Subject to change

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Office Location</th>
<th>Office Hours</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 1315.019</td>
<td>Public Speaking</td>
<td>Ismael Nava</td>
<td>Early Childhood Develop Center 219B</td>
<td>MW 9-1050am (also by appointment)</td>
<td><a href="mailto:inava2@islander.tamucc.edu">inava2@islander.tamucc.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SPRG 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Office Telephone</td>
<td>TBA</td>
<td></td>
</tr>
</tbody>
</table>

Please use this email address ONLY if Blackboard is down.

COMM 1315.019 – Public Speaking

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

**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.

**Required Course Textbook/online Access Code:**
Lucas The Art of Public Speaking 11e & Connect Plus. ISBN: 0073405426

To order access code and e-book go to the following link (you can gain immediate access to the course homework by the first day of class):

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. To access the trial version, you can go to the link above or access it through Blackboard once it becomes available (see below for details).


Students can also wait and purchase the access code and ebook (not the bundle mentioned above), by clicking on the Connect Lucas homework links in Blackboard under Course Content (link on left side of page).

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

Grades:

<table>
<thead>
<tr>
<th>Assignment Values</th>
<th>Assignment</th>
<th>Preparation Materials -- 10 points each</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment One</td>
<td>100</td>
<td>1. Index cards (10 pts)</td>
</tr>
<tr>
<td>Personal Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment Two</td>
<td>200</td>
<td>1. Index cards (10 pts)</td>
</tr>
<tr>
<td>Informative</td>
<td></td>
<td>2. Outline (10 pts)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Completed audience surveys (10 pts)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Annotated bibliography (10 pts)</td>
</tr>
<tr>
<td>Assignment Three</td>
<td>50</td>
<td>per group:</td>
</tr>
<tr>
<td>Group Persuasive Speech</td>
<td></td>
<td>1. Index cards (10 pts)</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>2. Outline (10 pts)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Completed audience surveys (10 pts)</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>4. Annotated bibliography (10 pts)</td>
</tr>
<tr>
<td></td>
<td>Group Grade</td>
<td>All prep materials above, plus syllabus quiz (taken in class)</td>
</tr>
<tr>
<td></td>
<td>Individual Grade</td>
<td></td>
</tr>
<tr>
<td>Preparation Materials</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Mini Speeches</td>
<td>50</td>
<td>Visual Literacy 15 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Birthday Speech 15 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tell a Story 10 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ah Game 10 pts</td>
</tr>
</tbody>
</table>
| Assigned Textbook Reading Exams | 250 | 5 Exams  
| | | 50 points each  
| | | T/F & MC  
| Online Connect Lucas Homework | 100 | Interactive homework that helps with exams and in-class performances  
| Face-to-Face Lecture Quizzes (live) | 150 | 15 Quizzes  
| | | 10 Questions  
| | | T/F & MC  
| | | 1 point each  

Note: if a student does not turn in a bibliography with the informative AND/OR group persuasive speech OR video, 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.

Attendance Procedures:
Attendance is EXPECTED!! Students will learn as much from observing performances as from performing itself. Students are permitted three (1) absence from class. Additional absences will result in the subtraction of one percentage point (1%) per absence off of the final grade. For example, if a student ends up with a 92%, but misses 4 class periods (3 more than allowed), then the actual grade would be an 89% or a "B" grade (92 - 3 = 89).

Unless a student misses excessively due to medical reasons and/or university conflicts, there is no need to show documentation. The 1 given is to be used for these purposes. All documentation should be kept in case it is needed at the end of the semester. **THERE ARE NO EXCUSED ABSENCES FOR MISSING DESIGNATED SPEAKING DAYS/DATES!!!!** It is the student’s responsibility to make sure there are no conflicts before signing the speech schedule.
Late to Class:
Students are allowed to be late to class 3 times during the semester. The 4th tardy, plus every tardy after that, will count as an absence. If a student is more than 10 minutes late to class, he/she will be counted absent for that day.

Policy for Late Assignments:
Speeches/Assignments that are presented late will be lowered one letter grade per class period. If a scheduled speaker MUST miss his/her designated speech day/date, then the student is expected to be present and ready to give his/her presentation the next class period. If there is time, the late speaker will be given the opportunity to make up the speech (with a letter grade off). If not, the late speaker is expected to come to the next class period ready to present. If there is a time when the student could be fit into the schedule and is absent again, it is an additional letter grade off.

Timing. Learning to complete a speech in an allotted amount of time is an important skill for all public speakers to develop. The only way to know the length of your speech is to rehearse it. So rehearse, rehearse, rehearse – for the sake of timing and a polished delivery. Note also that a speech which falls short of the lower limit does not fully meet the assignment. Going over or under your time limit reflects a poorly developed specific purpose.

Time Limit on Speeches:
All graded speeches are timed! For every minute that the student goes over the allotted time, it will be 1% point off his/her speech grade. For example, if the time limit is 5 to 10 minutes and the speaker speaks for 12 minutes and receives a grade of 80% on the performance, then his/her actual grade would be a =78% (2 min. over = 2% points off).

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

Topic Selection: Each speaking assignment is intended to facilitate your understanding of the speech design process, while allowing you to develop your delivery style. Your general purpose is either to inform or persuade your audience about a specified topic. Although you have a great deal of freedom in regard to topic selection, you must be sure to relate your topic to the intended audience (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.

Research and Preparation. Few things are more uncomfortable than giving a speech that is not adequately prepared. Do your homework. You should use outside sources, such as publications (books, academic journals, credible magazines and newspapers, government reports, etc.) and also interviews. When you make claims (which you will, particularly in the persuasive speech), then you must offer evidence to back them up. You simply must do research in order to understand your audience and prepare the content of the speech.
Use of the Internet. Internet sources are permitted for speeches. However, use of the Internet for research can lead to sloppy research that borders on plagiarism. The Internet is a great tool, but remember that you are responsible, so seek out credible information (not just the first thing you see) and evaluate this information.

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

Note: please be sure to put all cell phones on vibrate and DO NOT answer during class or lab. Check to make sure the vibrate mode does not make noise either.

Blackboard: Password protected web site that students use for communication as it relates to this course. In addition, students will gain access to all assignments, exams, the grade book and resource materials for the course.

Gaining Access to Blackboard…
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

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

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

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

**Citing Sources.** It is just as important to cite sources correctly as it is to utilize them appropriately. While providing lengthy citations can be cumbersome in a speech, you still need to tell the audience where you obtained information, quotes, etc. that are not your own. This is important for your credibility as a speaker, but it is also important for me to know that you are not plagiarizing others’ material. Remember, failing to cite source material when using ideas, facts, etc. that are not your own counts as plagiarism. *Note: You must turn in a bibliography of sources (in APA format), along with your text, in order to get credit for the speech.*

Note: it is the student’s responsibility to read the information about plagiarism in the text to be sure that he/she is clear on exactly what constitutes plagiarism. Ignorance is no excuse! Any student found to be cheating or plagiarizing may receive a zero on that particular exam or in-class activity with the possibility of failing the course.

**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.

**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)

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.tamu.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

Visual Literacy
Proper use of PowerPoint, Prezi, videos, etc, can enhance an effective presentation. Improper use can ruin an otherwise effective speech. Therefore, it is important to learn how to use visuals in a way that adds to the message the speaker is attempting to convey
and never detracts from it. For this assignment you will choose a video from the Internet and show approximately 1 min of it (or less) during the speech. The content of the speech should include an analysis of the chosen video and two examples of how and/or why the video shown could be used to add to the speaker’s overall message. The overall speech should be between 1 to 2 minutes (including the video) and approximately 1 to 3 slides should be included to support the spoken message.

**Note:** if there is a video that could add to the interest, clarify and/or proof of one of your graded speeches, I would NOT use it for the mini speech. Save the best material for the graded speeches!

**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. Also, 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, 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!
**WebConference**

Students will be assigned to a group with approximately 5 students. The group will prepare a 10 minute panel presentation on ethics. At the end, there will be an additional 5 minutes devoted to questions from the audience. Note: GAs will supply a web cam, but it is the group’s responsibility to learn, set up and practice with the webconferencing software of their choice (example: skype, google+, facetime, etc). It is also the group’s responsibility to ensure all equipment is working properly on the day of the presentation.

**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!

➢ **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 --
Using the online tool of your choice (example: Surveymonkay), develop a survey for your speech and send a link to all of your classmates through BB Messages. Part of preparation materials for Informative and Group Persuasive speeches OR Group Persuasive Video.

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.
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

Teamwork -- Group Persuasive Speech or Group Persuasive Video
NEW CRITERIA FOR GRADING--
- Must be clearly persuasive incorporating the methods and strategies of persuasion learned in the instructional video and the textbook!
- Persuade classmates to do something that benefits a nonprofit organization in some way
- Pathos – Emotional Appeal
- Ethos – Logic – Be familiar with the fallacies in the textbook to ensure faulty reasoning is not included. Also, be sure not to use atypical examples, statistics/information without citing sources, etc.
- Cohesiveness (presentation or video 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 (applies to group persuasive speech).
• New organizational patterns – Problem/Solution or Monroe’s Motivated Sequence covered in the persuasive instructional video and textbook is recommended for the A and B grades.
• Action Step!

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 at the end of the term/semester. Each team member will evaluate his/her peers AND write down his/her contributions to the group.
• **Important:** If a student ‘complains’ about a group member, the GA or instructor will look for evidence that the person ‘complaining’ has used the clear message format and/or the perception checking learned in class. Evidence will also be needed that Jack Gibb’s supportive language was used (not defensive) in an attempt to resolve the conflict. Finally, evidence of lower level abstractions will be needed as well. Paper trail! Paper trail! Paper trail! Anything that could be controversial should be put into an email (NOT TEXT!!). Of course, if the student ‘complaining’ has not used the skills learned in class, it could actually hurt his own individual grade. Evidence of student attempting to resolve the conflict (paper trail) should be turned in with the peer evaluation. Only the student evaluating AND the GA/instructor will see peer evals and any relevant emails, etc.
• Performance during the group presentation and/or individual contributions to the speech.
• Performance during the video and/or individual contributions to the video.

**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.)
• **Note:** GA/Instructor will not solve problems for the group members; however, it is HIGHLY recommended that the GA/Instructor be contacted for professional recommendations when a conflict does occur. Please be aware of professional communication. It is not recommended that students ‘complain’ to the GA/Instructor, but —instead— seek assistance on the best way to resolve the conflict.

**Things that could impact the individual AND group grade:**
• **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).
• **Agenda/Minutes:** Groups striving for above average or superior grades will turn in type-written agendas AND minutes (including attendance) for each meeting. See sample in BB
• **Note:** obviously, missing meetings, arriving late to meetings and leaving early will significantly hurt a student’s individual grade. If a student has to miss a scheduled meeting, he/she should provide documentation to his/her GA/Instructor in order for the individual grade not to be lowered.

Like the informative, prep materials should be turned in on the day of the group presentation/video presentation. **To be turned in on day of assignment:** Agendas, Minutes, Outline (or storyboard for video), Annotated Bibliography, Completed Audience Surveys.

➢ **Group Persuasive Speech (or 5 to 10 min persuasive video – below for details):**
Each speaker should cite at least one CREDIBLE source during the 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?

- Group Persuasive Speech
  Time limit: 5 – 10 minutes
Goal: Persuade audience to do something to benefit a specific, nonprofit organization. WARNING: All group members must be in the video !!! Each speaker should speak at least one minute and cite at least one CREDIBLE source!!

Students can use copyright music; however, students CAN NOT use ANY part of someone else’s work that has been researched, organized and synthesized. In other words, students can not use any part of any type of video that has been produced by someone else.

INTRODUCTION:
--Gained attention and interest

BODY:
--Clearly persuasive and effective for intended audience:
--Effective methods, strategies and appeals:
  (Ethos/Logos/Pathos)
--Appealed to the needs of the audience members:
--Effective organizational pattern for persuasive message
  (problem/solution or Monroe’s recommended):
--Attempted to refute the opposing side (when necessary):
--Visuals added clarity, interest and/or proof:
--Effective use of visual aids applied to the video
  (large enough, easy to read, etc).
--All technical aspects of the video working properly
  (video in focus, edits are smooth, audio loud and clear, audio/video in sync, etc):
--All shots are clearly focused and well framed:
--Camera is steady with purposeful, effective pans and zooms:
--All camera shots (medium, close and long) are purposeful/effective:
--Video is aesthetically appealing:
--Nothing in the video detracts from the message and/or persuasive appeal:
--Any graphics and/or animations in the video enhance the message
  (never detracts from the message):
--Motion scenes are planned and purposeful,
  adding impact to the mediated message:
--“Talking heads” (person speaking) scenes are used when crucial
  to the persuasive appeal/message. Speakers are articulate and lend
  high credibility to the message (where appropriate).
--Credits (where appropriate) are given at the end of the video:
  (considered unethical to use information without citing source)
--At least 6 CREDIBLE sources were used to develop the video (credit given somewhere during the video)

CONCLUSION:
--Strong memorable ending:
--Action step
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday, Jan 21</strong></td>
<td>Overview of Course/ Syllabus/ Blackboard</td>
</tr>
<tr>
<td></td>
<td>Learn Speech Sign up Process</td>
</tr>
<tr>
<td></td>
<td>Meet a Friend</td>
</tr>
<tr>
<td><strong>Monday, Jan 26</strong></td>
<td>Perception/ Student learning discussion</td>
</tr>
<tr>
<td></td>
<td>TED Talk – Fake it till you become it</td>
</tr>
<tr>
<td></td>
<td>Sign up for Speeches for entire Semester</td>
</tr>
<tr>
<td></td>
<td>Graded Speeches: Personal, Informative, and Mini Speeches ONLY</td>
</tr>
<tr>
<td><strong>Wednesday, Jan 28</strong></td>
<td>Lecture: Personal Speech (How to), Communication Processing</td>
</tr>
<tr>
<td></td>
<td>How NOT to present visuals! (Assign Mini #1 speaking day)</td>
</tr>
<tr>
<td></td>
<td>Prepare for 1st Mini Speech</td>
</tr>
<tr>
<td></td>
<td><strong>Last day to register or add a class</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday, Jan 21 – Saturday Jan 31 at midnight</strong></td>
<td>Connect Lucas Homework/Assigned</td>
</tr>
<tr>
<td></td>
<td><strong>Textbook reading:</strong></td>
</tr>
<tr>
<td></td>
<td>Chapter 1: Speaking in Public</td>
</tr>
<tr>
<td></td>
<td>Chapter 4: Giving Your First Speech</td>
</tr>
<tr>
<td></td>
<td>Chapter 10: Beginning and Ending the Speech</td>
</tr>
<tr>
<td></td>
<td>Chapter 3: Listening</td>
</tr>
<tr>
<td></td>
<td><strong>Quiz:</strong> Personal Speech -- How to instructional video</td>
</tr>
<tr>
<td></td>
<td><strong>Quiz:</strong> Communication Process/Listening</td>
</tr>
<tr>
<td></td>
<td><strong>Quiz:</strong> Syllabus/Blackboard</td>
</tr>
<tr>
<td></td>
<td><strong>Quiz:</strong> Connect Lucas</td>
</tr>
<tr>
<td>Monday, Feb 2</td>
<td>Friday, Jan 30 – Friday, Feb 6 at midnight</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Mini Speech: Visual Literacy</td>
<td>Connect Lucas Homework/Assigned</td>
</tr>
<tr>
<td>Wednesday, Feb 4</td>
<td>Textbook reading:</td>
</tr>
<tr>
<td>Lecture: Communication Anxiety</td>
<td>Chapter 12: Using Language</td>
</tr>
<tr>
<td>Verbal/Vocal Aspects of Delivery</td>
<td>Chapter 13: Delivery</td>
</tr>
<tr>
<td>Visual Aspects of Delivery</td>
<td>Chapter 14: Using Visual Aids</td>
</tr>
<tr>
<td>Visual Aids</td>
<td>Quiz: Communication Anxiety</td>
</tr>
<tr>
<td>Monday, Feb 9</td>
<td>Quiz: Verbal/Vocal Aspects of Delivery</td>
</tr>
<tr>
<td>Watch, analyze sample Personal Speech</td>
<td>Quiz: Visual Aspects of Delivery</td>
</tr>
<tr>
<td>Feedback Activity/ Listening Test</td>
<td>Quiz: Visual Aids</td>
</tr>
<tr>
<td>Prepare for Mini speech #2 – Ah Game</td>
<td></td>
</tr>
<tr>
<td>Wednesday, Feb 11</td>
<td>Friday, Feb 6 – Friday, Feb 13 at midnight</td>
</tr>
<tr>
<td>Mini Speech: Ah Game</td>
<td>Reading Exam 1: 1, 4, 10, 3</td>
</tr>
<tr>
<td>How to Prepare: Get enough rest! Eat a little! Drink plenty of water so that you aren't dehydrated!</td>
<td></td>
</tr>
<tr>
<td>Prepare and watch another Personal Speech</td>
<td></td>
</tr>
<tr>
<td>Monday, Feb 16</td>
<td>Friday, Feb 13 – Friday, Feb 20 at midnight</td>
</tr>
<tr>
<td>Day 1: Personal Speeches</td>
<td>Reading Exam 2: 12, 13 &amp; 14</td>
</tr>
<tr>
<td>Wednesday, Feb 18</td>
<td></td>
</tr>
<tr>
<td>Day 2: Personal Speeches</td>
<td></td>
</tr>
<tr>
<td>Monday, Feb 23</td>
<td>Friday, Feb 20 – Friday, Feb 27 at midnight</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Day 3: Personal Speech</td>
<td>Connect Lucas Homework/Assigned</td>
</tr>
<tr>
<td>Audience Analysis Activity</td>
<td>Textbook reading:</td>
</tr>
<tr>
<td>Wednesday, Feb 25</td>
<td>Chapter 5: Selecting a Topic and a Purpose</td>
</tr>
<tr>
<td>Day 4: Personal Speech</td>
<td>Chapter 6: Analyzing the Audience</td>
</tr>
<tr>
<td>Thinking Activity (citing sources)</td>
<td>Chapter 15: Speaking to Inform</td>
</tr>
<tr>
<td>Lecture: Speaking to Inform</td>
<td>Quiz: Audience Analysis/Topic Selection</td>
</tr>
<tr>
<td>Prepare for ‘Tell a Story’</td>
<td>Quiz: Speaking to Inform</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday, Mar 2</th>
<th>Friday, Feb 27 – Friday, March 6 at midnight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience Analysis Activity</td>
<td>Connect Lucas Homework/Assigned</td>
</tr>
<tr>
<td>Lecture: Audience Analysis/Topic</td>
<td>Textbook reading:</td>
</tr>
<tr>
<td>Lecture: Organizing the Speech</td>
<td>Chapter 11: Outlining the Speech</td>
</tr>
<tr>
<td>Wednesday, Mar 4</td>
<td>Chapter 9: Organizing the Body of the Speech</td>
</tr>
<tr>
<td>Mini Speech – Tell a Human Interest Story</td>
<td>Quiz: Organizing the Speech</td>
</tr>
<tr>
<td>TAMUCC Resources (webcast by reference librarian)</td>
<td></td>
</tr>
<tr>
<td>Prepare for Birthday Citations</td>
<td></td>
</tr>
</tbody>
</table>

**Monday March 9 – Friday March 13 – Spring Break!**

Next week’s online work available for anyone that wants to work on it this week

<table>
<thead>
<tr>
<th>Monday, March 16</th>
<th>Friday, March 6 – Friday, March 20 at midnight (Spring Break 10th – 14th)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make up speeches for Personal Speech</td>
<td>Connect Lucas Homework/Assigned</td>
</tr>
<tr>
<td>(if necessary). Note: please see the procedure for late speeches. This is ONLY a make-up day for Day 6 speakers!</td>
<td>Textbook reading:</td>
</tr>
<tr>
<td>Mini Speech - Birthday Citations Due</td>
<td>Chapter 8: Supporting Your Ideas</td>
</tr>
<tr>
<td>Wednesday, March 18</td>
<td>Chapter 2: Ethics and Public Speaking</td>
</tr>
<tr>
<td>Lecture: Verbal Support</td>
<td>Chapter 7: Gathering Materials</td>
</tr>
<tr>
<td>Gathering Materials/Research</td>
<td>Quiz: Verbal Support</td>
</tr>
<tr>
<td></td>
<td>Quiz: Gathering Materials/Research</td>
</tr>
<tr>
<td>Date</td>
<td>Activities</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Monday, March 23</strong></td>
<td>Mini Speech: Tell a Story</td>
</tr>
</tbody>
</table>
| **Wednesday, March 25** | Mini Speech: Tell a Story  
Watch/analyze/Discuss Informative Speech #1 |
| **Friday, March 20 – Friday, March 27 at midnight** | Reading Exam 3:  5, 6, 11 & 9                                               |
| **Monday, March 30** | Activity – Watch/discuss/analyze  
Informative Speech #2  
Group Assignments |
| **Wednesday, April 1** | Dr. Martin Luther King’s I have a Dream Speech                              |
| **Friday, March 27 – Friday, April 3 at midnight** | Reading Exam 4:  8, 2, 7 & 15                                               |
| **Monday, April 6** | Small group Communication Activity/Group Roles                              |
|                     | Lecture: Communication Climate  
Persuasion                                                                   |
| **Wednesday, April 8** | Activity – Kony 2012 Video analysis                                          |
|                     | Review: Ch. 16, 17, 18, & 19                                               |
|                     | Prepare for Informative Speeches                                            |
| **Friday, April 3 – Friday, April 10 at midnight** | Connect Lucas Homework/Assigned  
Textbook reading:  
Chapter 16: Speaking to Persuade  
Chapter 17: Methods of Persuasion  
Chapter 18: Speaking on Special Occasion Speeches  
Chapter 19: Speaking in Small Groups  
Quiz: Communication Climate  
Quiz: Persuasion |
<p>| <strong>Friday, April 11 – last day to drop</strong> |                                                                 |
| <strong>Monday, April 13</strong> | Day 1: Informative Speeches                                                 |
| <strong>Wednesday, April 15</strong> | Day 2: Informative Speeches                                                 |
| <strong>Friday, April 10 – Friday, April 17 at midnight</strong> | Reading Exam 5:  16, 17, 18 &amp; 19                                             |</p>
<table>
<thead>
<tr>
<th>Monday, April 20</th>
<th>Friday, April 17 – Friday, April 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 3: Informative Speeches</td>
<td>Work in assigned groups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday, April 22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 4: Informative Speeches</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday, April 27</th>
<th>Friday, April 24 – Friday, May 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make up Speeches if necessary</td>
<td>Work in assigned groups</td>
</tr>
<tr>
<td>Work in groups</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday, April 29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work in groups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday, May 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups #1, &amp; 2 Presentations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday, May 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>University designated Read/Study Day</td>
</tr>
</tbody>
</table>

**FINAL EXAM TBA**

**Time: TBA**

*Groups # 3, 4, & 5 will present during the university designated final exam period. Note: roll will be taken, so please be sure to attend to support your classmates!*