	Summer II classes begin
Aug. 6	Last day to drop
Aug. 13	Final Exams

SUMMER 2015 – WORKFORCE EDUCATION

May 26	Summer classes begin
July 3	Campus closed for July 4
July 24	Last day to drop
Aug. 14	Final Exams

FALL 2015

Aug. 24	Fall classes begin
Sept. 1	Labor Day holiday (campus closed)
Sept. 7	14-week session begins
Oct. 16	mid-semester
Nov. 20	Last day to drop
Nov. 23-27	Thanksgiving Holiday (campus closed)
Dec. 14-16	Final Exams
Dec. 19 – Jan. 3	Closed for the Holidays