**Course Description:** This class is designed to teach you the principles of research, organization, composition and effective delivery of speeches for various purposes and occasions. Focus will be on speaking to audiences in face-to-face as well as from a distance through the use of computer-mediated technology. There is also a teamwork component built into the course; therefore, you will be assigned to a group for the purpose of developing a group presentation.

**Student Learning Objectives:**
1. Generate and communicate ideas by combining, changing, or reapplying existing information.
2. Develop, interpret, and express ideas through written communication.
3. Develop, interpret, and express ideas through oral communication.
4. Develop, interpret, and express ideas through visual communication.
5. Integrate different viewpoints as a member of a team.
6. Work with others to support and accomplish a shared goal.
7. Evaluate choices and actions, and relate consequences to decision making.

**Attendance/tardiness:** Each time a student misses a class that is not excused, 3 points from the student's overall final grade will be deducted. If a student is more than 15 minutes late to class, the student’s attendance will not be recorded. Sickness is a valid excuse only if a doctor’s note is provided and I have been given notice of your absence prior to class.

**Late work and Make-up Exams:** Late work is not accepted without a valid excuse. You will receive a 0 on any assignment that is not done on the assigned date. Sickness is a valid excuse only if a doctor’s note is provided and I have been given notice of your absence prior to class.

**Required Access Code/ebook:** To purchase just the access code or the access code and ebook, sign into the Blackboard course shell, click on Syllabus (link to left in BB) and then the Chapter 1 homework assignment. Follow the prompts for purchase. You can do a two week trial for free, but be sure to purchase prior to the end of the two weeks or all Connect Lucas homework and exams scores will be lost. **WARNING:** Going directly to the Connect Lucas site versus using the links in Blackboard will cause your grades not to sync with the online, Blackboard Gradebook. If this happens, you will receive a ZERO on all assignments in which directions were not followed, so be sure to access Connect Lucas assignments/exams through the Blackboard links only.
To order the access code, ebook AND a hard bound book (loose leaf), please go to the following link: Note: this option will be a little more expensive with shipping and you will have to use the trial version until it arrives. This option is also available in the university bookstore (on campus).


**CONNECT LUCAS PROBLEMS:** If you have ANY Connect Lucas problems, you are to call the Connect Lucas helpdesk, first (before contacting me). When you call Connect Lucas, be sure to get AND KEEP your case # related to the specific problem. IF you contact me for assistance, please be ready to provide the case #. IF you do not have a case #, you will be asked to contact the Connect Lucas helpdesk for that information. The number can be found under the syllabus link inside of BB.

**BLACKBOARD PROBLEMS:** If you have ANY Blackboard problems, please call the Blackboard helpdesk, first (before contacting me). When you call the helpdesk, be sure to get AND KEEP your case # related to the specific problem. IF you contact me for assistance, please be ready to provide the case #. IF you do not have a case #, you will be asked to contact the helpdesk for that information. The number can be found under the syllabus link inside of BB.

**WARNING:** UNLESS there is some type of medical documentation indicating why an online assignment could not be completed by the deadline, the online assignments WILL NOT be reset. Deadlines are given at the beginning of the semester, so please put them on your calendar for planning purposes.

**Grades:**

<table>
<thead>
<tr>
<th>Assignment Values</th>
<th>Assignment</th>
<th>Preparation Materials --</th>
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<tbody>
<tr>
<td><strong>Assignment One</strong></td>
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<tr>
<td>Group Informative</td>
<td>50 Group Grade</td>
<td>1. Outline (10 pts)</td>
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<td>50 Individual Grade</td>
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<td>6. Timeline (10 pts)</td>
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<td><strong>Assignment Two</strong></td>
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<td>Persuasive Individual</td>
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<td>1. Outline (25 pts)</td>
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<td>Speech</td>
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<tr>
<td><strong>All Preparation Materials</strong></td>
<td>135</td>
<td>Per Group</td>
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</tbody>
</table>
Mini Speeches | 60 | Ah Game (10 points) PPT/Prezi Intro with Object (25 pts) Tell a Story/Birthday Speech (25 pts)
--- | --- | ---
Assigned Textbook Reading Exams | 125 | 5 Exams 25 points each T/F & MC 25 Questions 1 point each
Online Connect Lucas Homework | 190 19 X 10 | Interactive homework that helps with exams and in-class performances
Lecture Quizzes | 240 12 X 20 | 12 Quizzes T/F & M

Note: if a student does not turn in a bibliography with the group informative AND/OR persuasive speech, he/she will receive a zero on the assignment. Lack of a bibliography = plagiarism.

There 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.

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)

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.

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

**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.***

**Disabilities Accommodations:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**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. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Grade Appeals:** Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on
the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

ASSIGNMENTS

MINI SPEECHES

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, be sure to 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! Also, remember, that learning to control the communication anxiety (versus it controlling you) in high risk communicative situations is a skill that can only be developed with time and practice. Those that are effective in the art and skill of communication will, like a professional athlete, make it look easy; however, doing it well is difficult, even for professional speakers. Just like in athletics, too, the way to become more effective is to practice! So, for this situation, you could also practice speaking on a word or concept for one minute without any vocalized pauses.

Speakers that successfully speak for one minute without any vocalized pauses will receive the full 10 points. Speakers that make it to 30 seconds without any vocalized pauses will receive five points on this assignment. Speakers that do not make it to the 30 minute mark will gain experience (which is good), but cannot receive points on this assignment.

Intro with Object/PowerPoint:
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 point of this speech, too, is to provide experience in basic speech develop (introduction, body, conclusion).

Proper use of PowerPoint can enhance an effective presentation. Improper use can ruin an otherwise effective speech. Therefore, it is important to learn how to use visuals 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 3 to 5
minutes.

**WARNING:** Only students that meet all criteria above will receive full credit. Delivery and visuals will be included during the assessment process.

**Template: (Intro with Object)**
Attention Step  
Thesis  
Preview of main points

I. Two ways you are similar to ______________________

Transition statement

II. Two ways you are different from ________________

Review  
Memorable ending

**Birthday Citation/Tell A Story:**
Providing credible information is the basis of any well-designed public message. Therefore, you must learn to properly cite sources during your presentation. It is vital that you articulate, during your speech, where you obtained your information. 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 articulate sources when using ideas, facts, etc., that are not your own counts as plagiarism.

Advanced speakers will not just use examples and statistics to support their points. They will include a variety in verbal support (analogies, human interest stories, quotations, statistics, etc). The purpose of this mini speech is to allow you the opportunity to practice the process of finding effective supporting material, as well as practicing the process of effectively articulating sources during the presentation.

Your topic for this assignment is the day/date you were born. **You must articulate at least THREE sources informing on this topic. You must have one story, one statistic, one direct quotation, as well as information you have paraphrased (put into your own words). You must also include visuals in which you have applied what you have learned from your textbook and/or in-class discussions. Time frame: 3 to 5 minutes.** **NOTE:** you do not have to apply what you learned during the Intro/Object speech (basic speech development). **Just focus on the supporting material mentioned above and articulating sources.**

Per your textbook and the in-class discussions—remember to use vivid, illustrative language so that the audience can actually 'see' or imagine what occurred as you are telling your story. 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 serious
or humorous and it can be about anything as long as it is not offensive to anyone (Rated PG:) and in some way relates to your topic.

Be sure to also follow the guidelines in your textbook on when to paraphrase and when to use a direct quotation (keep quotations short). Finally, be sure to follow the guidelines on the best way to present statistics as well (cite source, round off, etc).

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 Group Informative AND persuasive speech. Also, per student request, you can provide information from ANY year… as long as it happened on your birth date.

**PREPARATION MATERIALS**

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

**Outline Assignment** –  
**Must be typed!** Must be turned in by the deadline (TBA). (Group Informative AND Persuasive Speeches)

Main points and Sub points 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 --
Develop a survey for your speech and bring a copy for all of your classmates to fill out prior to your major speech. Part of preparation materials for the Group Informative and Persuasive speeches.

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. Remember: audiences pay closest attention to information that is directly related to or relevant to them. We will discuss various ways to appeal to your audience during classroom discussions.

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)?

Notice that there is not a question that says, are you interested in________________. If it is a potentially effective topic for a college educated group of students, they will not know enough about it to know if they are interested or not. It is our job, as the speaker, to find out as much as possible and then incorporate strategies that will get them interested.

To decide on the questions to be asked of your classmates, keep your long-term goal in mind—find out as much about your audience as possible in order to better relate the material to them.

➢ GRADED SPEECHES

➢ Graded #1 – Group Informative Speech (100 pts)

Culture is a way of life for a group of people that is passed along through communication, observation, and imitation. Within a group, the beliefs, values, norms, and symbols are often accepted without anyone thinking about them.

Speech Requirements:
You will be required deliver a group informative speech on a culture. The culture you choose can include the history, traditions, or customs that are significant to your own group’s culture, or a culture that fascinates you. When devising the speech, you may consider how a culture’s traditions illustrate values, beliefs, or norms. The speech is not limited to a reflection of an ethnic background. You may feel more aligned with a co-culture that reflects more of your own personal beliefs. A co-culture is a social group within a national culture that contains its own distinctive patterns of beliefs, values, and norms. For example: skaters, surfers, hip hop, etc. The subject of culture also includes our beliefs, philosophies, and expression of self and ideas. For example, martial arts, dance, etc.
Specifics:
1. **Each speaker** should cite **at least two CREDIBLE sources** during the speech!
2. Project Time: 15 – 20 min (5 points off for every minute under time and 1 point off for every minute over time).
3. Choice of Subject/Audience Analysis: effectively chose a topic **and** developed it in such a way that it is interesting and suitable to the Target Audience.
4. Delivery of each group member:

**Grading of Speech:**

**Individual Grade (50 Points)**

**Group Grade (50 Points)**

➢ **Graded #2 – Persuasive Speech:** (150 pts)

**Speech Requirements:**
You will be required to deliver an individual persuasive speech. You will need to persuade classmates on a topic **related, in some way, to your area of study/long-term professional goals.** This speech must incorporate methods and strategies of persuasion discussed in class and the textbook. Strategies such as incorporating pathos (emotional appeal) and ethos (logic). Lastly, persuasive speeches must have an action step. **What are you persuading us to believe in or do?**

**Specifics:**
**Speaker** should cite **at least six CREDIBLE sources** during the speech!
1. Project Time: 15 – 20 min (5 points off for every minute under time and 1 point off for every minute over time).
2. Choice of Subject/Audience Analysis: effectively chose a topic **and** developed it in such a way that it is interesting and suitable to the Target Audience.
3. Delivery of each group member:
   - 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
Spring 2015 Course Calendar

**Wednesday, January 7**
Orientation
Communication Anxiety
Communication Model

**Wednesday, January 14**
Meet a Friend Activity
Communication Climate

**Wednesday, January 21**
Small Group Communication

- **Unit 1 --** Online, Connect Lucas Homework and Exam 1 go offline at midnight (see below for details).

- **Large-lecture quizzes:**
  - Communication Anxiety
  - Communication Model
  - Communication Climate
  - Small Group Communication

**Wednesday, January 28**
Visual Aspects of Delivery
Visual Aids
Organizing the Speech
Ah Game Mini Speech

- **Unit 2 --** Online, Connect Lucas Homework and Exam 2 go offline at midnight (see below for details).

- **Large-lecture quizzes:**
  - Visual Aspects of Delivery
  - Visual Aids
  - Organizing the Speech

**Wednesday, February 4**
Object/Intro/PPT Mini Speech

**Wednesday, February 11**
Verbal/Vocal Aspects of Delivery
Audience Analysis & Topic Selection
Speaking to Inform
Verbal Support

Meet assigned group members. Come with two ideas for the Group Informative Speech
Take time to get to know your group members
Develop and sign the group contract
Have someone take minutes

➤ Unit 3 -- Online, Connect Lucas Homework and Exams 3 & 4 go offline at midnight (see below for details).

➤ Large-lecture quizzes:
   Verbal/Vocal Aspects of Delivery
   Audience Analysis & Topic Selection
   Speaking to Inform
   Verbal Support

Wednesday, February 18
Birthday/Tell a Story Mini Speeches in Class

Decide on topic and begin researching

Wednesday, February 25
Watch/analyze an informative speech
Narrow/focus topic and begin the outlining process

Group Work Out of Class:
Finish the outline in preparation for the speech
Develop speaking outlines
Practice together!

➤ Unit 4 -- Online, Connect Lucas Homework and Exam 5 go offline at midnight (see below for details).

Wednesday, March 4
Group 1: Informative Speech

Group 2: Informative Speech

Wednesday, March 11
Group 3: Informative Speech

Group 4: Informative Speech

Wednesday, March 18
SPRING BREAK!!!

**Wednesday, March 25**
Group 5: Informative Speech

Group 6: Informative Speech

**Wednesday, April 1**
Persuasion

➢ *Large-lecture quizzes: Persuasion*

WATCH: MLK Speech & KONY 2012

**Wednesday, April 8**
Day 1 Persuasion Speeches:

**Wednesday, April 15**
Day 2 Persuasion Speeches:

**Wednesday, April 22**
Day 3 Persuasion Speeches:

**Wednesday, April 29**
Day 4 Persuasion Speeches:

**Online Assignments:**

**CONNECT LUCAS DEADLINES:**
Unit 1:
➢ **Deadline:** Wednesday, January 21 at midnight

**Connect Lucas Homework:**
Chapter 3 Listening
Chapter 12 Using Language
Chapter 13 Delivery
Chapter 19 Speaking in Small Groups
**Exam 1:** Chapters 3, 12, 13 & 19

**Unit 2:**
Deadline: Wednesday, January 28 at midnight

Connect Lucas Homework:
Chapter 1 Speaking in Public
Chapter 4 Giving Your First Speech
Chapter 10 Beginning and Ending the Speech
Chapter 14 Using Visual Aids
Exam 2: Chapters 1, 4, 10, & 14

Unit 3:
Deadline: Wednesday, February 11 at midnight.

Connect Lucas Homework
Chapter 5 Selecting a Topic and Purpose
Chapter 6 Analyzing the Audience
Chapter 15 Speaking to Inform
Chapter 9 Organizing the Body of the Speech
Exam 3: Chapters 5, 6, 15, & 9

Connect Lucas Homework
Chapter 11 Outlining the Speech
Chapter 8 Supporting Your Ideas
Chapter 2 Ethics and Public speaking
Chapter 7 Gathering Materials
Exam 4: Chapters 11, 8, 2 & 7

Unit 4:
Deadline: Wednesday, February 25 at midnight

Connect Lucas Homework
Chapter 16 Speaking to Persuade
Chapter 17 Methods of Persuasion
Chapter 18 Speaking on Special Occasions
Exam 5: Chapters 16, 17 & 18