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.

BLACKBOARD PROBLEMS: If you have ANY Blackboard problems, please call the Blackboard helpdesk, first (before contacting your professor or GA).

by Dan O'Hair (Author), Rob Stewart (Author), Hannah Rubenstein (Author) and Rob Steward (Author).

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## Course requirements:

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

There are 950 points possible, broken down as follows:
- A = 89.5% - 100%
- B = 79.5% - 89.4%
- C = 69.5% - 79.4%
- D = 59.5% - 69.4%
- F = 59.4% or fewer

**Policy for Late Assignments:**
Speeches/Assignments presented and/or handed in late will be lowered one letter grade per day that it is late.
**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 (in this case your classmates). 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/term.

**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 remarks).

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.

**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.**

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**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.

**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/TWO from peer-reviewed scholarly journals).*
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/THREE from peer-reviewed, scholarly journals).*
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)

**Grade Appeal Process:**
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, clatamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

ASSIGNMENTS

A. MINI SPEECHES

1. Intro with Object/PowerPoint or Prezi
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 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 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

2. Birthday Citation
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.

### 3. 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

Coughlin
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.

B. PREPARATION MATERIALS

1. 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.

2. Outline Assignment – Must be Typed! Must be turned in on the speech day. (Group Informative AND Persuasive Speeches)

Main points and Subpoints are fine, but the outline should include complete sentences in a APA style.

Sample:

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

II. Main Point
3. **Survey Assignment**

Survey could be either online using the online tool, (example: SurveyMonkey), or in class. 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)?

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.

C. **GRADED SPEECHES**

1. **Group Informative Speech**

**Project Time: 15 – 20 min**

5 points off for every minute under time -- 1 percentage point off for every minute over

Students will be assigned to a group. Each group must decide on a culture or co-culture in which to research, develop and deliver a group speech on the chosen topic.

**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.

**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

**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. Also includes survey results in the introduction.

**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:**

• ALL group members appear prepared and aware of the group’s goals
• ALL requested information regarding the group project is contained in the speech
• Students teach the majority of the class something new, different, unusual, unique or obscure during the presentation.
• Main points are clearly stated and developed equally
• Regardless of the length, it is best not to include more than 5 main points in a speech. Two to Three is recommended for most situations.
• 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.
• 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!
• The speech seemed logical, clear, relevant and interesting to the target audience (classmates).
• Students conversationally cite sources during the speech –
  A = minimum of SIX CREDIBLE sources cited (at least THREE peer-reviewed, scholarly sources)! Every group member will cite at least two credible sources.
  B = minimum of FOUR CREDIBLE sources cited (at least TWO peer-reviewed, scholarly sources)! Every group member will cite at least one credible source.
  C = minimum of TWO CREDIBLE sources cited! The majority of group members will cite at least one credible source.
  D = ONE CREDIBLE source cited! The majority of group members do not cite any 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?

Teamwork -- Group Informative Speech

Since this is a group project, there will be an individual grade and a group grade assigned.

**Individual Grade (50 points):**
- Ability to work well within the group utilizing the skills learned in class.
- Contributions to the group. Note: everyone will fill out a peer evaluation.

**Group Grade (50 points):**
- Group is cohesive (win win attitude!), but avoids groupthink
- Has constructive conflict using skills learned in the classroom (not destructive… name calling, demeaning/harsh comments, etc.)
- Group work is hard and most people do not have the skills necessary to be successful; therefore, we do expect you to come to us for help. Not doing so could actually hurt your overall group grade.

**Things that could impact the individual AND group performances:**
- Cohesiveness (presentation flows smoothly)
- **Reminder:** individual parts impact the other group members’ grades.
- Recommendation: practice together and help each other to be the very best possible!
- Speaking time equally weighted.
- **Meetings:** Each group should meet at least once a week (more for summer classes/short term classes). Times, places, days should be decided as a group. Note: Groups striving for the above average (B grade) and/or the superior grade (A grade) will meet at least twice a week (more for summer/short term classes).
- **Note:** obviously, missing meetings, arriving late to meetings and leaving early will significantly hurt a student’s credibility.
- Prep materials should be turned in on the day of the group presentation.

2. **Individual Persuasive Speech:**
**Project Time: 5 – 10 min**
5 points off for every minute under time -- 1 percentage point off for every minute over

Students are to choose a topic from their professional field of study and/or interest and attempt to persuade his/her classmates on something related to it.
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:
- Clearly persuasive
- Persuasive methods, strategies and appeals that effectively related to the target audience: (Ethos/Logos/Pathos)
- Appealed to the needs of the specified audience members:
- Transition Statement: Includes a simple, yet effective transition statement that lets the audience know that they are moving to the conclusion.
- Main points are clearly stated and developed equally
- Appropriate number of main points covered given the time constraints
- Subpoints include a variety of effective and suitable supporting materials that lend credibility and interest to the speech and speakers.
- Visuals are effectively displayed and large enough for everyone in the class to see.
- Speaker clearly and effectively move from the introduction to the body and from the body to the conclusion (transition statements).
- Student conversationally cites sources
- **A = minimum of SIX CREDIBLE sources cited (at least THREE peer-reviewed, scholarly sources)!**
- **B = minimum of FOUR CREDIBLE sources cited (at least TWO peer-reviewed, scholarly sources)!**
- **C = minimum of TWO CREDIBLE sources cited!**
- **D = ONE CREDIBLE source cited!**
- **F = NO SOURCES CITED!**
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 what you are trying to persuade them to do.

Tentative course outline

January 21, 2015
First day of classes

Thursday January 22
Meet a friend activity/ Communication Anxiety/ Communication Model

Tuesday January 27
Communication Climate

Thursday January 29
Communication Climate Activities
Perception and the self-fulfilling prophecy
Nonverbal Communication/Emotional Contagion
Emotional Intelligence
Cognitive Complexity
Uncertainty Reduction Theory
Win-Win
Synergy versus Groupthink

Tuesday February 3
Mini speech: AH Game

Thursday February 5
Communication Climate Activities
Clear message format/perception checking
Jack Gibbs defensive versus supportive language
Use low-level abstraction language (not vague language).
How to respond to an unskilled communicator
Small Group Communication
Listening (no large-lecture quiz on this material)

Tuesday February 10
Small Group Communication Activity
Eliminate people and things necessary activity
Two key elements: task and social
Group roles discussion and analysis
Avoid role fixation!
Synergy versus groupthink
Asch Experiment—don’t be a sheep!

Thursday February 12
Small Group Communication Activity
Organizing communication within a group (in textbook)
Agendas
Minutes
Timelines/deadlines
Leaders
Inclusion
Basic Speech Development
Visual Aspects of Delivery
Visual Aids

Tuesday February 17  
**Mini: Object intro**

Thursday February 19  
**Mini: Object intro**

Tuesday February 24  
Verbal/Vocal Aspects of Delivery
Audience Analysis and Topic Selection
Speaking to Inform

Thursday February 26  
Meet assigned group members.
Follow initial steps to success posted in Blackboard
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
Decide on a topic by following the Dewey’s Reflective Thinking Sequence
Begin development of timeline
Begin researching
Organizing the Speech

Tuesday March 3  
**Mini: Birthday Speeches**

Thursday March 5  
**Mini: Birthday Speeches**

Tuesday March 10  
Persuasion
New organizational patterns
New methods and strategies.

Thursday March 12  
Watch/analyze an informative speech
Narrow/focus topic and begin the outlining process
Work in groups

**March 16-20 Spring break**
Tuesday March 24  
Finish the outline in preparation for the speech
Develop speaking outlines
Practice together!

Thursday March 26  
Group 1 Informative Speech
Group 2 Informative Speech

Tuesday March 31  
Group 3 Informative Speech
Group 4 Informative Speech

Thursday April 2  
Group 5 Informative Speech
Group 6 Informative speech (if there is a group 6).

Tuesday April 7  
Persuasion (MLK Speech)

Thursday April 9  
Persuasion (Kony 2012)
Persuasive Speech Assistance (if needed)

Tuesday April 14  
Persuasive speeches
Thursday April 16  
Persuasive speeches
Tuesday April 21  
Persuasive speeches
Thursday April 23  
Persuasive speeches
Tuesday April 28  
Persuasive speeches
Thursday April 30  
Persuasive speeches
Tuesday May 5  
Persuasive speeches
Thursday May 7  
Final exam days May7-13th.