COMM 1315.H01  
Public Speaking (Honors)  
Spring 2012  
Thursdays 4:20 – 6:50  
Bay Hall 111

Instructor: Cheryl Spaniol  
Office: 334 Bay Hall  
Office Phone: 825-2179

Office Hours:  
M 3:15 – 6:15  
T 3:15 – 4:15  
W 3:15 – 4:15  
(Also by appointment)

Email: Cheryl.Spaniol@tamucc.edu  
Please use this email address ONLY if Blackboard is down.

Note:  ONLY use these email addresses if you have not been able to access Blackboard OR it is down, for some reason.

Course Textbook:  
Lucas, Stephen E., The Art of Public Speaking, 10th edition,  

- Additional Readings will be assigned throughout the semester, these will be available on reserve in the Library.

There will be exam questions taken directly from the assigned textbook readings that won't necessarily be covered in class.

Additional Requirements:  
- CD, Jump Drive or something else to transfer Powerpoint to the Classroom computer.
- Index Cards for Peer Evals (4 x 6 – 100 pack)
- Folder with Pockets (Brads optional)

Course Description: A study of the art of public speaking and the tools employed by the speaker to build his/her craft. Basic public speaking techniques and terminology will be emphasized. THIS IS A PARTICIPATION CLASS! YOU WILL BE REQUIRED TO SPEAK IN FRONT OF OTHERS.

Student Learning Objectives:  
1. Demonstrate understanding of the terminology and principles of public speaking.
2. Create and deliver informative and persuasive oral presentations which incorporate elements of effective public speaking.
3. Utilize listening skills in critically assessing speeches presented by other speakers.
Assignment Values:

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<th>Assignment</th>
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<td>Speech One</td>
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<td>(Personal Speech)</td>
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<td>Speech Two</td>
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Note: if a student does not turn in a bibliography with the informative AND/OR persuasive speech, he/she will receive a zero on the speech. Lack of a bibliography = plagiarism.

The are 1000 points possible, broken down as follows:

- A = 900-1000
- B = 800-899
- C = 700-799
- D = 600-699
- F = 500 or fewer

To average your grade up to any given point in the semester…

1. Add what you COULD have earned up to that point
2. Add what you have actually earned up to that point
3. Divide what you COULD have earned INTO what you actually earned you will have your current average in the course.

Honors Program Standards

The instructor assumes that students enrolled in this course are good-faith honors students. Bona fide honors-program behavior is distinguished in the following ways:

- Students read assignments on time, completely to the last page. They know that reading is only the first step; they work toward taking command of the material, and they come to class with serious responses and a willingness to learn.
- Students do not assume that an assignment is legitimate only if it will be “tested.” The work is done for its own sake. Students also make connections between the material at hand and what has been explored in previous classes.
- Students expect that they will attend 100% of the time and make home arrangements that this will happen. They don’t assume that there are a certain
Students assume that open and equitable discussion and critique is the soul of an honors course. Everybody listens attentively to the instructor and to each other. Everybody participates. Students don’t put the burden on the teacher or on other students to originate or maintain discussion. They themselves take on the responsibility to keep some class members from dominating others, and they do it by offering their share of talk and thinking of questions that will help the class explore course content more deeply.

- Students think “outside the box” and are not afraid to take risks and try 

**Attendance Procedures:**
Attendance is EXPECTED!! Students will learn as much from observing performances as from performing itself. Students are permitted three (3) absences from class. Additional absences will result in the subtraction of one percentage point (1%) per absence off of the final grade. For example, if a student ends up with a 92%, but misses 6 class periods (3 more than allowed), then the actual grade would be an 89% or a "B" grade (92 - 3 = 89).

Unless a student misses more than 3 times due to medical reasons and/or university conflicts, there is no need to show documentation. The 3 given are to be used for these purposes. All documentation should be kept in case it is needed at the end of the semester. THERE ARE NO EXCUSED ABSENCES FOR MISSING DESIGNATED SPEAKING DAYS/DATES!!! It is the student’s responsibility to make sure there are no conflicts before signing the speech schedule.

**Late to Class:**
Students are allowed to be late to class 3 times during the semester. The 4th tardy, plus every tardy after that, will count as an absence. If a student is more than 10 minutes late to class, he/she will be counted absent for that day.

**Policy for Late Assignments:**
Speeches/Assignments that are presented late will be lowered one letter grade per class period. If a scheduled speaker MUST miss his/her designated speech day/date, then the student is expected to be present and ready to give his/her presentation the next class period. If the assistant has time to get the late speaker in, then he/she will. If not, the late speaker is expected to come to the next class period ready to present. If, at any time, the assistant can fit the late speaker into the schedule and the student is not present and/or ready to present, then it will be an additional letter grade off.

**Timing.** Learning to complete a speech in an allotted amount of time is an important skill for all public speakers to develop. The only way to know the length of your speech is to rehearse it. So rehearse, rehearse, rehearse – for the sake of timing and a polished delivery. Note also that a speech which falls short of the lower limit does not fully meet the assignment. Going over your time limit reflects a poorly developed specific purpose
Time Limit on Speeches:
All graded speeches are timed! For every minute that the student goes over the allotted time, it will be 1 point off his/her speech grade. For example, if the time limit is 5 to 10 minutes and the speaker speaks for 12 minutes and receives a grade of 80% on the performance, then his/her actual grade would be a =78% (2 min. over = 2 points off).

For every minute that the speech is under time, it is 5 points off the final speech grade.

Topic Selection: Each speaking assignment is intended to facilitate your understanding of the speech design process, while allowing you to develop your delivery style. Your general purpose is either to inform or persuade your audience about a pre-approved topic. Although you have a great deal of freedom in regard to topic selection, you must be sure to relate your topic to the Audience. In addition, be sure that your topic is one that can be covered in the allotted time. We will discuss the above requirements in more detail throughout the semester.

Research and Preparation. Few things are more uncomfortable than giving a speech that is not adequately prepared. Do your homework. You should use outside sources, such as publications (books, academic journals, credible magazines and newspapers, government reports, etc.) and also interviews. When you make claims (which you will, particularly in the persuasive speech), then you must offer evidence to back them up. You simply must do research in order to understand your audience and prepare the content of the speech.

Use of the Internet. Internet sources are permitted for speeches. However, use of the Internet for research can lead to sloppy research that borders on plagiarism. The Internet is a great tool, but remember that you are responsible, so seek out credible information (not just the first thing you see) and evaluate this information.

Academic Etiquette:
Universities must maintain standards of academic etiquette in order to create an atmosphere conducive to learning. Everyone in the classroom is expected to demonstrate courtesy to one another, to the assistant and the Instructor, both in and out of the classroom. Talking to one's neighbor(s) during class lectures, student speeches or general discussions, as well as chronic lateness, leaving class before it has been dismissed, etc., is inherently disruptive and thus injurious to the rights of others to the opportunity to learn. As such, it is unacceptable in a university classroom.

Students who are unable to abide by these rules of academic etiquette and normal civility will be removed from the class.

Note: please be sure to put all cell phones on vibrate and DO NOT answer during class or lab. Check to make sure the vibrate mode does not make noise either.
Blackboard: Password protected web site that students use for communication as it relates to this course. In addition, students will gain access to all assignments, exams, the grade book and resource materials for the course.

Gaining Access to Blackboard: Go to TAMUCC.edu, click on Island Online (under Current Students to the left) then Bb 9.1 Login (left). Type in Username and Password (same as your tamucc email information).

Need Help?

- By Phone:
  - 361-825-2825 (Local)
  - 1-866-353-2491 (Long Distance)
- By Email: iol.support@tamucc.edu
- Hours of Operation: 8:00 A.M. to 10:00 P.M. CST Everyday

Plagiarism -- any student found to be plagiarizing in any form will receive a zero on that assignment with the possibility of failing the course.

Conscious Plagiarism: This is outright copying from a published source, buying a prepared paper or speech, using someone else’s paper or speech, or having someone rewrite a rough draft. The student who does this is completely conscious of his or her theft. Usually the student who resorts to conscious plagiarism is doing so as an act of desperation in order to salvage a grade. He or she is to be pitied, but the consequences are the same. That student has performed an act of conscious theft.

Unconscious Plagiarism: This is an accident, generally the result of ignorance. The person who unconsciously plagiarizes usually does not fully understand how to summarize or how to insert material from his or her sources into the paper or speech. Another type of plagiarism is more complex. It occurs when the writer or speaker presents, as his own, the sequence of ideas, the arrangement of ideas, the arrangement of material, the pattern of thought of someone else, even though he expresses it in his own words. The language may be his, but he is presenting it as the work of his brain, and taking credit for the work of another’s brain.

Citing Sources. It is just as important to cite sources correctly as it is to utilize them appropriately. While providing lengthy citations can be cumbersome in a speech, you still need to tell the audience where you obtained information, quotes, etc. that are not your own. This is important for your credibility as a speaker, but it is also important for me to know that you are not plagiarizing others’ material. Remember, failing to cite source material when using ideas, facts, etc. that are not your own counts as plagiarism. Note: You must turn in a bibliography of sources (in APA format), along with your text, in order to get credit for the speech.
Note: it is the student’s responsibility to read the information about plagiarism in the text to be sure that he/she is clear on exactly what constitutes plagiarism. Ignorance is no excuse! Any student found to be cheating or plagiarizing may receive a zero on that particular exam or in-class activity with the possibility of failing the course.

Notice to Students with Disabilities:
Texas A & M University – Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Driftwood 101, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

Academic Advising:
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

CRITERIA FOR GRADING SPEECHES
(adapted from National Communication Association standards, www.natcom.org)

To earn a C on your speeches you must meet the following standards:
1. The speech must be original.
2. The type of speech presented must be appropriate to the assignment.
3. The topic must be sufficiently focused and appropriate for the audience.
4. The speech must fit the time requirements of the assignment.
5. The speech must be presented on the day assigned.
6. Main ideas must be supported with facts, figures, appropriate testimony, examples, or narratives.
7. The speech must have a clear sense of purpose.
8. The speech must have a clearly identifiable & appropriate design/organizational pattern, with an introduction and a conclusion.
9. The speech must be delivered extemporaneously (NO reading speeches!)
10. The speech must satisfy at least the minimum requirements of the assignment, such as number of references, formal outline, and/or use of visual aids.
11. The speaker must use language correctly.

To earn a B on your speeches you must meet the following standards:
1. Satisfy requirements for a C speech.
2. Select a challenging topic and adapt it appropriately to your audience.
3. Reflect a greater depth of research.
4. Clearly identify sources of information and ideas.
5. Create and sustain attention throughout the speech.
6. Make effective use of transitions, previews, and summaries.
7. Use good oral style.
8. Present your speech with poise.

To earn A on your speeches you must meet the following standards:
1. Satisfy all requirements of a B speech.
2. Demonstrate superior critical thinking skills in topic selection & speech development.
3. Develop & sustain strong bonds of identification among speaker, audience, & topic.
4. Consistently adapt information & supporting material to the world of your audience.
5. Reflect an even greater depth of research.
6. Demonstrate artful use of language & stylistic techniques.
7. Make a polished presentation that artfully integrates verbal and nonverbal communication skills.

A D speech does not meet two or three of the standards for a C speech or
1. Topic not relevant and/or applicable to intended audience.
2. It includes information and/or persuasive arguments that are common knowledge to most people.
3. It is based entirely on biased information or unsupported opinions.
4. Sources not credible
5. It does not even hit the minimum time requirement (seriously underdeveloped)
6. It is obviously unrehearsed.

A F speech does not meet three or more of the standards of a C speech, reflects either of the problems associated with a D speech, or
1. It uses fabricated supporting material.
2. It deliberately distorts evidence.
3. It is plagiarized.
4. It does not even hit the minimum time requirement (seriously underdeveloped)

Grade Appeal Process:
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university.rules/index.htm.
For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

ASSIGNMENTS

MINI SPEECHES

Intro with Object/Power Point or Prezi  Mini Speech #1
Proper use of PowerPoint and/or Prezi can enhance an effective presentation. Improper use can ruin an otherwise effective speech. Therefore, it is important to learn how to use PowerPoint properly. For this assignment you will present a mini speech that includes between 1 to 3 slides while also giving your classmates an opportunity to know you better. The speech should last 1 to 2 minutes.

Choose an object and tell at least two ways you are similar to the object and at least two ways you are different. Remember that the point is to help your classmates to get to know you better, so please don’t state the obvious.

The 'Ah' Game  Mini Speech #2
Students will pull a topic out of an envelope and speak for 1 min on that topic without saying 'ah' -- or any other type of vocalized pause. For example: 'like,' and 'you know'

Sample Topics:
Movies
Crayons
Fashion
TAMUCC
Music
Dogs
Cars
Partying

To prepare for this speech, all you need to do is get a good night's rest and eat a little something before class. If you have taken care of yourself physically, it will be easier to think quickly on your feet!

Birthday Citation  Mini Speech #3
Providing credible information is the basis of any well designed speech. Therefore, you must learn to properly cite sources during your speeches. While providing lengthy citations can be cumbersome in a speech, you still need to tell the audience where you obtained information, quotes, etc., that are not your own. This not only adds to your credibility as a speaker, but it also ensures that you are not plagiarizing others’ material
(which could cause you to fail the course). Remember, failing to cite material when using ideas, facts, etc., that are not your own counts as plagiarism.

Your topic for this assignment is the day/date you were born. You must present two sources informing on this topic. You must have one statistic, one direct quotation and one passage of information you will paraphrase. You will then give a brief (1 – 2 minute) presentation that incorporates all three citations.

Note: you will not have to turn in a bibliography. We will base this one on the honor code, but you MUST turn one in for the Informative AND persuasive speech.

Note: Per student request, you can provide information from ANY year… as long as it happened on your birth date.

Tell a Story
Mini Speech #4
Tell a story that is about 1 to 2 minutes in length. It can be from personal experience, something you have read or seen on tv or something you know that has happened to a friend or an acquaintance. Remember to use vivid, illustrative language so that the audience can actually 'see' or imagine what occurred as you are speaking. Also, practice telling the story beforehand. It is best that it's not memorized; however, it is important to practice telling the story (out loud!) for overall effectiveness. Remember the importance of the delivery, too. Practice using effective vocal variety, changing the rate where necessary and incorporating pauses for dramatic effect. The story can be be serious or humorous and it can be about anything as long as it is not offensive to anyone (Rated PG :)

Also remember that to be most successful in this course, you want to -- just like all areas of life, really -- plan for the future! In other words, if you have a personal story or a story you are familiar with that could potentially be related to one of your GRADED speech topics.... SAVE IT! Don't use it for the mini-speech! Take the time to find another story for the mini-speech. GOOD LUCK! Cheryl

Give me the Quarters!
Mini #5
For this assignment, you must bring a quarter to class. Students will put all quarters in a pile. In 1 to 2 minutes, each speaker will attempt to persuade the class to give him/her ALL of the quarters by applying the persuasive speaking methods and strategies discussed in class and in the textbook.

After all speakers have spoken, each person will vote to determine who will win the pile of quarters.
**PREPARATION MATERIALS**

**Bibliography Assignment** – Must turn in an annotated bibliography on the day of the speech. Must be Typed! 10 points – Informative and Persuasive.

Students MUST use APA Style in order to get credit for the bibliography. Students MUST cite AT LEAST 2 sources WITHIN the speech.

If a student fails to turn in a type-written bibliography, in the APA format, he/she WILL NOT receive credit on his/her speech.

Go to the following link for examples of how to cite sources on a bibliography using the APA style format:  [http://www.ithaca.edu/library/course/apa.html](http://www.ithaca.edu/library/course/apa.html)

**Outline Assignment** –
Must be Typed! Must be turned in on speaking day – 10 points (Informative and Persuasive).
Main points and Subpoints are fine, but the outline should include complete sentences.
Topic:
Attn Step:
Central Idea/Thesis:

I. Main Point
   Subpoint
   Subpoint
   Subpoint

Transition Statement:

II. Main Point
   Subpoint
   Subpoint
   Subpoint

Memorable Ending:

**Survey Assignment** --
Must be Typed! ALL completed surveys MUST be turned in on student's speaking day 10 points – Informative and Persuasive.

Note: the purpose of the survey is for the student to find out as much about his/her audience as it relates to his/her topic as possible and then apply to speech preparation process. The grade will be determined based on how well the student followed through with this process.

This is an example – please see text for additional examples and types of questions to ask on a survey --
1. What genre of music do you prefer to listen to?
2. How often do you go to the movies?
3. Is there a certain soundtrack to a certain movie that you like? Yes, No
4. If so, what movie was it?
5. Do you ever listen to classical music? Yes, No
6. Can you name any composers of classical music (ex Wolfgang A. Mozart)?

GRADED SPEECHES

Personal Speech - Time Limit: 5 to 10 minutes

Delivery:
- Physical Appearance was attractive and suitable
- Language/style of language was suitable and effective for the target audience
- Student was articulate and easy to hear
- There were no serious errors in grammar, pronunciation and/or word usage
- Body movements, eye contact and facial expressions added to the overall effectiveness and interest-level of the speech

INTRODUCTION:
Attention step: relates to subject in some way; creatively and effectively gains the audience’s attention.
Thesis Statement or Central Idea: Conversationally, but clearly stated in the introduction. Try to be more creative than just saying… “my topic is”
Establish Credibility (in intro):
Preview/Transition statement: Conversationally tells the audience the main points to be covered in the presentation.

BODY

- Visual Aids add clarity, interest and/or proof. The visuals bring the information to life. The visuals are smoothly and effectively presented into the presentation and in no way detract from the presentation. They are effectively displayed and large enough for everyone in the class to see.
- Student maintains strong eye contact and is not overly reliant on visuals!
- The two Main points are clearly stated (I. Who Am I II. Where Am I Going) and developed, inclusive of at least 2 or 3 subpoints under each main point.
- The main points are equally weighted (similar time is spent on both) and the student does not go back and forth between the two main points.
- Speaker included effective verbal cues (transition statements) that assist the audience in the process of moving to each main point in the body of the presentation (remember… use key words and phrases in preview, main points, transition statements and in the review). Repetition aids in retention!

Transition Statement: Includes a simple, yet effective transition statement that lets the audience know that the speaker is moving to the conclusion (usually combined
CONCLUSION:
Review: Clearly restated main points with the same key words and phrases used in the preview and main points.
Memorable Ending: relates to subject in some way; creatively and effectively concludes presentation.

Informative Speech Time Limit: 5 to 10 minutes
Choice of Subject/Audience Analysis: effectively chose a topic and developed it in such a way that it was interesting and suitable to the Target Audience (classmates/instructor or Grader).

Delivery:
- Physical Appearance was attractive and suitable
- Language/style of language was suitable and effective for the target audience
- Student was articulate and easy to hear
- There were no serious errors in grammar, pronunciation and/or word usage
- Body movements, eye contact and facial expressions added to the overall effectiveness and interest-level of the speech

INTRODUCTION:
Attention step: relates to subject in some way; creatively and effectively gains the audience’s attention. States the importance of the topic: in a sentence or two… explains the significance of the subject and/or why the audience should be interested.
Thesis Statement or Central Idea: Conversationally, but clearly stated in the introduction.
Establish Credibility (in intro)
Preview Main Points: Conversationally tells the audience the main points to be covered in the presentation.
Transition Statement: Includes a simple, yet effective transition statement that lets the audience know that the speaker is moving to the first main point.

BODY:
- Student teaches the majority of the class something new, different, unusual, unique or obscure during the presentation.
- Main points are clearly stated and developed equally
- Recommended number of main points for a 5 to 10 minute speech: approximately 2 or 3 main points.
- Main points and subpoints effectively relate to the thesis statement or central idea of the speech
- Subpoints include a variety of effective and suitable supporting materials that lend credibility and interest to the speech and speaker.
- Visual Aids are also included into the presentation, which add clarity, interest and/or proof. The visuals, like the supporting materials, bring the dry, technical information to life. Please refer to visual aid notes from class, as well as the text
for examples of how and when to implement visuals into the presentation most effectively.

- Visuals are effectively displayed and large enough for everyone in the class to see.
- Speaker included effective verbal cues (transitions, signposts, etc.) that assisted the audience in the process of moving to each main point and subpoint in the body of the presentation (remember… use key words and phrases in preview, main points, transition statements and in the review). Repetition aids in retention!
- Speaker clearly and effectively moves from the introduction to the body and from the body to the conclusion (transition statements).
- Student conversationally cited at least two (2) CREDIBLE sources during the presentation. Student also followed the guidelines covered in class on when it is vital to mention a source! Be more creative than simply saying “My sources are” or “My sources were”. Note: Refer to notes taken from librarian's presentation, in-class lecture and/or textbook for examples of CREDIBLE sources.
- The speech seemed logical, clear and interesting to the target audience.
- Transition Statement: Includes a simple, yet effective transition statement that lets the audience know that the speaker is moving to the conclusion.

CONCLUSION: Review: Clearly restated main points with the same key words and phrases used in the preview and main points. Memorable Ending: relates to subject in some way; creatively and effectively concludes presentation. Speaker DOESN’T END by saying… “That’s it!” OR “Any Questions?”

**Persuasive Speech Assignment**

*Time Limit: 5 to 10 min*

(Grupo Project)

Choice of Subject/Audience Analysis: effectively chose a topic and developed it in such a way that it was interesting and suitable with an effective persuasive appeal tailored to the Target Audience.

- Physical Appearance was attractive and suitable
- Language/style of language was suitable and effective for the target audience
- Student was articulate and easy to hear
- There were no serious errors in grammar, pronunciation and/or word usage
- Body movements, eye contact and facial expressions added to the overall effectiveness and interest-level of the speech

INTRODUCTION:

Attention step: related to subject in some way; creatively and effectively gains the audience’s attention.
States the importance of the topic: in a sentence or two explains the significance of the subject and/or why the audience should be interested and/or concerned.
Thesis Statement or Central Idea: Conversationally, but clearly stated in the introduction.
Establish Credibility (in intro)
Preview/Transition: Conversationally tells the audience the main points to be covered in the presentation.

BODY:
- Speech is clearly persuasive (attempts to change the listeners’ attitudes, beliefs, values, and/or behavior).
- Body contains an appropriate and effective speech design for organizing main points for a persuasive speech (see text & lecture material for examples).
- Speech contains persuasive methods, strategies and appeals that effectively relate to the target audience (see text & lecture material for examples).
- Student effectively developed and implemented persuasive appeals discussed in class: Credibility (Ethos), Logic and Reasoning (Logos), Emotional Appeals (Pathos) & Appealed to the needs and wants of audience members (see text & lecture material for examples).
- Sound facts, logic and reasoning lent credibility and support to the speech and speaker persuasive appeal.
- Main points were clearly stated and developed, inclusive of at least 3 or 4 subpoints under each main point.
- Recommended number of main points for a 5 to 10 minute speech: No more than 2 or 3 main points.
- Main points and subpoints effectively relate to the thesis statement or central idea of the speech.
- The amount of time that the speaker devoted to each main point was fairly equal.
- Subpoints included a variety of supporting materials that lent support to the credibility, interest level and persuasive appeal of the speech and speaker. Examples of supporting material covered in class and in the textbook include: examples, stories, statistics, comparisons, and citations.
- Visual Aids were also included into the presentation, which added clarity, interest and/or proof. The visuals, like the verbal support, brought the dry, technical information to life and added to the overall persuasive appeal. Please refer to visual aid notes from class, as well as the text for examples of how and when to implement visuals into the presentation most effectively.
- Visuals were effectively displayed and large enough for everyone in the class to see. They also effectively added to the overall interest level and persuasive appeal of the presentation.
- Speaker included effective verbal cues (transition statements) that assisted the audience in the process of moving to each main point in the body of the presentation (remember use key words and phrases in preview, main points, transition statements and in the review). Repetition aids in retention!
- Speaker clearly and effectively moved from the introduction to the body and from the body to the conclusion (transition statements).
- Student conversationally cited at least two (2) CREDIBLE sources during the presentation. Note: Refer to notes taken from librarian's presentation, lecture material and/or the text for examples of CREDIBLE sources.
Transition Statement: Included a simple, yet effective transition statement that let the audience know that the speaker was moving to the conclusion.

CONCLUSION: Review: Clearly restated main points with the same key words and phrases used in the preview and main points. Body movements and paralanguage signaled the end of the presentation as well. Memorable Ending: relates to subject in some way; creatively and effectively concludes presentation. Action Step: Concrete, specific information on where the audience can go and/or who they should contact in the event they are moved to do so.

Note: The Persuasive Speech is a group/service learning project. ALL students will bring $3.00 to class prior to the presentations. Students will be assigned to a group. Each group must choose a nonprofit organization and attempt to persuade his/her classmates to donate all the money to their chosen organization. The class will vote to see which organization will receive the donation.

Individual Grade (100 points): based on contributions toward the organizational process pertaining to the chosen organization and the development of the speech. The grade will not only be determined by the amount of work he/she does, but also on his/her initiative in attempting to get his/her partner(s) involved in the project. The speech delivery will also be taken into consideration when determining the final points designated toward the “Individual Grade”.

Group Grade: (100 points) The group grade will partially be based on what is actually presented in class. Additionally, the cooperation, ability to work together effectively and/or the effort put forth by the group as a whole (or lack of) will be taken into consideration as well.

Note: everyone in the group or dyad will receive the same group grade

Media Speech Time Limit: 5 – 10 minutes
Choice of Subject/Audience Analysis: Effectively choose a topic suited to an instructional/training or broadcast setting. This speech will be delivered live to your audience via Skype from a location outside of the classroom. Content should be developed in such a way that it is suitable and of interest to the intended audience. This presentation will be recorded for use in the Reflective Analysis Paper.

Delivery: Physical appearance was attractive and suitable
Language/Style of language was appropriate and effective for the intended audience
Student was articulate and easy to hear
There were no serious errors in grammar, pronunciation, and/or word usage
Body movements, eye contact, facial expressions, and setting added to the overall effectiveness and interest level of the speech
Verbal/nonverbal cues were appropriate for the online environment
INTRODUCTION / BODY / CONCLUSION use the criteria for informative or persuasive speech depending on the topic you choose.

Visual aids: if you choose to include visual aids during this speech, practice switching from one mode of transmission to the other (capturing your image to the visual aid and back). If you decide not to use visual aids, remember the audience can be distracted by the background behind the speaker, choose the angle of the camera carefully and make sure that the lighting is appropriate.

Reflective Analysis Paper

For this assignment you will have the opportunity to critically analyze the recorded version of your Media Speech. Your analysis will incorporate the concepts discussed in this course, as well as incorporate the impact of the rhetorical situation on the design and effectiveness of the speech. Reflection should include the differences between speaking face-to-face and speaking through an electronic medium. More detailed instruction for this assignment will come later in the semester. Paper length: 1 - 2 pages, double spaced.

Critical Analysis Paper

For this assignment you will have the opportunity to critically analyze a political speech. Your analysis will incorporate the concepts discussed in this course, as well as incorporate the impact of the rhetorical situation on the design and effectiveness of the speech. You will select the speech for your analysis; however, no two students can analyze the same speech. More detailed instruction for this assignment will come later in the semester. Paper length: 2 – 3 pages, double space

Tentative Course Calendar

Thursday, January 12, 2012
Syllabus/Blackboard

Activities
Only Human Video

Learn Speech Sign Up Process...

Meet a Friend/Communication Anxiety/Syllabus Quiz
Chapter 1: Speaking in Public

Mini-lecture: Personal Speech -- How to instructional video
Activities
Watch, Analyze sample Personal Speech

Chapter 9: Beginning and Ending the Speech

Thursday, January 19, 2012
Last day to register or add a class

Sign up for speeches for entire semester…

Mini-lecture: Communication Process/Listening

Chapter 1: Speaking in Public Chapter 3: Listening

How NOT to present visuals (PowerPoint/Prezi mini next class period)!

Activities
Feedback Activity/Listening Test

Mini #1 Intro with object/PowerPoint or Prezi Speech Due Today!

Thursday, January 26, 2012
Mini-lecture: Verbal/Vocal Aspects of Delivery
Chapter 11: Using Language
Chapter 12: Delivery

Mini #2 - Ah Game Today!
How to Prepare: Get enough rest! Eat a little! Drink plenty of water so that you aren't dehydrated!

Visual Aspects of Delivery
Chapter 12: Delivery

Mini lecture: Visual Aids

Thursday, February 2, 2012
Day 1: Personal Speeches
**Thursday, February 9, 2012**
Day 2: Personal Speeches

**Thursday, February 16, 2012**
Mini-lecture: Audience Analysis/Topic Selection
Chapter 4: Selecting a Topic and Purpose
Chapter 5: Analyzing the Audience
Chapter 14: Speaking to Inform

Gathering Materials/Org & Outlining
Chapter 6: Gathering Materials
Chapter 10: Outlining the Speech
Chapter 8: Organizing the Body of the Speech

**Thursday, February 23, 2012**
Mini-lecture: Verbal Support -- Chapter 7: Supporting Your Ideas
Chapter 2: Ethics and Public Speaking

Activity:
'Your Call'

**Mini #3 - Birthday Citations Due Today!**

**Thursday, March 1, 2012**
Mid-Term Exam goes online -- multiple choice – 50 ques worth 2 pts each
Chapter 1 Speaking in Public; Chapter 9 Beginning & Ending the Speech; Chapter 3 Listening; Chapter 12 Delivery; Chapter 4 Selecting a Topic & Purpose; Chapter 5 Analyzing the Audience; Chapter 8 Organizing the Body of the Speech; Chapter 10 Outlining the Speech; Chapter 14 Speaking to Inform

**Mini #4 - Tell a Human Interest Story Due Today!**

**Thursday, March 8, 2012**
Day 1: Informative Speeches

**Thursday, March 15, 2012**
Spring Break!

**Thursday, March 22, 2012**
Day 2: Informative Speeches
Thursday, March 29, 2012
Media Speech – How to

Mini-lecture: Persuasive Speech - How to
Chapter 15: Speaking to Persuade

Activity -- Watch/analyze/discuss Persuasive Speech

Methods/Strategies of Persuasion
Chapter 16: Methods of Persuasion

Activity - Watch/discuss/analyze Dr. Martin Luther King’s I Have a Dream Speech

Friday, March 30, 2012
Last day to drop a class

Thursday, April 5, 2012
Day 1: Media Speeches

Chapter 18 Speaking in Small Groups

Thursday, April 12, 2012
Day 2: Media Speeches

Thursday, April 19, 2012
Work in groups

Mini #5 Quarter Speech Due Today!

Thursday, April 26, 2012
Groups 1, 2, 3, 4 & 5 Persuasive Speeches

Monday, April 30, 2012
Last day to withdraw from the University

Tuesday, May 1, 2012
Last day of classes AND Last day to apply for August 2012 graduation
**Wednesday, May 2, 2012**
Reading Day

**Thursday, May 3, 2012**
Final Exam goes online (NOT COMPREHENSIVE!) Chapters 2, 7, 15, 16 17 & 18.
Like the mid-term… multiple choice/50 ques worth 2 pts each

Final Exam goes online

**Wednesday, May 9, 2012**
Final Exam offline at midnight!

**Thursday, May 10, 2012**
Grading Days

**Friday, May 11, 2012**
Grading Days

**Saturday, May 12, 2012**
Spring Commencement