Once you are in Blackboard, you will see two links to your left (BB Messages and Email). BB Messages is internal—class email only. If you select the Email link, it works similar to BB Messages, but messages will go to outside email addresses. Please use BB Messages UNLESS it is an emergency OR you have not heard back from me within 24 hours.

Please do not send messages to the entire class without prior approval.

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

WARNING: this course is taught totally online from a distance through the use of educational technology; therefore, students must have the skills to do the following (or be willing to learn):

1. Access and use the Internet,
2. Access and use a video camera, upload video (speeches) to the Internet
3. Successfully use webcasting/conferencing software

I will be available throughout the semester for consultation regarding options and ideas on how to learn, but it is, ultimately, the student’s responsibility to gain access to the necessary equipment and/or learn how to use it. Tip: there are hundreds of self-help sites to assist those who want to learn. Most students are thankful once they have learned to use and effectively communicate via these new technologies, because these are now vital skills in the workforce. See below for additional distance education requirements…

Course Description: COMM 1315.W01 is an online public speaking course, which utilizes skills needed for effective communication in the 21st century. It is designed to teach you the principles of research, organization, composition, as well as 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.

COMM 1315.W01 is NOT an independent study course. To do well in the course, it is highly recommended that students sign in NO LESS than four days a week and commit AT LEAST 3 to 4 hours per day to the course (just like in a
face to face summer course). You will virtually communicate with your classmates, as well as the instructor, which will enhance your learning as you prepare to deliver speeches, and participate in one group project (note: this can be completed face to face or virtually – group members decide). In addition, just like in face-to-face courses, there will be very strict deadlines set throughout the term.

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

IN ORDER TO PASS THE COURSE: students must complete one speech (Persuasive Speech) in front of a live audience!

Audience Requirement: Though the students can determine the specific audience, time, location, etc, the speech must be performed in front of at least TEN, ADULT audience members. Note: for those that may not be able to gather their own audience, the instructor will attempt to organize groups of students that may want to meet on campus to videotape speeches. Ultimately, however, it will be the student’s responsibility to make sure the Persuasive Speech is delivered in front of a live audience.

Speeches must be videotaped and uploaded to the Internet: ALL SPEECHES (with and without a live audience) MUST BE VIDEOTAPE AND UPLOADED TO THE DISCUSSION BOARD for discussion, analysis and/or grading. Note: it is ok to password protect the video for privacy, but be sure to include the password in the post. IT IS VITAL THAT STUDENTS follow these instructions when videotaping speeches. If a student deviates from these instructions – in any way – he/she will receive a zero on that speech and if it's the speech with the convened audience (Persuasive Speech), that also means an F in the course. Speech with a convened audience (Persuasive Speech) is a requirement for passing the course – regardless of the student's grade up to that point.

Audience Convened by Student Instructions: Students can actually convene the audience in their own home, if there is enough room; however, it can also be at a public location (church, coffee shop, etc). If the speech takes place in a public setting, there cannot be any distractions and the student(s) MUST have the audience’s undivided attention. In other words, it cannot be a situation where audience members are eating/talking and are unaware of what the speaker is doing.
**Videotaping Instructions:** Again, ALL speeches MUST be uploaded to the Internet (link placed in BB) for viewing! The student must have someone else do the videotaping.

**For the speech with the convened audience:** The videographer should be given specific instructions to scan the audience before during and after the speech. Also -- the camera can never be turned off and back on at any time during any of the speeches. The person videotaping should be instructed to keep a medium shot at all times. Finally -- the quality of the audio and video must be high enough so that the speech is gradable. Be sure not to videotape in a dark room.

**Some things to consider for better lighting:** open all shades over windows and/or remove lampshades from lights. Also, best not to stand in front of a light source when videotaping (ie: windows/doors during the day).

**Visuals:** If including visuals as part of the presentation, be sure to adjust as necessary, because not doing so can hurt your grade. Example: If incorporating PowerPoint or Prezi slides, then the videotaping and/or visuals must be adapted to ensure that the quality is high enough for the Internet audience. Perhaps the text is large enough for the Internet audience to see, for example, but there is a glare on the computer and/or screen, which prevents the Internet audience from being able to read text. In this case, the camera should be moved and/or lighting adjusted so that the Internet audience can read slides as well.


**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. Assignments
3. Exams
4. Gradebook
5. Private Email (BB Messages and Email)
6. Public Communication (Discussion Forum).

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

**BLACKBOARD (BB) PROBLEMS:** If you have ANY Blackboard problems, please call the Blackboard helpdesk, first (before contacting your professor). When you call the helpdesk, be sure to get AND KEEP your case # related to the specific problem. IF you contact your professor 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 helpdesk 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 cannot be completed by the deadline, 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 -- 10 points each</th>
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</thead>
<tbody>
<tr>
<td><strong>Assignment One</strong></td>
<td>50 Group Grade</td>
<td><strong>Per Group</strong></td>
</tr>
<tr>
<td>Group Informative Speech</td>
<td>50 Individual Grade</td>
<td>1. Outline (10 pts)</td>
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<td>(peer-evaluations will be</td>
<td>2. Completed audience</td>
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<td>completed after the group</td>
<td>surveys (10 pts)</td>
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<td>presentation)</td>
<td>3. Annotated bibliography (10 pts)</td>
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<td>4. Agendas/Minutes (10 pts)</td>
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<td><strong>Assignment Two</strong></td>
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<tr>
<td>Persuasive Speech (Individual)</td>
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<td>1. Outline (10 pts)</td>
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<tr>
<td><strong>Preparation Materials</strong></td>
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<td></td>
<td>All prep materials above</td>
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<td><strong>Mini Speeches</strong></td>
<td>50</td>
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<td>PPT/Prezi Intro</td>
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</tbody>
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with Object (25 pts)
Webcast/Birthday Speech (25 pts)

| Assigned Textbook Reading Homework | 380 19 x 20 | 19 Exams
20 points each
T/F & MC
20 Questions
1 point each |
|-----------------------------------|-------------|--------------------------------------------------|
| Online Instructional Video Exams  | 200         | Mid-Term 50 Questions 2 points each = 100 pts
Final 50 Questions 2 points each = 100 pts
T/F & MC |
| Discussion Board Assignments     | 100         | Will be announced in class. |

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.

Policy for Late Assignments:
Speeches/Assignments uploaded 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 (your classmates or your outside, chosen audience).
In addition, be sure that your topic is one that can be covered in the allotted time. We
will discuss the above requirements in more detail 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 or video), 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](http://edtech2.boisestate.edu/frankm/573/netiquette.html)
*Whether face to face or online, with instructor or other classmates, students who are unable to abide by the general rules of academic etiquette and normal civility will be removed from the class.

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

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

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

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

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

**Notice to Students with Disabilities:**
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/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, cl.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.
MINI SPEECHES

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

Webcast/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.

Additionally, through this experience, you will gain experience and/or acquire skills in developing a webcast. Once you have found the requested material (below), deliver the information via webcast (DON’T FORGET TO RECORD!) and then post the link to your webcast in the designated area on the Discussion Board. From there, we will view all webcasts during class.

You may utilize the webcasting software of your choice. Note: there are a lot of options out there, but this should help you get started. You can use some for free or just do a free trial and complete this assignment. WARNING: Whichever one you end up using, be sure you can record and post the link to the Discussion Board.

http://www.screencast-o-matic.com/

Summary of Assignment:
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.

Tips for Telling the Story:
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.

Paraphrasing vs Quoting and Statistics:
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 articulates sources during the speech and fails to turn in a type-written bibliography, in the APA format, he/she may not receive credit on his/her speech. Sources without bibliography = plagiarism

*Outline Assignment* – **Must be Typed!** Must be turned in by the deadline. (Group Informative AND 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: Surveymonkey), develop a survey for your speech and send a link to all of your classmates in the designated area on the Discussion Board. 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.

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**GRADED SPEECHES**

**Graded #1 – Group Informative Speech**
Each speaker should cite at least two CREDIBLE sources during the speech!
**Project Time: 15 – 20 min**
5 points off for every minute under time -- 1 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:
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
• 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.
• Visual Aids are also included into the presentation, which add clarity, interest and/or proof. The visuals, like the verbal support, 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, 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.
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, in-class 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?

Teamwork -- Group Informative Speech
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.

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

Individual Grade (50 ponts):
• 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 professor 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.

**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 consultation 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.
- 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 grade:**

- 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).
- **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
- **Timeline:** the group should develop a timeline for completion. The degree with which they are able to stick to the timeline will impact the overall grade.
- **Note:** obviously, missing meetings, arriving late to meetings and leaving early will significantly hurt a student’s individual grade. **IMPORTANT:** even IF a student has a good ‘excuse’ for missing a meeting, it could still hurt his/her overall grade. Just like missing too much work or class, it hurts our credibility.
- Prep materials should be turned in on the day of the group presentation.
- **To be turned in on day of assignment:** Final Outline, Annotated Bibliography, Completed Audience Surveys, index cards. Group contract, minutes and agendas
and timeline should be uploaded weekly (more information will be provided in class).

- **Graded #2 – Persuasive Speech:**
  
  **Project Time:** 5 to 10 min
  5 points off for every minute under time -- 1 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)
- Sound facts, logic and reasoning:
- Appealed to the needs of the specified audience members:
- 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 they are moving to the conclusion.
- 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 verbal support, bring the dry, technical information to life. Please refer to visual aid notes from class, as well as the text for examples of how and when to implement visuals into the presentation most effectively
• Visuals are effectively displayed and large enough for everyone in the class to see.
• Speaker included effective verbal cues (transitions, signposts, etc.) that assisted the audience in the process of moving to each main point and subpoint in the body of the presentation (remember... use key words and phrases in preview, main points, transition statements and in the review). Repetition aids in retention!
• Speaker clearly and effectively moves from the introduction to the body and from the body to the conclusion (transition statements).
• Student conversationally 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!
• Student 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.

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 Calendar**
Due dates for each assignment posted in Announcements in Blackboard

**Week 1**
Monday, July 6 – Saturday, July 11
Introductions
Communication Model
Communication Climate
Communication Anxiety
Basic Speech Development

**Online Homework**
Chapter 1: Speaking in Public
Chapter 3: Listening
Chapter 4: Giving Your First Speech
Chapter 10: Beginning and Ending the Speech

**Week 2**
Monday, July 13 – Saturday, July 18
Small Group Communication
Visual Aspects of Delivery
Verbal/Vocal Aspects of Delivery
Visual Aids

*Object/Intro/PPT Mini Due
*Group Assignments

**Online Homework**
Chapter 12: Using Language
Chapter 14: Using Visual Aids
Chapter 13: Delivery
Chapter 5 Topic Selection
Chapter 6 Analyze Audience
**Week 3 –**
**Monday, July 20 – Saturday, July 25**
Audience Analysis and Topic Selection  
Speaking to Inform vs Speaking to Persuade  
Variety in Verbal Support  
Organizational Patterns

*Webcast/Birthday Mini Due*

**Online Homework -**
Chapter 7 Gathering Materials  
Chapter 8 Supporting Your Ideas  
Chapter 9 Organizing the Speech  
Chapter 11 Outlining the Speech  
Chapter 15 Speaking to Inform  
Chapter 19 Speaking in Small Groups

**Week 4 –**
**Monday, July 27 – Saturday, August 1**
Persuasion  
New organizational patterns  
New methods and strategies.

*Group Informative Due*

**Online Homework –**
Chapter 2 Ethics and Public Speaking  
Chapter 16 Speaking to Persuade  
Chapter 17 Methods of Persuasion  
Chapter 18 Speaking on Special Occasions

**Final’s Week –**
**Monday, August 3 – Thursday, August 6**
*Persuasive Due (must have live audience to pass the course)*