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

Face to Face and Online Office Hours:
M 12:00 – 1:00  T 12:00 – 2:00  W 12:00 – 1:00  Th 12:00 – 1:00
(Also by appointment)

Will check email and keep BB Chat open during office hours. Can also be reached by office phone.

Email: Chery1.Spaniol@tamucc.edu
Please use this email address ONLY if Blackboard is down.

Note: this course is taught totally online from a distance through the use of educational technology; therefore, students must be able to access and use the internet, access and use a video camera, upload video (speeches) to the internet, successfully use webcasting/conferencing software (or be willing to learn). I will be available throughout the semester for consultation regarding options and ideas on how to learn, but it is, ultimately, the student’s responsibility to gain access to the necessary equipment and/or learn how to use it. Tip: there are hundreds of self-help sites to assist those who want to learn. Most students are thankful once they have learned to use and effectively communicate via these new technologies because these are now vital skills in the workforce. See below for additional distance education requirements…

Course Textbook Requirement:
Lucas The Art of Public Speaking 11e & Connect Plus. ISBN: 0073405426

Approximately 50% of the grade will be taken from online homework assignments/quizzes and/or exams. If a student does not purchase the access code, he/she cannot pass the course. To order, please go to the following link:


Course Description: COMM 1315.W01 is an online public speaking course. It is designed to teach you the principles of speaking to audiences in face-to-face settings, from a distance through the use of computer-mediated technology and as part of a small group. COMM 1315.W01 is NOT an independent study. To do well in the course, it is highly recommended that students sign in NO LESS than four days a week and commit AT LEAST 2 to 3 hours per day to the course (just like in a face to face summer course). You will virtually communicate with your classmates and the instructor via email and class discussions to enhance your learning as you prepare to deliver six speeches and participate in one group project (note: this can be completed face to face or virtually – group members decide). In
addition, just like in face to face courses, there will be very strict deadlines set throughout the term.

**Development of Communication Skills:**
This course will focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding and building the skills needed to communicate persuasively. In addition, emphasis will be placed on the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion and audience.

**Student Learning Outcomes:**
1. Demonstrate understanding of effective development, interpretation and expression of ideas through written, oral and visual communication.
2. Demonstrate critical thinking skills through creativity, innovation, inquiry, analysis, evaluation, and synthesis of information.
3. Demonstrate the ability to work effectively as part of a team by considering different points of view and/or showing support of a shared purpose or goal.
4. Demonstrate understanding of personal responsibility by connecting choices, actions and consequences to ethical decision-making.

**IN ORDER TO PASS THE COURSE,** students must complete two speeches (informative and group persuasive) in front of live audiences!

**Audience Requirement:** Though the students can determine the specific audience, time, location, etc, the speech must be performed in front of at least TEN, ADULT audience members.

**Speeches must be videotaped and uploaded to the Internet:** ALL SPEECHES (with and without live audience) MUST BE VIDEOTAPED AND UPLOADED TO THE DISCUSSION BOARD for discussion, analysis and/or grading. Note: it is ok to password protect the video for privacy, just be sure to include the password in the post.

**IT IS VITAL THAT STUDENTS follow these instructions when videotaping speeches.** If a student deviates from these instructions – in any way – he/she will receive a zero on that speech and if it’s the speech with the convened audience, that also means an F in the course. Speeches with a convened audience (Informative and Group Persuasive) is a requirement for passing the course – regardless of the student’s grade up to that point.

**Audience Convened by Student Instructions:** Again, students must convene an audience of AT LEAST TEN ADULT audience members for the informative AND group persuasive speech. Students can actually convene the audience in their own home, if there is enough room; however, it can also be at a public location
(church, coffee shop, etc). If the speech takes place in a public setting, there can not be any distractions and the student(s) MUST have the audience’s undivided attention. In other words, it can not be a situation where audience members are eating/talking and are unaware of what the speaker is doing.

Audience analysis and adaptation will be a part of the grade, so speakers/students will be asking potential audience members to take surveys on the topic prior to the scheduled event.

**Videotaping Instructions:** Again, ALL speeches MUST be uploaded to the Internet (link placed in BB) for viewing! The student must have someone else do the videotaping. Before each speech, students must include a close up of his/her driver’s license or student ID.

For the speech with the convened audience the videographer should be given specific instructions to scan the audience before during and after the speech. Also -- the camera can never be turned off and back on at any time during any of the speeches. The person videotaping should be instructed to keep a medium shot at all times. Finally – the quality of the audio and video must be high enough so that the speech is gradable. Be sure not to videotape in a dark room. Some things to consider for better lighting: open all shades over windows and/or remove lamp shades from lights. Also, best not to stand in front of a light source when videotaping (ie: windows/doors during the day).

**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…**
Learning to use Blackboard will be vital to your success in this course. Within your Blackboard shell you will find:
1. Syllabus
2. Course Calendar
3. Assignments

In addition:
1. Blackboard is our primary mode of communication outside of the classroom setting. Please only use our outside email address if Blackboard is down.
2. All exams/quizzes will be taken in Blackboard
3. Grades will be posted at the end of the semester to check your records against our records.

Go to: [https://bb9.tamucc.edu/](https://bb9.tamucc.edu/)

You will see…
Username:
Password:

Username is first initial and last name (plus # for some people)  
Password is whatever you established  
*Same as computer labs and wireless access, which is different from Islander Email

IT Help Desk (361)825-2825.
http://distance-education.tamucc.edu/student_resources.html

Should see course as a blue link… click on it to enter COMM 1315 Public Speaking

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<tr>
<th>Assignment</th>
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<td><strong>Speech One</strong></td>
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<td>Personal Speech</td>
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<td><strong>Speech Two</strong></td>
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<td><strong>Speech Three</strong></td>
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<td>Group Persuasive Speech</td>
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<td><strong>Preparation Materials</strong></td>
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<td>Note: without bibliography, student can not get credit for the speech</td>
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<td><strong>Mini Speeches</strong></td>
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<td>Webcast/give me the quarters 20 pts</td>
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<td>Birthday Speech 20 pts</td>
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<td>Tell a Story 10 pts</td>
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<td><strong>BB Discussions (public forum)</strong></td>
<td>100</td>
<td>Through asynchronous participation, students will be required to analyze speeches and/or participate in group discussions.</td>
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<td><strong>Textbook Quizzes</strong></td>
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<td>1 point each Questions from textbook</td>
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| Connect Lucas Assignments                              | 300 Online/Interactive Assignments                                       |
|                                                        |                                                                          |
| Webcast quizzes                                        | 100 10 quizzes 10 questions 1 point each TF/MC                           |

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.

Policy for Late Assignments:
Speeches/Assignments that uploaded late will be lowered one letter grade per class period.

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:
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 (lack of speech development and/or practice)

**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 specific 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 (your classmates or your outside, chosen 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 through out 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 for research.** 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 and the Instructor, both in public and private forums.

**Netiquette:**
Please go to the following link to ensure that you are not breaking any of the netiquette rules as this will hurt your grade. In an extreme form, it could cause a student to be removed from the course (this includes any type of flaming remark).

http://edtech2.boisestate.edu/frankm/573/netiquette.html

*Whether face to face or online, with instructor or other classmates, students who are unable to abide by the general rules of academic etiquette and normal civility will be removed from the class.

**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 an annotated 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.

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.

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 sources (minimum = TWO CREDIBLE sources!), 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 (at least FOUR CREDIBLE sources!).
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 (at least SIX CREDIBLE sources!).
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. Minimum number of sources not cited (TWO) and/or 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)

ASSIGNMENTS

MINI SPEECHES

Webcast/Give me the quarters speech
Students will develop and deliver a 1 to 2 minute persuasive speech telling his/her classmates why he/she should receive all of the quarters. Webcast must be recorded and uploaded to discussion board.

The 'Ah' Game
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
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**
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, it is important to 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

**PREPARATION MATERIALS**

*Annotated Bibliography Assignment* – Must turn in an annotated bibliography on the day of the speech. Must be Typed! Informative and Group Persuasive Speeches! Students MUST use APA Style in order to get credit for the bibliography. **Sources MUST be cited in the speech to meet the requirements (6 for an A, 4 for a B and 2 for a C).**

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/video.

*Outline Assignment* –
**Must be Typed!** Must be turned in on speaking day (Informative AND Group Persuasive Speeches)

Main points and Subpoints are fine, but the outline should include complete sentences.

**Sample:**

Topic:
Attn Step:
Central Idea/Thesis:
I. Main Point
   A.
B.
C.
Transition Statement:

II. Main Point
   A.
   B.
   C.

Memorable Ending:

*Survey Assignment* --
Must be Typed! ALL completed surveys MUST be turned in on student's speaking day (Informative and Group Persuasive speeches only).

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**

- **Graded #1 -- Personal Speech** - Time Limit: 5 to 10 minutes
  5 points off for every minute under
  1 percentage point off for every minute over time.

**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 (appeared prepared):
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 with the review statement).

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.

Graded #2 -- Informative Speech Time Limit: 5 to 10 minutes
5 points off for every minute under
1 percentage point off for every minute over time.

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
• Used extemporaneous delivery effectively

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 (on time and appears prepared)
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).
• 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.
• Student conversationally cited sources during the speech – A = minimum of SIX CREDIBLE sources cited!
B = minimum of FOUR CREDIBLE sources cited!
C = minimum of TWO CREDIBLE sources cited!
D = ONE CREDIBLE source cited!
F = NO SOURCES CITED!

- Student 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, inclass lecture and/or textbook for examples of CREDIBLE sources.

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?

→ Graded #3 -- Group Persuasive Speech: Project Time: 15 – 20 min
5 points off for every minute under time
1 percentage point off for every minute over time.

Delivery (Individual Speakers):
- 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
- Used extemporaneous delivery effectively

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.
Establish Credibility/appears prepared
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:
- The speech is fluid and speakers move seamlessly from one speaker to the next
- ALL group members appear prepared and aware of the group’s goals
- ALL requested information regarding the group project is contained in the speech
- Main points are clearly stated and developed equally
- Appropriate number of main points covered given the time constraints
- 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 speakers.
- 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.
- Speakers 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!
- Speakers clearly and effectively move from the introduction to the body and from the body to the conclusion (transition statements).
- Students conversationally cite sources
  - A = minimum of SIX CREDIBLE sources cited!
  - B = minimum of FOUR CREDIBLE sources cited!
  - C = minimum of TWO CREDIBLE sources cited!
  - D = ONE CREDIBLE source cited!
  - F = NO SOURCES CITED!
- Students also follow 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.
- The speech seemed logical, clear and interesting to the audience.
- Transition Statement: Includes a simple, yet effective transition statement that lets the audience know that the group is moving to the conclusion.
- Clearly persuasive
- Persuasive methods, strategies and appeals that
  --Effectively related to the target audience:
  (Ethos/Logos/Pathos)
- Sound facts, logic and reasoning:
- Appealed to the needs of the specified audience members:

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.

Action Step: what should the audience do to move them toward your specified goal?
Tentative Online Calendar

Online Assignments with Deadlines

July 8 – August 8

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Available</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin!</td>
<td>Monday, July 8</td>
<td>Wednesday, July 10 at midnight</td>
</tr>
<tr>
<td>Intros/orientation!</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Webcast:</strong> Personal Speech with Quiz</td>
<td>Monday, July 8</td>
<td>Wednesday, July 10 at midnight</td>
</tr>
<tr>
<td>Communication Process with Quiz</td>
<td>Monday, July 8</td>
<td>Wednesday, July 10 at midnight</td>
</tr>
<tr>
<td><strong>Webcast:</strong> Communication Anxiety Discussions</td>
<td>Monday, July 8</td>
<td>Wednesday, July 10 at midnight</td>
</tr>
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<td>Webcast: Personal Speech with Quiz</td>
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<td>Wednesday, July 10 at midnight</td>
</tr>
<tr>
<td>Communication Anxiety Discussions</td>
<td>Monday, July 8</td>
<td>Wednesday, July 10 at midnight</td>
</tr>
</tbody>
</table>
### Connect Lucas Homework
Chapters 1, 10, 4 & 3

| Monday, July 8 | Wednesday, July 10 at midnight |

### Textbook Quiz
Chapters 1, 10, 4 & 3

| Monday, July 8 | Wednesday, July 10 at midnight |

### Webcast: Verbal/Vocal Aspects of the Delivery with Quiz

| Wednesday, July 10 | Friday, July 12 at midnight |

### Webcast: Visual Aspects of the Delivery with Quiz

| Wednesday, July 10 | Friday, July 12 at midnight |

### Webcast: Visual Aids with Quiz

| Wednesday, July 10 | Friday, July 12 at midnight |

### Connect Lucas Homework
Chapters 12, 13, 14

| Wednesday, July 10 | Friday, July 12 at midnight |

### Textbook Quiz
Chapters 12, 13 & 14

| Wednesday, July 10 | Friday, July 12 at midnight |

### Personal Speech due!

| SPEECH DUE! | DEEDLINE: Monday July 15 Personal Speech must be uploaded by midnight! |

### Webcast: Audience analysis/topic selection with quiz

| Monday, July 15 | Wednesday, July 17 at midnight |

### Informative Speech Discussions

| Monday, July 15 | Wednesday, July 17 at midnight |

### Connect Lucas Homework: 5, 6, 15, 11, 9

| Wednesday, July 15 | Friday, July 19 at midnight |

### Textbook Quiz: 5, 6, 15, 11, 9

| Wednesday, July 15 | Friday, July 19 at midnight |

### Webcast: Gathering

<p>| Monday, July 22 | Wednesday, July 24 at |</p>
<table>
<thead>
<tr>
<th><strong>Materials with quiz</strong></th>
<th></th>
<th><strong>midnight</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Tell a Story</strong></td>
<td><strong>Mini Speech</strong></td>
<td><strong>SPEECH DUE!</strong></td>
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<td><strong>DEADLINE: Wednesday, July 24 at midnight</strong></td>
</tr>
<tr>
<td><strong>Webcast: Communication Climate with Quiz</strong></td>
<td>Monday, July 22</td>
<td>Wednesday, July 24 at midnight</td>
</tr>
<tr>
<td><strong>GROUP ASSIGNMENTS!</strong></td>
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<tr>
<td><strong>Communication Climate/Group Dynamics Discussions</strong></td>
<td>Monday, July 22</td>
<td>Wednesday, July 24 at midnight</td>
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<tr>
<td><strong>Webcast: Verbal Support with Quiz</strong></td>
<td>Wednesday, July 24</td>
<td>Friday, July 26 at midnight</td>
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<tr>
<td><strong>Connect Lucas Homework: 8, 2, 7</strong></td>
<td>Wednesday, July 24</td>
<td>Friday, July 26 at midnight</td>
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<tr>
<td><strong>Textbook Quiz: 8, 2, 7</strong></td>
<td>Wednesday, July 24</td>
<td>Friday, July 26 at midnight</td>
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<tr>
<td><strong>Birthday Mini Speech</strong></td>
<td><strong>SPEECH DUE!</strong></td>
<td>Friday, July 26 at midnight</td>
</tr>
<tr>
<td><strong>Informative Speech due!</strong></td>
<td><strong>SPEECH DUE!</strong></td>
<td>Monday, July 29 at midnight</td>
</tr>
<tr>
<td><strong>Webcast: Persuasion</strong></td>
<td>Monday, July 29</td>
<td>Wednesday, July 31 at midnight</td>
</tr>
<tr>
<td><strong>MLK Speech/Persuasion Discussions</strong></td>
<td>Monday, July 29</td>
<td>Wednesday, July 31 at midnight</td>
</tr>
<tr>
<td><strong>Kony 2012/Persuasion Discussions</strong></td>
<td>Monday, July 29</td>
<td>Wednesday, July 31 at midnight</td>
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<tr>
<td><strong>Connect Lucas Homework 16, 17, 18 , 19</strong></td>
<td>Wednesday, July 31</td>
<td>Friday, August 2 at midnight</td>
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<tr>
<td>Textbook Quiz: 16, 17, 18, 19</td>
<td>Wednesday, July 31</td>
<td>Friday, August 2 at midnight</td>
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<tr>
<td>Webcast/Persuasion Mini Speech</td>
<td>SPEECH DUE!</td>
<td>DEADLINE TO UPLOAD: Friday, August 2 at midnight</td>
</tr>
<tr>
<td>Work in groups!</td>
<td>Monday, August 5</td>
<td>Friday, August 9 at midnight</td>
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<tr>
<td>Group Persuasive Speech due!</td>
<td>SPEECH DUE!</td>
<td>DEADLINE TO UPLOAD Friday, August 9 at midnight</td>
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