



# TEXARKANA COLLEGE

Syllabus: PUBLIC SPEAKING  
Course Number: SPCH 1315  
Semester & Year: Fall 2016  
Instructor Information

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Office Hours:  
Office Hours: Mon: 11-12:30, 3:30-4  
Tue: 11-2, 3:30-4, ATLANTA: 5:30-6, 8:45-9:30  
Wed: 11-12:30, 2-4, 5:30-6, 8:45-9:30  
Thu: 11-2, 3:30-4  
Fri: 11-1

By Appointment: in office or videochat

## Textbook Information

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

## Materials recommended:

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

## Materials required:

- 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:

	<b>Possible points</b>	<b>Score</b>
Citation Assignment	50	
TED Talk Assignment	50	
Library Assignment	50	
Children's Book	50	
Outline Assignment	50	
Famous Speech Group Project	150	
Movie Review	50	
Informative Speech	100	
Article Presentation	50	
Problem-solution Speech	100	
Portfolio	200	
Attendance & Participation	100	
Impromptu Speech	25	
TOTAL POSSIBLE:	1025	

### Grading Scale

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

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

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

## **ABSENTEE POLICY**

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

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

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

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

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

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

## **EXCUSED ABSENCES**

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

make up work for absences due to other reasons. Make-up policies are listed in each individual instructor's syllabus.

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

**ONLINE/HYBRID COURSE ABSENCES**

Absence in an **online course** is defined as the lack of an active post or submission within the course including discussion board posts, written assignments, and tests. This standard will be used to determine all absentee issues, including but not limited to, 12<sup>th</sup> Day Census Reports, last date of attendance, and involuntary withdrawal from a course due to absences. All online students must complete an Enrollment Verification activity within the first week of class (activity depends upon the professor); otherwise the professor **may** drop the student for not having attended. Students must complete at least one activity in their online class per week. Each week in which a student does not complete an activity will be counted as an absence.

If a student is taking a hybrid course, and it does not meet during the first week of class, the student must also complete an Enrollment Verification activity within the first week of class; otherwise the student **may** be dropped for not having attended.

**MAXIMUM ALLOWABLE ABSENCES**

After official registration, the following number of unexcused absences will be the maximum allowable before a student **may** be dropped from the class. Mandated program certification requirements detailed for certain programs regarding the maximum allowable unexcused absences takes precedence over the following information.

**Academic Classes**

A COURSE THAT MEETS FOR THE FULL 16 WEEK SEMESTER	
Class or Lab Meets:	An instructor <b>may</b> withdraw a student from a course if absences exceed:
Once a week (Night classes or Friday classes)	2
Twice a week (MW or TR classes)	4
Three times a week (MWF or TRF classes)	6
Four times a week (MTWR classes)	8
	Three tardies count as one absence
A COURSE THAT MEETS FOR 14 WEEKS OF THE SEMESTER	
Class or Lab Meets:	An instructor <b>may</b> withdraw a student from a course if absences exceed:
Twice a week (MW or TR classes)	4
	Three tardies count as one absence.
A COURSE THAT MEETS FOR 8 WEEKS OF THE SEMESTER (Fast-Track)	
Class or Lab Meets:	An instructor <b>may</b> withdraw a student from a course if absences exceed:
Four times a week (MTWR classes)	4
	Three tardies count as one absence.
A COURSE THAT MEETS FOR 5 WEEKS OF THE SEMESTER (Summer Sessions)	
Class or Lab Meets:	An instructor <b>may</b> withdraw a student from a course if absences exceed:
3 times a week (MTW) (evening classes)	2
4 times a week (MTWR) (day classes)	2
	Three tardies count as one absence.

**For mini-mesters (2 week classes)**

One absence is allowed. Three tardy marks count as one absence.

**Workforce Classes (This does not include Health Occupations. See Health Occupations Handbook regarding absences for that program.)**

Day Classes	Evening Classes
Class meets: 5 days a week (MTWRF) The instructor <b>may</b> withdraw a student from a course if absences exceed five (5) up until the published Last Day for Students to Drop. Absences that exceed this number after the drop day may result in the student receiving an "F" in the program for that semester. Three tardies count as one absence. You are considered tardy from the designated class start time through the first 15 minutes of class. After that you will be counted absent.	Class Meets: 4 evenings a week (MTWR) The instructor <b>may</b> withdraw a student from a course if absences exceed five (5) up until the published Last Day for Students to Drop. Absences that exceed this number after the drop day may result in the student receiving an "F" in the program for that semester. Three tardies count as one absence. You are considered tardy from the designated class start time through the first 15 minutes of class. After that you will be counted absent.

Please note that it is your responsibility to get any missed notes, handouts, or assignments given for any days you miss. Having a classmate as a contact might help, in addition to 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.

**Attendance Recording – Participation Grade**

Each day you arrive to class, your attendance will be taken. Your attendance/participation is a grade in this class. Be sure you are marked present! Your attendance and participation grade reflect the work we do in the class. We will meet roughly 16 weeks. For once-a-week class, we'll have 16 class periods. For twice-a-week class, we'll have 32 class periods. See chart below for your attendance/participation grade. To get credit for the class period, you must arrive on time, be present, bring all items needed for the class period, participate in the conversation/activity, and be present for the whole class session.

Absences/non-participations

	<b>Total Class periods</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Once a week</b>	16	+ 50**	- 0	- 25	- 50*	- 100	- 200		
<b>Twice a week</b>	32	+ 50**	- 0	- 0	- 25	- 50	- 75*	- 100	- 150
<b>May Mini</b>	10	+50**							

\* If you are absent this much, be sure to discuss with instructor. You may need to drop the class. \*\*If you are never absent, you'll earn a bonus 50 points!

### 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. If I have an unexpected circumstance and must miss, I will either have someone else meet the class with instructions or post instructions for the next class, and send an email. 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 \_\_\_\_\_, **2016** 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 (both Fridays) 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 – whatever you take to the podium.

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.

You will be expected to deliver your speeches either extemporaneously, except for the poem which will be memorized or the children's book, performed by manuscript. Reading a speech from your notes will earn a zero for the speech and all graded work associated with it e.g. outline, powerpoint, article summary.

**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 on the following pages

## Citation Assignment

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

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

For this assignment, you will submit a MLA Works Cited or APA References page with 6 examples:

1. Your favorite book. (if you don't have a favorite book, pretend)
2. Book that was published in your birth year.
3. A magazine article.
4. A website.
5. A scholarly research journal article. (this means you must go to the library)
6. Your favorite movie.

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

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

Citing in a public speech is rather simple. So simple, there is no reason not to do it. If you use ideas, words, phrases that are not your own, you should cite it. To do so, simply use the phrase, "According to..." or "As \_\_\_\_\_ writes, ..." and you have cited correctly.

For example, should I use an idea from Robert Pirsig's *Zen and the Art of Motorcycle Maintenance*, I would simply say this in my speech:

As Pirsig writes, "The place to improve the world is in one's own heart and head and hands, and then work outward from there."

Or here's an example of how I might set up another example from Pirsig: We should pay attention to how we spend our days, as time quickly escapes us. According to Pirsig, "We're in such a hurry most of the time we never get much chance to talk. The result is a kind of endless day-to-day shallowness, a monotony that leaves a person wondering years later where all the time went and sorry that it's all gone."

And, at the end of my outline, I would add Pirsig's book to the works cited page.

[Notice all are alphabetized, hanging indent, all double-spaced]

### **Example MLA Assignment**

*Fight Club*. David Fincher, Director. Edward Norton, Brad Pitt, Helena Bohnam Carter, Performers. Fox 2000 Pictures, 1999.

Kerouac, Jack. *On the Road*. Viking P, 1957.

Pirsig, Robert. *Zen and the Art of Motorcycle Maintenance*. William Morrow, 1974.

Van der Kamp, John, and Rouwen Cañnal-Bruland. "Kissing Right? On the Consistency of the Head-Turning Bias in Kissing." *Laterality*, vol. 16, no. 3, 2011, pp. 257-267.

Wilder, Forrest. "When Climate Disaster Hits Home." *Greenpeace*. Feb 5, 2016. [Greenpeace.org/usa/stories/climate-disaster-hits-home](http://Greenpeace.org/usa/stories/climate-disaster-hits-home).

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

### **Example APA Assignment**

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

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

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

Ringle, W. & Kerr, B. (2014) *Modern Quilt Studio*. Retrieved January 26, 2015, from <http://www.modernquiltstudio.com>

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

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

# MLA

In text: Always attribute the source of your information, if it was not your idea. It is very simple to do!

Simply write: According to \_\_\_ (author last name), "The direct quotation you use" (25). [use the actual page number where the information came from, but do not use a comma or "p." or "pp." in the paper]

For example: The children would sometimes spy and turn in their parents into the police. "It was almost normal for people over thirty to be frightened of their own children" (Orwell 27).

Another option: The children would sometimes spy and turn their parents into the police. Orwell writes, "It was almost normal for people over thirty to be frightened of their own children" (27).

In speeches: Orwell writes about children turning in their parents to the police. "It was almost normal for people over thirty to be frightened of their own children."

Orwell, George. *Nineteen Eighty-four*. Everyman's Library, 1992.

MLA Order Author. Title of source. Title of container, Other contributors, Version, Number, Publisher, Publication date, Location.
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## Book

\_\_\_\_\_, \_\_\_\_\_. \_\_\_\_\_. \_\_\_\_\_, \_\_\_\_\_.  
Authorlast, Authorfirst. *Title of Book*. Publishing company, YEAR.

## Magazine

\_\_\_\_\_, \_\_\_\_\_. "\_\_\_\_\_" \_\_\_\_\_, \_\_\_\_\_, p. \_\_\_\_\_.  
Authorlast, Authorfirst. "Title of Article." *Title of Magazine*, issue, p. or pp. \_\_\_\_.

## Academic Journal Article

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. "\_\_\_\_\_" \_\_\_\_\_, vol. \_\_, no. \_\_, \_\_, p. \_\_\_\_\_.  
Authorlast, Author first, Author2FirstLast. "Title of Article." *Title of Journal*, vol. \_\_, no. \_\_, year, pp. \_\_\_\_.

## Newspaper

\_\_\_\_\_, \_\_\_\_\_. "\_\_\_\_\_" *Title of paper in italics*, \_\_\_\_\_, \_\_\_\_\_, p. \_\_\_\_\_.  
Authorlast, Authorfirst. "Title of Article." *Title of Newspaper*, Mon, YEAR, p. or pp. \_\_\_\_.

## Film

\_\_\_\_\_. \_\_\_\_\_, Director. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, Performers. \_\_\_\_\_, \_\_\_\_\_.  
*Title of film*. \_\_\_\_\_, Director. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, Performers. Company Responsible, YEAR.

## Website

\_\_\_\_\_, \_\_\_\_\_. "\_\_\_\_\_" \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.  
Authorlast, Authorfirst. "Title of page you're using." *Company*, Date, website starting after www.

## APA

### In text

End punctuation always goes inside the quotation mark

Example: "Say my name!" Walter White demanded of Declan.

When referencing works within your paper:

Use the author-date method. Author's last name and the year published in parentheses.

Example: Hoff (1982) explores Taoism through the eyes of Winnie the Pooh.

When referencing works within your paper with multiple authors:

Strunk and White (1999) suggest always using the Oxford comma, which is the comma before the word and in a list.

Direct quotations in your paper

Use author-date-page number for all direct quotations.

Note: if you use the author(s) name(s), put the date in parentheses after. At the end of any quotation, put the page number in parentheses.

Example:

Hoff (1982) theorizes that clever plans will always fail because, "Cleverness, after all, has its limitations" (p. 37).

Or, you may choose to put the name, date, and page numbers in parentheses at the end of the quotation.

Example:

Change can be difficult. "That doesn't mean that we need to stop changing and improving. It just means that we need to recognize What's There" (Hoff, 1982, p. 43).

Direct Quotations of more than 40 words are single-spaced, indented.

Example:

Your regular text will be going along normally, with double-spacing and correct English grammar. Once you get into a place where you have a quotation of more than forty words, block it. Blocking includes no indenting and labeling it correctly at the end. Also note, quotation marks are not needed for blocked quotes. The act of indenting the entire passage tells your readers that it's a quotation. To illustrate block quoting, I offer Hoff's, *The Tao of Pooh*.

And if Clever Rabbit doesn't quite have what it takes, Abrasive Eeyore certainly doesn't either. Why not? Because of what we would call the Eeyore Attitude. You might say that while Rabbit's little routine is that of Knowledge for the sake of Being Clever, and while Owl's is that of Knowledge for the sake of Appearing Wise, Eeyore's is Knowledge for the sake of Complaining About Something. (p.15)

**Crediting your sources**

General reference form for books:

Author, A. A. (YEAR). *Title of work*. Location: Publisher.

Author, A. A., Author, B. B., & Author, C. C. (YEAR). *Title of work*. Location: Publisher.

Examples:

Hoff, B. (1982). *The Tao of Pooh*. New York: Penguin.

Strunk, W., White, E.B. (1999). *The Elements of Style*. New York: Longman.

General reference form for periodicals (magazines and academic journals)

Author, A. A., Author, B. B., & Author, C. C. (YEAR). Title of Article. *Title of Periodical*, xx, pp-pp.

Example:

Rowland, A., & Simonson, P. (2014). The founding mothers of communication research: Toward a history of a gendered assemblage. *Critical Studies in Media Communication*, 31.1, 3-26.

Smyth, A. M., Parker, A. L., & Pease, D. L. (2002). A study of enjoyment of peas. *Journal of Abnormal Eating*, 8(3), 120-125. Retrieved from <http://www.articlehomepage.com/full/url/>

Tirrito, S. (2015). A second chance at love. *Four States Living, January*. 43-44.

General reference form for newspaper

Author, A. A. (YEAR, Month day). Title of article. *Title of Newspaper*, pp A1, A4.

Online newspaper article: Instead of page numbers, add the webaddress

Author, A. A. (YEAR, Month day). Title of article. *Title of Newspaper*. Retrieved from <http://www.xxxxxx...>

Examples

Bruce, J. (2014, December 11). Hybrid courses an option for students. *The TC News*, pp A1, A2.

Konnikova, M. (2014, June 2). What's lost as handwriting fades. *The New York Times*. Retrieved at

<http://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html>

General reference form for motion pictures

Producer, A. A. (Producer), & Director, B. B. (Director). (YEAR). *Title of motion picture*. [Motion Picture]. Country of Origin: Studio.

Example:

Bower, N. (Producer), & DuVernay, A. (Director). (2014). *Selma*. [Motion Picture]. USA: New Millenium Studios.

General reference form for websites

Author, A. A. & Author B. B. (Date of publication). *Title of document*. Retrieved Month Day, YEAR, from <http://www...>

Example:

The Importance of Teaching Handwriting in the 21st Century. (2012). Retrieved January 26, 2015, from

<https://www.zaner-bloser.com/news/importance-teaching-handwriting-21st-century>

NOTE: In APA, all sources in your References section should be alphabetized (by left margin), double spaced, hanging indent. Something should be italicized in every entry.

**APA**

**Book-----**

Author. (year). *Title*. Publication City: Publication Company.

\_\_\_\_\_, \_\_. (year). \_\_\_\_\_. \_\_\_\_\_: \_\_\_\_\_.

Author last, author first initial. (year). *Title in italics*. Publication city: publication co.

If more than one author:

\_\_\_\_\_, \_\_., & \_\_\_\_\_, \_\_. Then continue with the book info.

Last name, first initial., & 2ndAu Lastname, first initial

### Magazine-----

Author. (Year, Mon). Title of article. *Title of magazine*, Vol (issue), p-p.

\_\_\_\_\_, \_\_. (year, mon)\_\_\_\_\_. \_\_\_\_\_, \_\_\_\_ (issue), \_\_-\_\_.

Author last, author first initial. Year, month Article title Magazine Title volume # issue number, page number range.

### Newspaper-----

Author. (Year, Month DD). Title of article. *Title of Newspaper*, p. or pp. #.

\_\_\_\_\_, \_\_. (\_\_, \_\_ \_\_) \_\_\_\_\_. \_\_\_\_\_, p. or pp. \_\_\_\_\_.

Author last, Au first initial. (Year, month day) Title of article. *Title of newspaper*, [p. for one pg, pp for more]. Page range.

### Film-----

Producer name. (Producer), & Director name. (Director). (Year). *Title of film* [Motion Picture]. Country of origin: Studio.

\_\_\_\_\_, \_\_. (Producer). \_\_, \_\_. (Director). (\_\_\_\_). \_\_\_\_ [Motion Picture]. \_\_\_\_: \_\_\_\_.

Producer name. (Producer) Director's name. (Director). Year. *Title of film* [Motion Picture].

Country: Studio.

### Website-----

Author. (year, month dd). Article title. Retrieved from (insert http://...)

\_\_\_\_\_, \_\_. (\_\_, \_\_ \_\_). \_\_\_\_\_. Retrieved from \_\_\_\_\_

Au last name, First initial. (Year, month day). Article name. Retrieved from add http://www....

\*if author is unknown, start with article title, then date, then Retrieved from.

### Academic Research – Journal Article-----

Author. (Year). Article title. *Journal title*, Volume(Issue), pp page range.

\_\_\_\_\_, \_\_. (year). \_\_\_\_\_. \_\_\_\_\_, \_\_ (\_\_\_\_), pp. \_\_-\_\_.

Au last, first initial. Year article title title of journal Vol(issue. #), pp. page range

Notes: All titles have the first word capitalized an any proper nouns (not every word).

p. is used if it is one page. pp. is used if there are more than one page.

do not use "Vol." or "issue" it is implied by how they are written as numbers: 25(4).

Instructions: How to read an article.

Academic research journal articles are available in the library for your use. They can be helpful and yet daunting, if you do not know how they're structured.



Most social-science and almost all physical-science articles offer these sections within their writing:

**Abstract** – a brief summary of the entire article. Usually in very terse, academic language

**Introduction** – begins with a broad statement and sets up the paper

**Literature Review** - the author demonstrates, through citing other sources, that there is a reason for *this* research being presented in the current article

**Methods** – provides a detailed description of how the study was conducted. This *asks* the question of the current research project, offered in this article.

**Results** – reporting of the data. This *answers* the question.

**Discussion** – description of how & why this study was significant, offers and evaluation and interpretation of the results.

**References** – alphabetical (typically) of the sources from previous authors used in the literature review. This is sometimes in MLA, APA, or another style.

Research article activity assignment. Answer questions on separate sheet!

1. How many authors wrote the article?
2. What are their names? Keep them in order.
3. What is the title of the ARTICLE?
4. What is the title of the JOURNAL?
5. What is the issue and/or volume number?
6. What are the page numbers of this article?
7. How many references are used?
8. Read the literature review section until you find a citation. How did you know it was a citation? How is it indicated? Can you find the title of the citation in the reference section? What is it?
9. What is the main question of this research article?
10. How many sections are in the article? Are they listed above?
11. Create a citation (either MLA or APA) for this research article.
12. Find a sentence in the article that you think is interesting. Imagine that you were going to use this sentence in a speech.... Write out a few sentences you would use in your speech before using this quotation, set up the quotation with "According to..." and then write the quoted sentence.

## **TED TALK CRITIQUE**

STEP 1: 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: Bring 5 typed copies of your listing to class. You will trade all 5 with others so you will have 5 different classmates' listings at the end of that class period.**

Step 3: Review the five lists you traded for in Step 2. Select ONE of the videos that you did not initially watch that one of your group members pre-reviewed for you. Watch it!

Step 4: Write a formal evaluation of the TED Talk. This should be at least one page single-spaced.

It will look like this:

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

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

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

The speaker did these things well:

    Create the list of things the speaker did well.

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

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

    Create the list of things the speaker should do better.

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

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

[IDEAS: Did he/she show signs of nervousness? What kinds of visual aids did the speaker use? Could you follow the ideas presented? Was the speaker charismatic? What can you learn from watching this speaker?]

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

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

STEP 5: You will turn in ONE report.

1. The 5 lists of TED Talks you received on the trading day.
2. A copy of the list you traded with others
3. Your evaluation.

LIBRARY

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

Answer these questions on a separate page.

1. What are the library's hours?
2. What do you need in order to print at the library? How about on campus?
3. What kinds of sources can you get from the library?
4. What is the difference between Google and the library database?
5. What is unique about a newspaper?
6. What is unique about a magazine?
7. What is unique about an academic journal?
8. What is unique about a book?
9. What should you use to decide if a source is credible?
10. How would you find a book?
11. Where are academic journal articles found?
12. What are the sections of an academic journal article?
13. Choose a topic to search (smart choice – a topic you might need later in class).  
Search for a book. Did you find one? What is it? (title, author, call number)
14. Same topic. Find a newspaper article. What is it? (Title, author, newspaper, date)
15. Same topic. Find a magazine article. What is it? (Title, author, magazine, date)
16. Same topic. Find an academic journal article. What is it? (title, author, journal, date)
17. Go to the children's book section in the library. Select a library book (for future speech). Once you've found it, look it up in the library catalog. Print this screen and bring it on the children's book reading day.
18. Check out the children's book you've selected, using your student ID.

## **LIBRARY INSTRUCTIONS**

**To find a book**

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

**To find an eBook**

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

**To find a newspaper article**

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

**To find a magazine article**

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

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

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

Basic outlining – you want to have a plan, that is meaningful to you as you speak that you can refer to as you're speaking. You will not be expected to memorize

everything you say during your speech, but you should be familiar enough with your work that you can use a sparse outline when speaking.

This basic outline format should work for most speeches that you deliver both in this class and any other speaking situation you may encounter:

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Outline format –

Introduction

1. Attention-getter
2. Establish credibility
3. State the thesis of your speech
4. Preview your main points

Body

1. Listing of your main points with smooth transitions
2. A variety of evidence and development: comparison, contrast, example, illustration, statistic, testimony, visual

Conclusion

1. Yield sign – let your audience know you're coming to a close
2. Restate your thesis
3. Recap your main points
4. Clincher

There are some exceptions to this rule, of course.

In this class, I've asked you to read a children's book to the class. Since you'll be using the book (manuscript) rather than an outline, for the purposes of this class, you'll be expected to submit some information before delivery. See assignment guidelines. There will be something a little different for impromptu speaking, but it should be very similar.

### **Practice Outline ASSIGNMENT**

Select any magazine article to outline and be sure to add the CITATION of it at the end of your 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.

For informative persuasive speaking, there are about 6 different styles you can use. I've illustrated them below, with an example of recycling.

Topic: RECYCLING. General Overview

For this speech, I'd like to persuade my audience to recycle. But not only to be recyclers, but also to be

ambassadors for recycling by touching the lives of those around them and spreading the word that recycling does matter. To do this, I suspect that I will offer some history of the environmental movement of the past century, including how the “disposable” aura of this society has replaced the agrarian system. [Agrarian, of course, is naturally a recycle-friendly system.]

Types of information I plan to use are:

1. Overview of agrarian times, highlighting the way in which resources were used.
2. Overview the history of the environmental social movement, successes, failures.
3. Facts and figures of not recycling versus recycling. These statistical data will be collected from credible sources. When mentioning them in the speech, I'll cite [refer to where I got the info].
4. Offer a list of reasons to recycle, being sure to connect the ideas with the lives of the audience members.

**The Monroe Motivated Sequence** is used most often for commercials, or for selling a product, or one-sided arguments. It is designed to move the audience to action. For this speech topic, recycling, I'll attempt to persuade the audience that recycling is needed, necessary, beneficial, and accessible.

1. Attention Step. “I just want to say one word to you... just one word... plastics.” This is a famous line from the 1967 famous movie, “The Graduate.” In this scene, Benjamin Braddock, played by Dustin Hoffman, has just graduated from college and is having a conversation with his father's business partner. The business partner is offering Benjamin some advice about his future. And that future, as predicted in 1967 is plastics. [I'll go on here how the overuse & over-manufacturing of plastics does not help the earth and introduce specific things I want to discuss in this speech.]
2. Establish the Need. Here is where I'll explain the terrible consequences of a world-community that does not recycle, the effects of not recycling, ever.
3. Satisfy the need. Here is where I'll use statistical evidence that recycling is good and needed.
4. Visualize the result. I'll set the stage for a recycle, reuse, reduce world where we recycle everything, and how that would effect everyone in the room. I will bring in a few items which will illustrate recycling projects (aluminum can vs plastic bottle, cloth grocery bags vs plastic, books vs ebooks, junk mail, etc).
5. Call For Action. I'll remind the audience of all the evidence I'd already given for recycling, including referencing the particular things that everyone in the room can do to recycle, today.

**Topical pattern** is used when I want to persuade the audience to do, think, or believe in a certain way, and I have so many reasons for it. Three items in the topical are the minimum. For this style, I'll attempt to persuade the audience to recycle by offering them good reasons that are relatively unrelated.

1. Attention Step. Here, I'll list some amazing facts on how much recycle-able materials end up in landfills every day compared with how much is actually recycled in a day. Amazing info on how many times a mere aluminum soda can could be recycled, etc.
2. Establish your idea. Describe the recycling movement's history. Set up recycling as a great idea.
3. Explain/describe topics. Offer four reasons that the audience should recycle. a. extending the planet's life b. resourcefulness feeling (like mcguyver) c. makes good common sense (to not waste) d. it's necessary, due to our current state of overpopulation. \*\* in all of these, I'll discuss why they are good reasons, not just list them.
4. Review Topics. Here I'll remind the audience of the historical need for recycling and offer some encouragement to recycle.

The **comparative pattern** is used when there are more than one possible answer/idea/solution to a situation, and the speaker wishes to promote only one of them. Under the recycling topic, I will offer a comparison of two ideologies: agrarian & industrial. Then, I will offer the ways in which the audience, in present day situation can benefit from agrarian understandings.

1. Attention Step. Close your eyes and imagine earth as a planet that never stopped growing and the inhabitants all worked together to nurture it. Imagine a planet that did not suffer from global warming, flooding, etc... imagine that planet is where you live. Etc.
2. Introduce the phenomena. Here is where I briefly explain both agrarian and industrial societies.
3. Describe the two/three differences a. capitalism influences in industrial society b. relationship to resources c. global power
4. Review. Here is where I'll highlight again, as a review, the differences. A handout with a chart of the differences would probably be useful for the audience, or possibly on the board.
5. Describe/Make judgment. This will most likely blend in with the review as I highlight the differences.

The **problem solution** pattern will be most effective when the speaker identifies a problem to which he/she has a solution. For the recycle topic, I will offer recycling as a solution to the landfill problem that is plaguing the world.

1. Attention Step. For this, I may start with a personal story of how/why I started a compost pile at home, and how that has changed me. With this small narrative, I'll build up toward the landfill I pass by every time I drive into St. Louis on 55 and how that makes me feel.
2. Describe/Explain problem. Using cited sources, I'll illustrate the facts/ figures of a. how much land is used for landfills b. ills of landfills c. what types of products are in landfills d. how many people are employed by landfills (with the understanding that there's enough workforce to be useful in doing other things with the waste) e. illustrate that we can work toward eliminating the waste that fills the landfills
3. Offer your solution. Here is where recycling stuff comes in. In this section, I'll list items that can be used, reused, reduced, recycled. I will illustrate that we are responsible for our landfills, and we can be responsible for stopping landfill problems.
4. 4. Review. Here, I'll review the nastiness of landfills, and what we can do to prevent it.

The **cause-effect or effect- cause pattern** is useful when the speaker wishes to highlight a phenomena and point out its' effects or causes. After the cause or effect is identifies (which is usually negative, but not always) the speaker offers how it can be eliminated. [In this example, it will seem very similar to the problem-solution.]

1. Attention Step. Here, I'll use a powerful list of awful tragedies that cannot be prevented: Cancer, car accidents, terrorist attacks, etc. Then talk about what can be prevented: landfills.
2. Introduce situation. Over-full landfills. Here to illustrate that landfills are a problem, I'll briefly discuss the history of landfills, how many/much landfills we have, what kinds of things are found in landfills, why we think we need them, etc.
3. Offer claim of cause-effect or effect-cause. For this speech, I claim that landfills are an effect with two causes: overpopulation and lack of recycling. To support this claim, I'll offer evidence of the connection between overpopulation & waste, lack of recycling of that waste.
4. Review. Summarize your argument. My argument is that landfills are bad. Overpopulation and lack of recycling are the causes of the bad landfill. In order to reduce landfills we must recycle our waste, etc.

The **refutation pattern** is useful when the speaker wishes to address specific arguments in order to de-mystify the opposing beliefs. For this pattern, I'll address four reasons to recycle (or not to recycle).

1. Attention Step.
2. State the problem or issue. Here, I'll discuss briefly the history of recycling, and why we need it. I will pull from other sources to support my beliefs.
3. Prove your thesis. Here, I'll review all the reasons that recycling is necessary in order to maintain the planet.
4. Present the other side of the issue. This is the key to the refutation. I'll pick a few arguments against recycling, and offer a response to each:
  - a. the planet is going to fall apart anyway, why should I care?
  - b. It won't happen in my lifetime... why should I recycle?
  - c. It's a burden; I'm way too busy in my life to bother with the planet's problems.
  - d. My actions won't make enough difference. For each of these arguments, I'll prove that recycling is, indeed, necessary, easy and worthwhile.
5. Reinforce the thesis. Here is where I recap the reasons for recycling. I might offer, time permitting, ways to recycle [aluminum vs plastic].

- Step 1: Your group will draw a famous speaker's name.
- Step 2: Each person will pick one of the speaker's speeches to work with.
- Step 3: Each person will find at least one article about his/her selected famous speech from the library databases.
- Step 4: Group will have a meeting to discuss each speech. Be prepared to tell the group about your speech, so that as a group, you get a better understanding of that famous speaker.
- Step 5: evaluate your speech (see instructions below)
- Step 6: Have a meeting to share speech evaluations and decide how the presentation of the famous speaker should be organized.
- Step 7: present as a group.

As an individual:

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

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

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

Introduction:

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

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

Analyze:

Who was the audience?

Was anyone addressed directly in the speech?

Would you imagine yourself in the audience?

What was the main message?

What were the minor messages?

Did these messages come through well?

What was the emotion of the speech?

What kind of language was used?

How was the speech organized?

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

Connect to our present class: As an audience member, what was your reaction?

As new speakers, what can we learn from this?

Did anything from the textbook show up in this speech?

## Movie Review Assignment



Step 1: Pick a movie that was produced any time before 1980.

Step 2: Watch the movie! I know you're busy and you've seen the movie before, but let it be fresh in your memory!

Step 3: Offer An analysis, not a summary.

3.1 Identify the main characters. Description, flaws, features.

3.2 Identify the main characters' journey: What changes do these characters make?

3.3 Identify the use of setting: how does the place affect the character's journey?

3.4 identify the use of cinematography: how does watching this affect you? Sights, sounds, technology

3.5 What was great about this movie?

This will be a formal speech. You will be graded on your delivery, your understanding of the movie and assignment. Be sure to have recently watched this movie so you can make the most of your analysis. On Speech day, you'll bring two copies of your outline: one for you to use while speaking, one for me. I should have an exact copy of what you take to the podium. This is not a manuscript speech, but extemporaneous – which means you should not have it written out completely, but using an outline.

Movie Review Assignment – Example outline

Introduction

A. "You can't handle the truth!" And he was right! We probably do not want to handle his truth: That he does awful, terrible things for freedom.

B. A Few Good Men was released in 1992, starring Jack Nicholson, Tom Cruise, Demi Moore, and Kevin Bacon.

C. Overview some of the major themes: Dealing with parental approval, professional self-esteem, power & control, what is right?

D. Can you handle his truth?

Body

I. The main characters are Kaffee, Joann, Colonel Jessep, Jack, and Sam.

- a. Kaffee
- b. Joann
- c. Colonel Jessep
- d. Jack
- e. Sam

II. Journeys

- a. Kaffee – brings relationship with deceased father into his professional self-esteem
- b. Joann – struggles with being understood and taken seriously in the military
- c. Jessep – does not believe he should have any controls placed on his power
- d. Jack – struggles with what his job is and what is right, worries about Kaffee as a friend
- e. Sam – not a real journey, but Kaffee's sidekick where he realizes his importance in supporting Kaffee

III. There were three main settings in this movie, important to the story

- a. Law offices, Kaffee's house – where conversations with Joann and Sam take place
- b. Gitmo – the Cuban naval base
- c. Courtroom

IV. Cinematography

- a. Best part – courtroom

Conclusion

I. Best part of the movie

- a. My theory on this movie, my theory on this genre/timeframe of movies
- b. Residual themes that pay in my head
- c. Circle back to the "truth" idea

*A Few Good Men*. Rob Reiner, Director. Tom Cruise, Jack Nicholson, Demi Moore, and Kevin Bacon, Performers. Columbia Pictures Corporation, 1992.

### Children's book reading

For this assignment, you will be expected to select a children's book from the library (on Tuesday), practice performing it, and deliver the book, as a reading, on Thursday.

You'll imagine yourself in front of a group of children who are interested in this book. The more interesting you make the reading, the better your audience will enjoy it. Have fun with this one!

On speech day, you'll bring an information sheet instead of an outline. It should have on it your name, the assignment, date, a full APA or MLA citation of the book you will be performing, and a short summary of the story. Your performance should be as engaging as possible. The more time you spend with this book, the more comfortable you'll feel when delivering it.

### **ARTICLE PRESENTATION 2-3 minutes**

For this assignment, you will select one academic article that will support your informative speech. Your presentation of this article should be a quick overview. Complete understanding of the article is not expected. After our conversation about academic journal articles, this should be a fairly manageable task. The goal of this assignment is to demonstrate that you can 1. Find academic articles in the library's databases, 2. Find academic articles that are relevant to your research, 3. Discuss academic articles in a scholarly fashion, 4. Demonstrate appropriate oral citations of another's work. To do this, simply add, "According to AuthorLastName, ..."

Your outline should look something like this:

#### Introduction

- A. For my informative speech, I plan to look at the relationship between x and y, or demonstrate that x is an important issue in our lives. In doing so, I read the article TITLE OF ARTICLE, written by AUTHOR(S) OF ARTICLE. In this article, the author asks the question: MAIN QUESTION OF THIS RESEARCH.
- B. Preview the speech: First I will discuss what the research question was, how the researcher(s) created a study to research it, and what the conclusions were.

#### Body

- A. The research question:
  - a. Re-state it. Define any terms. Give examples
  - b. Why was this question important (the authors should make this case for you)?
- B. The methods: (this should be the shortest section)
  - a. How did this question get answered? BRIEFLY describe the method. Survey, observation, etc.
- C. Results/Discussion:
  - a. What were the important ideas that came from this research?

#### Conclusion

- A. The author(s) found that WHATEVER THEY FOUND. This is exciting research because it shows that...
- B. Final message: This article will support my speech on \_\_\_ because \_\_\_.

#### CITATION:

### **INFORMATIVE SPEECH - 6-7 minutes**

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, outline, citations.

**Problem-Solution Speech**

The goal of the problem solution speech is for you to come up with a problem and a viable solution. To do so, select a problem that has some interest to you.

You’ll have the opportunity to

- A. Explain the problem(s) associated with your topic
- B. Explain the causes & consequences with your topic
- C. Propose a solution

Topic selection:

- 1. Is this appropriate? Is it on the prohibited list?
- 2. Is this a topic that interests me?
- 3. Will my audience be interested? Does my audience have prior knowledge?
- 4. Is this a topic where I can invite my audience to consider my ideas? Do I expect my audience to change, or to be open to new ideas? Can I attend to either?
- 5. Will this topic work for the common good of my audience? Is there value in it?

Research:

You must research this topic! You should offer a variety of sources: newspaper, magazine, academic journals, books, websites.

You must offer a citation page: either MLA or APA.

You must orally cite your sources: I must hear at least 5 credible sources (According to \_\_, ...)

Visual Aid: As needed

Notes: Be sure to have an outline to work from. Not a manuscript!

Length: 6-8 min. You will be asked to stop at the 10 min mark.

Bring to class:

You must have 2 copies of your outline: one for me and one for you.

You must have a citation page.

You must have the grading sheet to hand to me before you speak.

Topic ideas: pollution (air, water), drought, gender pay gap, highschool dropout rate, homelessness, prison overcrowding, racial profiling, student loan crisis, unemployment, consumer debt, divorce, generational poverty, healthcare costs, bullying, non-bicycle friendly cities, helicopter parents, campus safety, education completion, illiteracy, animals in zoos/circuses. These are not the only options!

**Academy Award ceremony information sheet.**

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

Event	Topic/Something you did that was memorable (topic)
Self-introduction	

Children's book	
Movie Review Speech	
Article presentation	
In class moment?	
TED Talk – your favorite	
Famous Speech Speaker & title	
Informative Speech	
Impromptu speech	
Persuasive speech	
Three things about you that we don't know already	
<p>Draw a picture of yourself.</p> <p>You're not a stick person with a big head.</p> <p>Give yourself something to set apart from your classmates</p>	

**GROUP PROJECT LOG**

Group Members:

---

PROJECT NAME:



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?

Group Evaluation –

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

5 – Did everything correctly, valuable group member

4 – Did most things for the good of the group

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

2 – Did few things for the good of the group

1 – Did nothing for the group, brought group down

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

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

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 \_\_\_\_\_

### Movie Review Speech Assessment

	Movie selection – before 1980	5	4	3	2	1	0
	Comfort/knowledge of movie	5	4	3	2	1	0
	Identify main characters	5	4	3	2	1	0
	Identify main characters’ journey	5	4	3	2	1	0
	How does place affect the journey	5	4	3	2	1	0
	Use of cinematography	5	4	3	2	1	0
	Speaker’s movements, posture, facial expressions showed confidence and connection to material	5	4	3	2	1	0
	Speaker’s voice was dynamic, showing enthusiasm	5	4	3	2	1	0
	Speaker spoke extemporaneously (prepared and practiced but not memorized)	5	4	3	2	1	0
	Time met?	5	4	3	2	1	0


NAME \_\_\_\_\_

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

### Children's Book Speech Assessment

	Appropriate book selected	5 4 3 2 1 0
	Citation & synopsis clear	10 9 8 7 6 5 4 3 2 1 0
	Engaged reading – to the audience	10 9 8 7 6 5 4 3 2 1 0
	Speaker's movements, posture, facial expressions showed confidence and connection to material	5 4 3 2 1 0
	Speaker's voice was dynamic, showing enthusiasm	5 4 3 2 1 0
	Speaker spoke extemporaneously (prepared and practiced but not memorized)	10 9 8 7 6 5 4 3 2 1 0
	Time met?	5 4 3 2 1 0


NAME \_\_\_\_\_

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

### Article Presentation Speech Assessment

	Appropriate article selected	5	4	3	2	1	0
	Citation & synopsis clear	10	9	8	7	6	
		5	4	3	2	1	0
	Engaged/connection to the audience	10	9	8	7	6	
		5	4	3	2	1	0
	Speaker's movements, posture, facial expressions showed confidence and connection to material	5	4	3	2	1	0
	Speaker's voice was dynamic, showing enthusiasm	5	4	3	2	1	0
	Speaker spoke extemporaneously (prepared and practiced but not memorized)	10	9	8	7	6	
		5	4	3	2	1	0
	Time met?	5	4	3	2	1	0


FAMOUS SPEAKER & Speeches: \_\_\_\_\_

Group members: \_\_\_\_\_

	Group: Outline	Thorough & easy to follow for the speakers. Includes Citations of all speeches & articles	/15
	Group: cohesiveness	Did the group work together?	/15
	Group: Introduction	Overviews ENTIRE presentation	/15
	Group: conclusion	Concludes ENTIRE presentation	/15
/60	= group grade		

	Introduction: Date, occasion, overview, PREVIEW of main points	/15			
	Body: transitions/flow, sincere message, audience identified	/15			
	Body: Major/minor ideas identified, emotion & gravity of speech identified, organization of famous speech identified	/30			
	Connections to OUR textbook	/15			
	Conclusion: summary, wow statement	/15			
		Individual grade			
		Group grade plus individual score TOTAL			

Notes:

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

## Informative Speech Assessment

Powerpoint	Pleasing to eye	2	1	0				
10	Followed speech – did <b>not</b> include works cited	3	2	1	0			
	Balance text/images	2	1	0				
	Supported speech/not distracted	3	2	1	0			
Outline/ Citations	In alphabetical order	5	4	3	2	1	0	
20	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	
15	Speaker built credibility	2	1	0				
	Related to audience	3	2	1	0			
	Introduce topics PREVIEW THE SPEECH	5	4	3	2	1	0	
Body	Flowed among ideas with transitions	5	4	3	2	1	0	
30	Organizational pattern clear	10	9	8	7	6		
	Smooth transition to conclusion	5	4	3	2	1	0	
	Cited research appropriately	10	9	8	7	6		
	Did you say, “according to (lastname)”	5	4	3	2	1	0	
Conclusion	Summary reviewed all main parts of body	4	3	2	1	0		
15	All important concepts speaker wants audience to remember	4	3	2	1	0		
	Final remark left audience thinking (wow statement)	4	3	2	1	0		
	Time – was time met?	3	2	1	0			
Delivery	Body language – confident & comfortable	2	1	0				
10	Facial expression – alive, natural, eye contact with audience	1	0					
	Language – appropriate for college, content, good examples	2	1	0				
	Voice – loud, clear, dynamic, extemporaneous	5	4	3	2	1	0	

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

### Persuasive Speech Assessment

Outline/ Citations	In alphabetical order	5	4	3	2	1	0
20	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	3	2	1	0		
15	Speaker built credibility	3	2	1	0		
	Related to audience	3	2	1	0		
	Attention getter was in first few sentences	3	2	1	0		
	Introduce topics PREVIEW THE SPEECH	3	2	1	0		
Body	Flowed among ideas with transitions	10	9	8	7	6	
40	Organizational pattern clear, logical organization	10	9	8	7	6	
	Speech offered new ideas or new ways to look at old ideas	5	4	3	2	1	0
	Smooth transition from introduction to body and body to conclusion	5	4	3	2	1	0
	Cited research appropriately, credible research used	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
15	All important concepts speaker wants audience to remember	5	4	3	2	1	0
	Final remark left audience thinking (wow statement)	2	1	0			
	There was a call to action/strong summary statement	2	1	0			
	Time - was time met?	1	0				
Delivery	Body language - confident & comfortable	2	1	0			
10	Facial expression - alive, natural, eye contact with audience	2	1	0			
	Language - appropriate for college, content, good examples	2	1	0			
	Voice - loud, clear, dynamic, extemporaneous	2	1	0			
	Overall - comfortable with speech, spoke to audience	2	1	0			