

TEXARKANA COLLEGE

Syllabus: PUBLIC SPEAKING

Course Number: SPCH 1315 HYBRID

Semester & Year: SPRING 2015

Instructor Information

Name: PATRICIA MEYER, PH.D.

Office: AIKIN 169

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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 required: USB drive (for transporting your powerpoint to the classroom and for general record-keeping of your work in this class), Access to the internet,

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	Date Due	total possible	your score	total
Self introduction video		0		
Poem - narrative - ceremonial		50		
poem - narrative - ceremonial critique		25		
introduction speech		50		
introduction critique		25		
informative speech		100		
informative speech outline & MLA/APA		25		
Informative speech PPT		25		
informative speech critique		25		
persuasive speech		100		
persuasive speech outline & MLA/APA		25		
persuasive speech critique		25		
youtube critique (stranger)		25		
TED Talk Critique		50		
MLA/APA Assignment		50		
outline practice		50		
article summary		50		
day 1 inventory		25		
17 chapter reports @ 10 each		170		
Library assignment		100		
TOTAL:		995		

Tentative Course Calendar for SPCH 1315 hybrid

Date	**ALL Assignments must be posted by 11:59 pm Sunday of that week. Ex: Week 1 Jan 25 - 25 th is Sunday, the day things are due. Work ahead!	IN-CLASS Activities.
Week 1 Jan 25	Day 1 inventory, Written self introduction**ONLY EXCEPTION - MUST BE DONE ON FIRST DAY Chapters 1, 2, 3	In class self-introductions
Week 2 Feb 1	MLA/APA Test Poem/Narrative/Ceremonial topics due Chapters 13, 8	
Week 3 Feb 8	Chapters 4, 5	Poem/Narrative/Ceremonial
Week 4 Feb 15	Critique of Poem/Narrative/Ceremonial Chapters 6, 7	
Week 5 Feb 22	Practice Outline Library assignment	Librarian visit to class.
Week 6 Mar 1	Chapters 9, 12 TED Talk Step 2	Speech of introduction
Week 7 Mar 8	TED Talk Step 4 (in TED Talk Step 2 forum) Chapter 14 Critique: speech of introduction Informative Speech Topics Due	
Week 8 Mar 15	SPRING BREAK!	
Week 9 Mar 22	Article Summary One item of late work deadline for first 8 weeks	Informative Speech Conference
Week 10 Mar 29	Informative Outline & MLA Works Cited	
Week 11 Apr 5	Chapters 10, 11	
Week 12 Apr 12		Informative speech, powerpoints
Week 13 Apr 19	APRIL 17 th ... last day to drop this class. Critique: Informative speeches Chapters 15, 16 Persuasive Speech Topics Due	Persuasive speech conferences
Week 14 Apr 26	Persuasive Outline & MLA	
Week 15 Apr 3		Persuasive speeches
Week 16 May 10	Make-up Speech Critique: Persuasive speech One item of late work second 8 weeks.	
Week 17 May 12 ** not a Sun	Chapter 17 Critique: YouTube Stranger Speech	

Graduation: May 19, 2015. See you there!

Grading Scale

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

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

ABSENTEE POLICY

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

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

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

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

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

EXCUSED ABSENCES

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

correct notification procedures. Instructors are not required to allow students to make up work for absences due to other reasons. Make-up policies are listed in each individual instructor's syllabus.

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

ONLINE/HYBRID COURSE ABSENCES

Absence in an online course is defined as the lack of an active post or submission within the course including discussion board posts, written assignments, and tests. This standard will be used to determine all absentee issues, including but not limited to, 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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ATTENDANCE

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

Once you've logged in for the first day, your attendance will be taken at each assignment. If you do each assignment on time, you'll get credit for attending. Although some weeks have more than one assignment, attendance will be taken just once for the week.

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

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

Make-up Policy

Students will be allowed to make up one (1) speech with a 10% reduction in the overall grade of that speech. This speech will be given on a scheduled make up day at the end of the semester. All of the rules stated elsewhere must be followed.

If you do not submit your speeches by deadline, 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.

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.

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 respectful of others in class

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

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

Speech Policies

Your speech will not be accepted without an outline.

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

The following topics are not allowed: marijuana; diseases; blood or organ donation; well-known presidents (e.g. Washington, Lincoln, JFK, FDR); Marilyn Monroe, gun control, abortion, death penalty, drunk driving; text/driving; tobacco smoking; euthanasia; healthy living/lifestyle; working out.

Don't ask to do these topics.

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

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. Canceling or postponing your speech affects all members of the class. "Forgetting" to upload on time will result in a zero for that assignment. Speeches of unprepared students (e.g. no outline, no works cited) will not be graded. 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.

BE SURE TO CONFIRM SYLLABUS IN THE APPROPRIATE FORUM IN MOODLE.

SYLLABUS RECEIPT:

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

I am responsible for its materials and policies.

Semester: _____

Our class meets on: _____

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

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

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

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

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

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

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

_____(not this one)_____

Signature

_____ Date

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

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

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

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

Assignments

Day 1 Inventory

25 points

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

Then, answer these questions (in formal English):

1. 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!

Written Self-Introduction

BONUS POINTS!

This must be submitted in Moodle in the correct forum by 11:59 Sunday August 31.

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

Why did you take this class, online?

What is your major?

And, who is your hero, and why?

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

Once you've introduced yourself and responded to three classmates, send me an email with a copy of your written self-introduction and a copy of the responses you received.

THEN add a few sentences about how you perceive the differences in interacting with classmates between online and face-to-face classes. Last item - how many bonus points is this worth? And why! Final email should arrive by Aug 31 for credit.

VIDEO Self-Introduction

25 BONUS POINTS!

For this introduction, we'll go a little deeper. Offer your name, current and/or future career/position, something interesting about yourself (that you didn't write in the written introduction), and describe a moment in your life that you'd like to go back and change. My expectation is that we'll get all of the technical hiccups out of the way for the semester with this short self-introduction.

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

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

YOUR FIRST SPEECH

You will have the opportunity to select one of the following three speeches.

You will be expected to turn in an outline (or a copy of the poem) at the same time you upload your speech video.

Poetry Recitation 2-3 minutes

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

Narrative Speech 3-4 minutes

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

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

Ceremonial Speech 3-4 minutes

This is a speech where you'd speak at a special occasion to commemorate a moment or a person. For this ceremonial speech, I'd like you to imagine either that you're celebrating your 100th birthday or celebrating your retirement. Who are you surrounded by? Where are you? What has your life been like from 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? Why are they there? How were they important in your life?
- Offer some memories of a life well-lived.
- Offer some advice/encouragement to the younger folks in attendance. (those not yet 100 years old or at retirement age)

TED TALK CRITIQUE

STEP 1: Go to www.ted.com/talks and look around. Find a few speeches that you find interesting and be prepared to report to the class about why you find it interesting. This means, you must watch them!!

STEP 2: List in the TED Talk forum the speeches you watched, what you thought about them.

STEP 3: Review what other students watched.

STEP 4: Select one of the videos another student initially described and critique it as if it were a speech in our class.

Your Step 2: In the forum, be sure to have the full link of the video and a one paragraph description of what you thought, if you'd recommend it, what was great about it. Then ONE sentence about the content. This is not to be a full critique, just a recommendation to your classmates.

Your Step 4: 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: (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

MLA/APA Assignment

The purpose of the MLA/APA 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 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 or library website)
6. Your favorite movie.

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

Example MLA assignment

Patti Meyer

MLA ASSIGNMENT

Date due:

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.

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/talk with 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.

SPEECH OF INTRODUCTION

Speech of Introduction 4-5 minutes 50 points

In this speech, your goal is to introduce a public figure or a historical figure that you either detest or respect. A second option would be to introduce a social issue you're interested in and tell us why. Regardless of which option you choose, you'll be expected to be very clear on who or what this is, some interesting facts about it, and why you like/approve or detest/hate this person, idea, or issue. Your topic must be approved by the instructor. You will not deliver your speech without topic approval and an outline. You will learn a zero for this speech if you choose to read it to us. Topic approval will be through a discussion forum on Moodle.

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.
1. These articles should help you better understand something about your topic.

LIBRARY ASSIGNMENT

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).

1. Select a topic for both your informative and persuasive speeches. Also consider what you'll use for your outline assignment and MLA assignment.
2. In the "Library Assignment" forum, your first entry will be about potential topics for informative and persuasive speeches this semester.

**** Please note, this is not a test for the librarians! I'll be available to help you figure this out.**

- A. IF YOU ARE LOCAL: 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 speech. 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 Speech? Which is your favorite tutorial? Why?

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

Please note – this is tricky to present on video. If you're not able to include it as part of your presentation, still do the assignment. Email it to me. Patricia.meyer@texarkanacollege.edu

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.

SPECIAL NOTE: As part of the goals for this class, I'd like every student to have had the experience of creating a powerpoint presentation that supports his/her speech. Due to the constraints of an online course, I understand that you may not have the ability to display your powerpoint for the video. That is ok. You must still create the powerpoint document! Just email it to me when it's due. It will be too big for Moodle.

INFORMATIVE SPEECH - 6-7 minutes

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

Persuasive Speech 8-10 minutes

Present a speech in which your controlling purpose is to persuade your audience. You might want to change their beliefs or behavior. 8-10 minutes is not a lot of time; I suggest using only the most powerful, solid, evidence and use logical reasoning that is easily followed. Powerpoint is not required, but is a possibility for this speech. Your topic must be approved by the instructor. You will not deliver this speech without an approved topic! You will earn a 0% on this speech if you read it to us! You must hand the instructor a typed outline and a critique sheet.

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

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

You must cite aloud your references. Again, this is not a reading of your citation list, this is an artful use of other's work, "According to Smith, ..." And you must have citations on a works cited list. You must use at least five legitimate sources. Three must be non- internet.

Your outline, references, and critique sheet are due the first day of the speech round. You will be graded on how well you prepare for the speech, the types and quality of evidence and supporting material you offer, your delivery of the material, and clarity of logical argument.

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

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

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

Critiques - Critiquing a classmate's speech

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

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

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

Example: Jamie's introduction was good, but not perfect. The textbook, in chapter 8, states that an introduction should do 4 things: (P 174): gain attention, build credibility, relate to audience, and introduce topic/preview the speech. He got our attention well by describing a story about a snowstorm's damage throughout a city. Unfortunately, he did not offer a preview of the rest of the speech or give us some roadsigns throughout the speech so we would know what to expect next.

To improve his introduction, a few statements like, “All regions have unique weather and disasters can strike anywhere. Preparing for earthquakes, tornados, snow & ice, and hurricanes is important for all communities.” would have helped the audience better know what to expect in the speech. His main points were about earthquakes, tornados, snow & ice, and hurricanes - so in-between each of those sections, he needed to give us better transitions, such as: “Earthquakes, while occur mostly on fault lines, tornados can occur throughout the central in-land states....”

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 submit the reports online so that as a group you can see what each of you are getting from the textbook - and because I believe that you will learn more/differently when working with others - and that is important. In this class, we will be reviewing chapters 1-17 in the textbook. The Textbook Reports will include three sections per chapter. Section One: For each chapter, 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 you believe are 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 online discussions or in a student’s speech.

Suggested topics:

Something related to your major
 Oppenheimer
 Historical role/evolution of gangs
 Halliburton’s success
 Why do labor unions exist?
 The first amendment
 Mother Jones (Mary Harris Jones)
 The Labor Union
 The Chicano Movement
 Suffrage
 The Bracero Program
 Second-Wave Feminism
 Vatican II
 NAFTA
 Racism & Anti-Racism laws
 Hedge funds
 Costs of War (financial, human)
 Rosie the Riveter
 The Cold War
 Lesser-known presidents
 Trail of Tears
 How technology shapes relationships
 Student Loan Crisis
 Chicago Fires
 Elizabeth Caty Stanton
 RICO laws

Privacy (technological)
 HIPAA
 PeaceCorps
 Americorp
 Greenpeace
 Evolution of activism
 Rhetoricians
 Rhetorical theory
 Human trafficking
 Gentrification
 BP Oil Spill and aftermath
 Cuban Missile Crisis
 What do our taxes provide?
 Can we have a female president?
 Dick Cheney’s career
 First female speaker of the house
 Homeland Security - goals and limitations
 Future of education
 Exxon oil spill
 Tylenol Crisis
 Nestle boycott
 Montgomery Bus Boycott
 Civil Rights Movement
 Little Rock 9
 Internment Camps from WWII
 Obamacare

Research a company you'd like to work for
Who was Mary Surratt?
Watergate
Supreme Court Justices
Prohibition
Nobel Peace Prize winners
Mandela's legacy
Any influential artist
(avoid Hollywood/athletes)
Homelessness
Standardized testing
Poverty
Any communication theory
Impact of big chains on small businesses

How a site becomes a national monument or
historical monument
Architectural design
cave drawings - where found, what we learned
from them
ground water pollution
illiteracy
Does importing labor help or hurt our country?
Who benefits from outsourcing? Does anyone
suffer?
Hate speech
Book banning
Refugees

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 the 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

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.

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

	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							

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 _____

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 _____

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	
	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	
20								
	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	
40	Cited research appropriately	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	
	All important concepts speaker wants audience to remember	5	4	3	2	1	0	
20	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	
	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	
	20	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	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
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

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?

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?

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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

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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							

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