



# TEXARKANA COLLEGE

Syllabus: PUBLIC SPEAKING

Course Number: SPCH 1315 HYBRID

Semester & Year: Spring 2016

Instructor Information

Name: PATRICIA MEYER, PH.D.

Office: AIKIN 169

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

Office Hours:

In the office:	Monday: 11-12:30
	Tuesday: 11-2
	Wednesday: 11-12:30, 5:30-6, 8:45-9:15
	Thursday: 11-12:30
	Friday: 11-2
	By Appointment: in office or videochat

Textbook Information

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

Materials 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,

Materials suggested: A style manual (either APA or MLA)

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	Notes
Participation -Day1 Inventory -written self introduction -practice outline -library assignment -chapter discussions -self introduction video -self-critiques -classmate critiques		400 *if you do all, on time, you may earn up to 25 bonus points		
Citation Assignment		50		
TED Talk		50		
Speech: Narrative -proposal, outline		50		
Speech: Introduction -proposal, outline		50		
Speech: Informative -proposal -article summary -outline & citations -PowerPoint		100		
Speech: Persuasive -proposal -outline & citations		150		
Midterm		50		
Final		50		
YouTube Stranger critique		50		
Bonus Conversations (Bonus Convos)		*50*		

Tentative Course Calendar for SPCH 1315 HYBRID. Assignments due at 11:30pm on date listed.

Date	**Please note, most assignments are on Sundays, but not all. Please check the date of each assignment! THESE ITEMS ARE DUE ONLINE	This is what we will do in class!
Week 1 Jan 19-24	Wednesday, Jan 20: 1 <sup>st</sup> Day Inventory, Syllabus Acceptance SUNDAY, Jan 24: Written Self-introduction, Practice outline	Meet each other, discuss online classes, and self-introductions
Week 2 Jan 25-31	Bonus Convo 1 Textbook Convo Tab 1	Discuss narrative speech, work on narrative speech proposal
Week 3 Feb 1-7	Sunday, Feb 7: Narrative speech proposal Sunday, Feb 7: Citation Assignment Textbook Convo Tab 2	Deliver narrative speech (must bring 2 outlines)
Week 4 Feb 8-14	Sunday, Feb 14: Speech of Introduction Topic Sunday, Feb 14: Library Assignment	Librarian visits our classroom.
Week 5 Feb 15-21	Textbook Convo Tab 3 & 4	
Week 6 Feb 22-28	Sunday, Feb 28: TED Talk STEP 2 BONUS CONVO II	
Week 7 Feb 29-Mar 6	Sunday, Mar 6: Midterm Exam	Speech of Introduction (must bring 2 outlines)
Week 8 Mar 7-13	SPRING BREAK	
Week 9 Mar 14-20	Sunday, Mar 20: TED Talk STEP 4 Informative speech proposal Bonus Convo III Textbook Convo Tab 5	
Week 10 Mar 21-27	Sunday, Mar 27: Article Summary Sunday, Mar 27: Informative outline & citations	Informative speech consultation
Week 11 Mar 28-Apr 3		Informative speech – must bring 2 outlines, citations, powerpoint
Week 12 Apr 4-10	Sunday, Apr 10: Persuasive speech topic Bonus Convo IV Textbook Convo Tab 6	
Week 13 Apr 11-17	Work on persuasive speech Textbook Convo Tab 7	Persuasive speech consultation
Week 14 Apr 18-24	Work on persuasive speech Textbook Convo Tab 8	
Week 15 Apr 25-May 1		Persuasive speech – must bring two copies of outline, citations, powerpoint optional
Week 16 May 2-8	Sunday, May 8: Final Exam	Final exam TBD. This may be online.
Week 17 Final Exam	Monday, May 9: YouTube Stranger Critique Monday, May 9: Speech Make-up Day	

Graduation: May 17, 2016. 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, 12<sup>th</sup> Day Census Reports, last date of attendance, and involuntary withdrawal from a course due to absences. All online students must complete an Enrollment Verification activity within the first week of class (activity depends upon the professor); otherwise the professor **may** drop the student for not having attended. Students must complete at least one activity in their online class per week. Each week in which a student does not complete an activity will be counted as an absence.

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

### MAXIMUM ALLOWABLE ABSENCES

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

#### Academic Classes

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

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

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

## **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!

### **TED TALK CRITIQUE**

STEP 1: Go to [www.ted.com/talks](http://www.ted.com/talks) and look around. Find a few speeches that you find interesting and be prepared to report to the 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:

    Create the list of things the speaker did well.

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

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

    Create the list of things the speaker should do better.

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

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

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

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

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

## 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, MLA or APA format is expected for all sources used in speeches. That means every time you use someone's work, you'll cite it. Like a scholar.

For this assignment, you will submit a MLA Works Cited page (or an 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 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.

Also, just pick one – either MLA or APA – and use it for your academic career. Learning one is easier than two!

See the next page for examples.

I use the same 6 sources, as if they were in my speech/paper for both MLA and APA.

Notice these things:

Everything is double-spaced.

Everything is alphabetized *by the last name (or beginning of the entry)*

I can identify the title of each one easily.

## Example MLA Assignment

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

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

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

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

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

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

## Example APA Assignment

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

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

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

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

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

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

## LIBRARY ASSIGNMENT

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

## **LIBRARY INSTRUCTIONS!**

### **To find a book**

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

### **To find an eBook**

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

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

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

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

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

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

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

### **Practice Outline**

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

I suggest picking an article of some length - so it will be easier to outline.

Another option would be to pick a few pages from any textbook you already have. If you have trouble picking something, email/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 earn 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 (MLA) or REFERENCES (APA)  
Alphabetical listing, in MLA or APA format, of the three articles.

NOTES on the article summary:

- Make sure you know what an academic article looks like.
- These articles are not websites or magazine articles.
- These articles should help you better understand something about your topic.
- These articles should be in your works cited and used in your speech

**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.

**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 Assignment

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.

Textbook assignment will be in three moments.

### Textbook Part I

In Part I, you will be assigned a portion of the textbook (either chapter, part of a chapter, or multiple chapters). It will be your job to create a *thorough* outline of the chapter. This outline will include a description of all vocabulary that might be speech-specific, possibly examples, and demonstrate that you understand what the chapter is about.

### Textbook Part II

In Part II, you will be assigned 2-3 chapters. You will be expected to find and describe four ideas PER CHAPTER that you believe will be helpful when making a speech. Find, describe, discuss.

### Textbook Part III

In Part III, you will be assigned a portion of the textbook (either a chapter, part of a chapter, or multiple chapters). It will be your job to review the outline that was created in Part I (created by another student), review the ideas submitted in Part II (created by another student) to see if it was thorough, and link the ideas in this chapter to something that has happened in our class online. This could be in one of the discussions, this could be in a students' speech, or perhaps something you found when researching a speech.

### Suggested topics:

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