



# TEXARKANA COLLEGE

Syllabus: PUBLIC SPEAKING

Course Number: SPCH 1315 WEB

Semester & Year: Summer II 2016

Instructor Information

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Office Hours: If you need to discuss something with me, please send an email with your phone number and a time to call you.

Textbook Information

Ford-Brown, Lisa A. (2012). DK Guide to Public Speaking. 2nd Edition. Boston: Pearson Education, Inc. ISBN: 978-0-205-93013-5 – either Edition 1 or 2 will work.

Materials required: Access to the internet, a videocamera, a free YouTube account, access to 5 adults as audience members for every speech.

Materials recommended: A current style guide (either MLA or APA)

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		250		
Chapter Convos		100		
Citation Assignment		50		
TED Talk		50		
Speech: Self Introduction -outline -self-evaluation		100		
Speech: Famous Speaker Oral Report -outline -citations -self-evaluation		100		
Speech: What Society Needs -outline -self-evaluation		150		
Speech: Informative -proposal -article summary -outline & citations -PowerPoint -self-evaluation		150		
YouTube Stranger critique		50		
Bonus: comment on a classmate's speech, constructively				

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

Date	
	<b>Week 1</b>
July 11	Syllabus Acceptance. 1 <sup>st</sup> Day Inventory 10:30 am – TC Campus Media Center Room 108 Meet & Greet
July 12	Chapter Convos: 1, 2, 3, 8 10:30 am – TC Campus Media Center Room 108 Meet & Greet 6:30 pm – TC Campus Media Center Room 108 Meet & Greet
July 13	VIDEO: Self-introduction
July 14	Self-Evaluation: self-introduction, Library Assignment Library Informational Session: 10am and 4pm
July 15	Ted Talk, STEP 2; Outline Assignment
	<b>Week 2</b>
July 18	Ted Talk, Step 4, Chapter Convos: 4, 5, 6, 7
July 19	Citation Assignment
July 22	VIDEO: Famous Speech Oral Report
	<b>Week 3</b>
July 25	Self Evaluation: Famous Speech Oral Report, Chapter Convos: 9, 10, 11, 12, 13
July 27	Video: What Society Needs
July 29	Self-Evaluation: What Society Needs
	<b>Week 4</b>
Aug 1	Chapter Convos: 14, 15, 16, 17
Aug 4	Outline for Informative Speech
Aug 5	Article Summary for Informative Speech
	<b>Week 5</b>
Aug 8	VIDEO: Informative Speech VIDEO: PowerPoint (that supports your informative speech)
Aug 10	Self-Evaluation: Informative speech
Aug 11	VIDEO: Speech Make-up Day YouTube Speech Critique

### 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 in myTC.

## **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
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.

## 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 classroom site (see below for first-day activities).

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 only have a few assignments, doing the assignment before it is due marks you present. Not doing an assignment before it is due marks you absent.

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

**NOTE: If you do not deliver all 4 speeches, 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 **JULY 29**, 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 (or video) 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	Drunk driving
Diseases (any),	Texting while driving
Blood or organ donation	Tobacco smoke/smoking
Well-known presidents (e.g. Washington, Lincoln, FDR, JFK)	Euthanasia
Marilyn Monroe	Healthy living/lifestyle
Gun control	Working out
Abortion	Teen pregnancy
Death penalty	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.

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 THE ONLINE CLASS.

## 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 \_\_\_\_\_

## SPECIFICS ON THIS ONLINE COURSE:

### **1. How will this class work? Will I still need to give speeches?**

Yes, you will give speeches for this class! You will prepare, deliver/record, upload a variety of speeches in this class. To turn in your speech, you must find your own audience of at least 5 adults, videorecord your speech, upload it to YouTube, submit an outline and a link to your video through our online class. The first speech, where you introduce yourself by video is somewhat of a dress-rehearsal. It is my hope that you get the kinks worked out in your method/system. Use it to your advantage! It is my expectation that everyone will be able to videorecord his/her speeches for all remaining speech assignments.

### **2. What are the techy-logistical requirements for this online course?**

You must have regular access to the internet, a YouTube account & channel, a videocamera, knowledge of uploading documents to the internet, myTC's online class system, and email. Documents (papers) must be saved a .RTF file, regardless of what program (MSWORD, Works, Pages) you use.

### **3. What are the logistical requirements for the speech?**

Before you begin delivering your speech, pan the audience to demonstrate that you have **five** live adult humans in the audience. You can have your dog there, too, but Scruffy does not count as a human... so Scruffy plus at least five other humans! Once you start recording, don't stop! Even if you mess up and need to start over, we need to see that part of your learning process! Recordings should not be edited in any way.

Except for the speeches, all of our other work will be done online, through the class website, or by email. You already need to be familiar with the myTC system and email in order to successfully complete this course.

**Your videorecording quality must be appropriate!**

**Make sure the video is right-side-up!**

**Make sure you can be heard and seen!**

4. 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.

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

On the site for this class, I have created a Q&A forum. Please use it! I encourage everyone to submit questions and respond to each other's 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

### BONUS Evaluations

After each speech, you are asked to evaluate yourself – and that is a graded assignment. If you wish to earn bonus points, you'll be asked to view 2 other classmates' speeches and evaluate them. Each bonus evaluation (of two classmates per speech round) is worth 10 bonus points, for a total possible of 40. If you evaluate 2 students at the end of each round, within 3 days of the speech, I'll award 50 points. See instructions on evaluations on page 13.

#### Day 1 Inventory

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!

### Chapter Convos

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.

To encourage you to get the most out of our textbook, I will start a conversation, with questions for each of the chapters (check calendar for which chapters are assigned each week).

Be sure to participate in these conversations. I realize that is difficult to feel like a class when we're not in the same room, but we can respectfully discuss the ideas in the textbook in a forum!

### Written Self-Introduction

This must be submitted in our class website in the correct forum by the end of the first day of class.

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 our class 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 July 16 for credit.

### VIDEO Self-Introduction

For this introduction, we'll go a little deeper. Offer your name, current and/or future career/position, something interesting about yourself (that you didn't write in the written introduction), a TV or movie character you identify with and why, and describe a moment in your life that you'd like to go back and change. Your speech should be something other than, "I wouldn't change anything; my mistakes made me who I am." Come up with something to change.

My expectation is that we'll get all of the technical hiccups out of the way for the semester with this short self-introduction.

## HOW TO EVALUATE ONESELF OR ANOTHER

Most students are not comfortable critiquing other students. Most students feel as though they do not know the material well enough or are not seasoned speakers themselves to be critiquing others. Because it is an unsettling task, I want to offer some guidelines and encouragement. I imagine my classroom (face-to-face and online) to be a workshop, where we learn how to become speakers. I believe that we can learn from others, and their mistakes, as well as our own. We have all been in an audience before and we know what kinds of things work for others. This class is an opportunity to find what works for ourselves. We evaluate other so that we can better learn what will work for ourselves.

Your critique of another speaker or of yourself

1. What did this speaker do well?
  - a. Why do you think so?
  - b. Give examples.
  - c. Connect something they did well with what the textbook says speakers should do in a speech.
2. What does this speaker need to work on?
  - a. Why do you think so?
  - b. Give examples
  - c. Connect something they need to work on with what the textbook suggests
3. What do you think of the subject/content of the speech?
  - a. Discuss how the speaker built credibility of him/herself
  - b. Discuss how the speaker built credibility of the sources he/she used.
  - c. Did you believe what the speaker said was true? Why or why not?
  - d. What was persuasive in this speech?

### Here's an example of a student – student evaluation:

During Stephanie's speech she used a PowerPoint to assist as a visual aid to her speech. On page 235 of the textbook it states that a presentation aid makes it easier for your audience to understand your topic. She also used a doll to demonstrate how to correctly administer CPR and I think that was a good actual item to use for a visual aid. In Chapter 11, page 236, it states that actual items used during speeches can help demonstrate and emphasize your topic. I think that the PowerPoint was in a way distracting as well because she would pause her speech as slides changed and it seemed to make her lose her train of thought at times. In chapter 11, page 243, it states that a multimedia aid should only be used for short durations so that they do not become the speech and compete with the speaker themselves. I enjoyed Stephanie's speech about CPR and first aid and thought she did a good job summarizing the steps of these topics. Her speech was over 13 minutes long, as opposed to the 6-7 minutes assigned for this speech, but I think that first aid in all the subjects she addressed are important enough to mention. I think that she could have eliminated her intro video on her PowerPoint at the beginning of her speech because when she demonstrated CPR herself it seemed to be enough information to inform us on first aid. Overall her speech was informative and could help anybody save a life.

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. 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 demystify

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].



## 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.

### **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.

Wilder, Forrest. "When Climate Disaster Hits Home." *Greenpeace*. Feb 5, 2016.

Greenpeace.org/usa/stories/climate-disaster-hits-home.

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.

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.

## Book

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

## Magazine

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

## 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) (you'll use this for the questions below)

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.

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.



## **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

## 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 ....

# Famous speech Oral Report

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

To find one, visit one of these websites:

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

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

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

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

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

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

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

Spend some time with this speech. Read it. Read it aloud. Ask another person to read it aloud to you.

Look up all the words you don't know. Look it up on the Internet. Did you find the video of the original delivery? Look it up in the library's databases. What do you find? (and, be sure to cite these as sources!)

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

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

Introduction:

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

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

Analyze:

Who was the audience?

Was anyone addressed directly in the speech?

Would you imagine yourself in the audience?

What was the main message?

What were the minor messages?

Did these messages come through well?

What was the emotion of the speech?

What kind of language was used?

How was the speech organized?

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

Connect to our present class:

As an audience member, what was your reaction?

As new speakers, what can we learn from this?

Did anything from the textbook show up in this speech?

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

### **What Society Needs Speech**

For this speech, you'll consider what you believe society needs in order to be improved. This speech can take a number of paths, but a great speech will be something you feel passionate about. Be sure to check the prohibited speech list for this one!

Perhaps you believe that our society need conscription (required time in military for all citizens). What do you already know or believe about conscription? What is already published about conscription? Do those published things support your ideas? How would our society go about implementing it? To prepare, perhaps consider using a pro-con list. What would be some drawbacks to it?

Be sure to submit an outline – and it be the outline that you use for the speech. Reading your speech will earn you a 0%.

**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!*

The next few assignments are all part of the informative 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 Citations .....**

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. The best method is to turn it into a**

video and upload it to YouTube. You can then submit that YouTube link in our class website, along with the link to your speech.

The informative speech requires an accompanying PowerPoint presentation. Be sure to review chapter 11 in the textbook that suggest ideas for an appropriate PowerPoint visual aid. Some general guidelines:

- subtle background, never red or black (they're too harsh on the big screen)
- as few words on the screen as possible (too many words will either encourage the speaker to read them or distract the audience from the speaker's words)
- you should not have a works cited page on your slideshow (no one will have enough time to look at it)
- My expectation is that this visual aid will help your audience understand your speech and not detract from your message.
- I want each student and his/her speech to have a complementary visual aid. I would consider any less than 7 slides unacceptable.... That said, don't add "fluff" slides.

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

### **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.**

### **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 road signs 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...."

### YouTube Stranger Critique

Find a student-level speech on YouTube (they're out there) that is less than 10 minutes long. In the appropriate discussion forum on our class website, submit the link to the speech and upload your one-page single-spaced critique of it. This critique should be as caring, thoughtful, and helpful as a critique of your own classmate. Think about how you received the speech. What did the speaker do well? What could the speaker improve? Did the speaker have any odd mannerisms? Were there visual aids? How did they improve/detract from the message? Could you follow the speaker's argument? Did the speaker stay on track?

### 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

Suggested topics:

Something related to your major

Oppenheimer

Historical role/evolution of gangs

Halliburton's success

Why do labor unions exist?

The first amendment

Mother Jones (Mary Harris Jones)

The Labor Union

The Chicano Movement

Suffrage

The Bracero Program

Second-Wave Feminism

Vatican II

NAFTA

Racism & Anti-Racism laws

Hedge funds

Costs of War (financial, human)

Rosie the Riveter

The Cold War

Lesser-known presidents

Trail of Tears

How technology shapes relationships

Student Loan Crisis

Chicago Fires

Elizabeth Caty Stanton

RICO laws

Privacy (technological)

HIPAA

PeaceCorps

Americorp

Greenpeace

Evolution of activism

Rhetoricians

Rhetorical theory

Human trafficking

Gentrification

BP Oil Spill and aftermath

Cuban Missile Crisis

What do our taxes provide?

Can we have a female president?

Dick Cheney's career

First female speaker of the house

Homeland Security - goals and limitations

Future of education

Exxon oil spill

Tylenol Crisis

Nestle boycott

Montgomery Bus Boycott

Civil Rights Movement

Little Rock 9

Internment Camps from WWII

Obamacare

Research a company you'd like to work for

Who was Mary Surratt?

Watergate

Supreme Court Justices

Prohibition

Nobel Peace Prize winners

Mandela's legacy

Any influential artist

(avoid Hollywood/athletes)

Homelessness

Standardized testing

Poverty

Any communication theory

Impact of big chains on small businesses

How a site becomes a national monument or historical monument

Architectural design

Cave drawings - where found, what we learned from them

Ground water pollution

Illiteracy

Does importing labor help or hurt our country?

Who benefits from outsourcing? Does anyone suffer?

Hate speech

Book banning

Refugee