

Public Speaking

COMM-1110

Fall 2020 Section 13 3 Credits 08/12/2020 to 12/05/2020 Modified 08/11/2020

We've all sat through speeches. Some of them made us engage with new ideas. Some of them made us applaud wildly. Some of them made us donate money. Other speeches made us change the course of our lives. Still other speeches made us fall asleep or made us roll our eyes instead of donate. What makes the difference? Public Speaking is an important element of public life. The ideas we present and how we choose to present them to audiences affect how our messages will be received and the response we will get. Together, we will learn how to effectively deliver a well-researched, well-organized speech. We will also learn how to critically analyze speeches we hear in public.

Description

A study of the principles and practice of public speaking with an emphasis on the organization of material and the vocal and physical aspects of delivery in various public speaking situations.

Requisites

Prerequisites:

Corequisites:

Contact Information

Professor: Dr. Tonia Phanor

Email: tphanor@westga.edu

Office: Hum. 213

Phone: 4048508905

Meeting Times

Tuesday, Thursday, 3:30 PM to 4:45 PM, Online/In-person

Materials

Online Book

<https://open.umn.edu/opentextbooks/textbooks/77>

Stand up, Speak out: The Practice and Ethics of Public Speaking.

Price: FREE

Outcomes

Course Objectives

- Identify, evaluate, and use information, language, or technology appropriate to a specific purpose.

- Prepare and deliver an effective oral presentation on an appropriate and meaningful topics.

Course Outcomes:

- To expose the student to a variety of public speaking situations.
- To help the student learn to control and put their nervousness about the speaking situation to good us.
- To help the student become a more effective listener.
- To develop critical thinking skills.
- To familiarize ourselves with the credible sources of information and learn how to use them when discussing contemporary events and issues.

✓ Evaluation

Criteria

Type	Weight	Topic	Notes
Written Assignments			<p><u>Speech Outlines</u></p> <p>Four outlines for Speech Presentations</p> <ol style="list-style-type: none"> 1. Outline for Introduction Speech 2. Outline for Informative Speech 3. Outline for Demonstration Speech 4. Outline for Persuasive Speech <p><u>Essays</u></p> <ol style="list-style-type: none"> 1. Online Speech Evaluation 2. Final Speech Analysis <p><u>Discussions</u></p> <ol style="list-style-type: none"> 1. Peer evaluation of speeches 2. Chapter discussions
Presentations		Four Speeches	<ol style="list-style-type: none"> 1. Online Introduction Speech (2 to 3 minutes) 2. Demonstration Speech (5 to 7 minutes) 3. Informative Speech (5 to 7 minutes) 4. Persuasive Speech (6 to 8 minutes)
Exams		Quiz/Exams	<p>Attendance Quiz: Syllabus content</p> <p>Midterm Exam</p> <p>Final Exam</p>

Breakdown

Grade	Range	Notes
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Grade	Range	Notes
Grading Criteria		90 - 100% = A
		80 - 89% = B
		70 - 79% = C
		60 - 69% = D
		Below 60% = F

☰ Assignments

Presentation: Introduction 25 pts.

You will record a 2-3 minute speech designed to acquaint you with your classmates. You will upload speech to YouTube to submit in the discussion and assignment box. You will research the meaning of your name. For example, you could focus upon a personal goal, activity, or ideal you want to accomplish and how it may relate to the meaning of your name. Give the listeners sufficient information to help them remember who you are and what you are about. An extemporaneous delivery style is required using no more than one 3x5 note cards (one side only). A clear introduction, body, and conclusion should be evident. Prior to presenting submit a one-page typed outline with one reference page attached.

Presentation: Demonstration Speech 75 pts.

A 5-7 minute speech in which the student will describe how to accomplish a particular task or attain a particular goal. Topics must be appropriate for a college level audience. TWO outside sources, must be verbally cited. Proper outlining techniques will be utilized. An outline will be submitted prior to speech presentation.

Delivery: Business casual attire is expected. (See description below.) Unless the professor approves of attire related to topic, such as chef coat for cooking or yoga attire to demonstrate poses. Vocal variety and enthusiasm are expected. Additional expectations include the use of appropriate facial expressions and gestures to enhance the verbal message as well as to integrate the visual aid with the oral message. You may use no more than two 4x6 notecard. Points will be deducted for going over or under the, time limit by 30 seconds.

1. Business casual for women consists of a reasonable length skirt or trousers with a top (such as a dress shirt, or sweater set). An informal dress with appropriate skirt length is also acceptable. Jeans would not be acceptable.
2. Business casual for men could be a combination of collared shirt, such as a dress shirt or polo shirt and khakis or blue, green, brown, or black trousers with a belt. Jeans are not acceptable business casual attire. A blazer, sweater, or tie can optionally be added.
3. Unacceptable attire would be wrinkled or ripped clothing, t-shirts, miniskirts, inappropriately tight or revealing attire such as bare midriffs, and flip-flops or shorts. Bare feet are also unacceptable.

Presentation: Informative Speech 100 pts.

This is a 5-7 minute speech, which utilizes two visual aids and one must be in a multimedia format, such as PowerPoint, video, etc. A typed formal outline and presentation outline must be turned in to the instructor prior to presenting the speech. The goal of an informative speech is to inform, not persuade. The topic should not appear to be clearly one-sided or biased. Grading criteria (in addition to those from the first speech) include:

1. **Content:** Listener relevance should be addressed for each main point, at least three "verbal footnotes" should be cited during the presentation. Listeners should come away knowing more about the topic than they did before the speech.
2. **Structure:** Inclusive "we" language should be attempted in structural comments. Various elements (i.e., connectives, transitions, etc.) should be used to foster creativity, clarity, and fluency in style.
3. **Delivery:** Business casual attire is expected. (See description below.) Vocal variety and enthusiasm are expected. Additional

expectations include the use of appropriate facial expressions and gestures to enhance the verbal message as well as to integrate the visual aid with the oral message. You may use no more than two 4x6 notecard. Points will be deducted for going over or under the, time limit by 30 seconds.

Presentation: Persuasive Speech 100 pts.

This 6-8 minute persuasive speech must attempt to motivate listeners to initiate or change behaviors. A typed formal outline must be turned in prior to the speech. Grading criteria for this speech beyond previous speeches include:

1. **Content:** Specific courses of action should be offered. Vivid, clear and exciting language should be used. Adoption of Monroe's Motivated Sequence must be evident. At least four "verbal footnotes" must again be cited orally.
2. **Structure:** The case for change should integrate smoothly with the proposed solutions. No transitional problems should be evident. Persuasive language should be evident throughout. Integration of the various segments should be smooth.
3. **Delivery:** Business attire is expected for your persuasive speech. Effective delivery techniques studied throughout the semester should be incorporated. Emotional conviction should be clear. Points will be deducted for going over or under the time limit or for exceeding the two 3x5 notecard limit. No more than one page presentation outline can be used (one side only).

Schedule

When	Topic	Notes		
Virtual Class Week 1 Online: Thurs. (8/13) @ 3:30pm	Welcome to Public Speaking	<table border="1"> <tr> <td> Introduction to Course * Review of Syllabus Rapport Building Activities </td> <td> Chapter 1 Introduction to Public Speaking </td> </tr> </table>	Introduction to Course * Review of Syllabus Rapport Building Activities	Chapter 1 Introduction to Public Speaking
Introduction to Course * Review of Syllabus Rapport Building Activities	Chapter 1 Introduction to Public Speaking			
Presentations Week 2 Online	Introduction Speeches	<table border="1"> <tr> <td> Attendance Verification Due (8/17) Introduction Speeches Due (8/20) Introduction Speech Discussion (8/21) </td> <td> Read Chaps. 2,3, and 5 Speechmaking Process Ethics/Free Speech Analyzing your Audience </td> </tr> </table>	Attendance Verification Due (8/17) Introduction Speeches Due (8/20) Introduction Speech Discussion (8/21)	Read Chaps. 2,3, and 5 Speechmaking Process Ethics/Free Speech Analyzing your Audience
Attendance Verification Due (8/17) Introduction Speeches Due (8/20) Introduction Speech Discussion (8/21)	Read Chaps. 2,3, and 5 Speechmaking Process Ethics/Free Speech Analyzing your Audience			
Virtual Class Week 3 Online: Tues. (8/25) at 3:30pm	Informative Speaking	<table border="1"> <tr> <td> The Informative Speech Audience Analysis Developing the Central Idea and Purposes The Speech Outline Homework: Demonstration Topic Due 8/24 </td> <td> Chapters 6, 7, 11 and 15 Gathering Support Materials Developing Your Informative Speech Outline </td> </tr> </table>	The Informative Speech Audience Analysis Developing the Central Idea and Purposes The Speech Outline Homework: Demonstration Topic Due 8/24	Chapters 6, 7, 11 and 15 Gathering Support Materials Developing Your Informative Speech Outline
The Informative Speech Audience Analysis Developing the Central Idea and Purposes The Speech Outline Homework: Demonstration Topic Due 8/24	Chapters 6, 7, 11 and 15 Gathering Support Materials Developing Your Informative Speech Outline			

When	Topic	Notes		
Virtual Class Week 4 Online: Tues. (9/1) @ 3:30pm	Informative Speaking	<table border="1"> <tr> <td> Researching the Speech Topic Gathering Support Materials Organizing The Speech Homework: Demonstration Outline Due 9/3 </td> <td> Read Chaps. 8 and 9 Supporting Your Speech Organizing Your Speech </td> </tr> </table>	Researching the Speech Topic Gathering Support Materials Organizing The Speech Homework: Demonstration Outline Due 9/3	Read Chaps. 8 and 9 Supporting Your Speech Organizing Your Speech
Researching the Speech Topic Gathering Support Materials Organizing The Speech Homework: Demonstration Outline Due 9/3	Read Chaps. 8 and 9 Supporting Your Speech Organizing Your Speech			
Virtual Class Week 5 Online: Tues. (9/8) @ 3:30pm	Visual Aids	<table border="1"> <tr> <td> 9/7: Labor Day Holiday Introductions and Conclusions Visual Aids Homework: Revise and Practice Demonstration Speech </td> <td> Read Chaps. 10, 13 and 14 Introducing and Concluding Your Speech Delivering Your Speech Using Presentation Aids </td> </tr> </table>	9/7: Labor Day Holiday Introductions and Conclusions Visual Aids Homework: Revise and Practice Demonstration Speech	Read Chaps. 10, 13 and 14 Introducing and Concluding Your Speech Delivering Your Speech Using Presentation Aids
9/7: Labor Day Holiday Introductions and Conclusions Visual Aids Homework: Revise and Practice Demonstration Speech	Read Chaps. 10, 13 and 14 Introducing and Concluding Your Speech Delivering Your Speech Using Presentation Aids			
Presentations Week 6 Online	Demonstration Speeches	DEMONSTRATION SPEECHES will be due online this week and you have the option to present in person next week. Everyone will record and submit their presentation in the discussion for their peers to see, as well as in the assignment page.		
Presentations Week 7 HUM 212	Demonstration Speeches	Students will have the option to present demonstration speech in-person on 9/22 (Groups A, B) if needed we will continue with groups C, and D on 9/24. HW: Demonstration Speech Discussion 9/24 Informative Outline due 9/24		
Virtual Class Week 8 Online	Midterm Exam	The MIDTERM will be held online in Courseden and open on 9/29 and close on 9/30.		
Virtual Class Week 9 Online: Tues. (10/6) @ 3:30pm	Persuasion	<table border="1"> <tr> <td> Building Credibility Evaluating Reasoning and Support Materials Persuasive Techniques Homework: Speech Evaluation Paper Due (10/9) </td> <td> Chapter 17 Using Persuasive Strategies </td> </tr> </table>	Building Credibility Evaluating Reasoning and Support Materials Persuasive Techniques Homework: Speech Evaluation Paper Due (10/9)	Chapter 17 Using Persuasive Strategies
Building Credibility Evaluating Reasoning and Support Materials Persuasive Techniques Homework: Speech Evaluation Paper Due (10/9)	Chapter 17 Using Persuasive Strategies			
Presentations Week 10 Online	Informative Speeches	Online informative speeches will be submitted.		
Presentations Week 11 HUM 212	Informative Speeches	INFORMATIVE SPEECHES in class on 10/13 (Group A, B) and 10/15 (Group C, D). INFORMATIVE SPEECH DISCUSSION (10/15)		
Virtual Class Week 12 Online	Listening/ Persuasion	<table border="1"> <tr> <td> The Strategic Use of Language to Persuade </td> <td> Chapters 4 and 12 Listening Using Words Well </td> </tr> </table>	The Strategic Use of Language to Persuade	Chapters 4 and 12 Listening Using Words Well
The Strategic Use of Language to Persuade	Chapters 4 and 12 Listening Using Words Well			

When	Topic	Notes						
Virtual Class Week 13 Online Discussion	Special Occasions	<table border="1"> <tr> <td>Special Occasion Speaking and Small Groups</td> <td>Chapters 18 and 19</td> </tr> <tr> <td></td> <td>Special Occasion Speaking</td> </tr> <tr> <td></td> <td>Speaking in Small Groups</td> </tr> </table>	Special Occasion Speaking and Small Groups	Chapters 18 and 19		Special Occasion Speaking		Speaking in Small Groups
Special Occasion Speaking and Small Groups	Chapters 18 and 19							
	Special Occasion Speaking							
	Speaking in Small Groups							
Presentations Week 14 Online	Persuasive Speeches	Online Persuasive Speech submission will start 11/17.						
Presentations Week 15 HUM 212	Persuasive Speeches	<p>PERSUASIVE SPEECH PRESENTATIONS (11/17 and 11/19)</p> <p>PERSUASIVE SPEECH DISCUSSION (11/20)</p> <p>Review for Final Exams</p> <p>Final Exam to cover Chapters 4, 10, 12, 14, 16, 17, 18 and 19.</p>						
Holiday Week 16	Thanksgiving Break							
Exam Week 17 Online	FINAL EXAM	<p>-The FINAL EXAM will open online on 12/1 and close on 12/2.</p> <p>-The final speech analysis paper will be due 12/3.</p>						

* Course Policies and Resources

*These assignments are optional and may be substituted for other assignments at the discretion of the instructor. Also, please note that this syllabus is subject to change at the discretion of the instructor. All significant changes to the syllabus will be distributed to students in writing.

Technology

1. Laptops/smart phones may be activated if necessary and for word processing only. Students using the computer/phone for recreation will be asked to stop. If students continue to do this after my request, he or she will be asked to leave class for that day. These are a disruption to the students beside you, behind you, and to me. Occasionally, there will be appropriate times to use these items, i.e., during a group project for research.
2. Since our class meeting time is short, make all effort to delay incoming calls until class is finished. If you must leave the classroom to answer a phone call, do not return to class that day.
3. Refrain from texting during lectures and speeches and ask people to hold their texts while class is in session.

Presentation Policy

1. Students may give their speeches only on the assigned days for that particular speech.
2. Students who do not present will receive a zero for that speech.
3. There will be no make-ups.
4. Speech outlines are due in advance of the speeches start. Everyone must turn them in in person on that day. Students must stick with the outline that is turned in. I will be happy to help anyone work on an outline before it is due. Students may also receive assistance from the university writing center.
5. Students may not give a speech without an outline. This constitutes a zero.

🎯 College/School Policies

Mass Communications Degree Program Learning Outcomes

ACEJMC Professional Values and Competencies: The Bachelor of Science degree program in Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), and the Department is committed to preparing students with the requisite knowledge and skills to be successful in the media and communications industries after graduation. The Department has adopted as its Mass Communications degree program learning outcomes ACEJMC's 12 professional values and competencies, known as 6 X 6 MASS COMM SUCCESS, that all graduates of an ACEJMC accredited program should be aware of and able to demonstrate as scholars and professionals in the discipline. For the detailed list of the ACEJMC professional values and competencies, see the [UWG Undergraduate Catalog \(https://catalog.westga.edu/preview_program.php?catoid=11&poid=1991\)](https://catalog.westga.edu/preview_program.php?catoid=11&poid=1991) or [ACEJMC - Standard 2. Curriculum and Instruction \(http://www.acejmc.org/policies-process/nine-standards/\)](http://www.acejmc.org/policies-process/nine-standards/).

6 X 6 MASS COMM SUCCESS

<p style="text-align: center;"> 6 X 6 MASS COMM SUCCESS (https://www.westga.edu/academics/coss/mass-communications/assets/pics/6x6_MC_Success_Graphic.JPG) (click to view image) </p>	<ol style="list-style-type: none"> 1. Freedom of Speech & Press 2. History 3. Diversity 4. Global Impact 5. Theory 6. Ethics 7. Think Critically & Creatively 8. Research & Evaluate 9. Write Effectively 10. Self-Evaluate 11. Apply Numbers & Statistics 12. Apply Technology
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Film & Video Production Degree Program Learning Outcomes

Overview: The Bachelor of Science degree program in Film & Video Production is designed to train graduates in the field who are agile, adaptable, and able to employ their skills in an array of roles from entrepreneurial content producers to on-set film work, both above and below the line. It will provide students with a comprehensive understanding of the machinery at work behind media production and distribution, along with a set of tangible, marketable, and transferable skills for an array of positions within the infrastructure of film and content production. The FVP degree program learning outcomes include:

1. Demonstrate critical thinking, aesthetic awareness and technical proficiency in the production and assessment of audio-visual film work.
2. Understand all phases and roles of film production in order to help formulate career goals.
3. Understand the various potentials of film as both a commodity for a targeted audience, and an act of authorship and creative expression.
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society.

Institutional Policies

Academic Support

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty

cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

Center for Academic Success: The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing

activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information# (http://www.usg.edu/hb280/additional_information)

You may also visit our website for help with USG Guidance: <https://www.westga.edu/police/campus-carry.php> (<https://www.westga.edu/police/campus-carry.php>)

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

COVID-19

Proctored Exams/Online Instruction: Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

Face Coverings: Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

Student FAQs: For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php>).

Additional Items

Speech Assignments

Speech One [3 minutes]: *Words that Shaped Me*

For this speech, I want you to choose a quotation with which you personally connect that you feel has shaped you in some way. You will develop a short, two-point speech. The first point will give us the quotation and a little history about who, what, when, where, and why it was said. (Please keep this in mind when you are choosing a quotation. If you can't find the context in which it

was said, then it probably doesn't fit the assignment.) For your second point, share how these words have shaped you. Remember, we're still outlining our thoughts here. So, the point is you can share from your heart—and still be organized! J

- A preparation (full sentence) outline/bibliography is required.
- Extemporaneous delivery is required. This means you must speak from a speaking outline (key words only)
- Oral and written citation of sources is required.
- You need two sources for this speech. At least one of the sources needs to be from a book or journal article. The other one can be from a website. (Of course, you can use two books, two journals, a book and journal, etc.) At least one of the sources should provide background on the quotation, not just a statement of it. You want to use your source to show your audience that you have researched some of the background of this quotation/speech.

Speech Two [4 minutes]: "Let me explain that to you..."

One of the most important skills you will learn in life is how to explain concepts with which you are very familiar to people who know nothing about that concept. For this speech, we're going to practice that skill. We all come to this class from a variety of majors. Choose one concept you have learned in one of your major classes (Ex. Bloom's taxonomy in Education, A popular Business Model, etc.). If you've not chosen a major, no worries! Just choose a concept from a different class about which you enjoyed learning. Then, think of how you can break that concept down and explain it to us. So, avoid something most folks will already know and understand, as that defeats the purpose of the assignment. Think of this assignment as "explaining the unfamiliar."

- A preparation (full sentence) outline/bibliography is required.
- Extemporaneous delivery is required. This means you must speak from a speaking outline (key words only)
- Oral and written citation of sources is required.
- You need three sources for this speech: One book, one journal article, and one credible website (Website here does not include EbscoHost or any of the library databases). You can use additional sources if you'd like
- A PowerPoint or Prezi is required

Speech Three [5 minutes] : *History of an Organization*

For this speech, I want you to pick an organization and teach us about it. You can choose a campus organization or club, a community center, Why does this organization exist? Why did it come into being? How? What is their story? What do they offer? What services or products do they provide? Are they local? National? Global? Essentially, I want you to give us a condensed, intentional organizational history. If possible, try interviewing someone with the organization! This can be any organization from Wolfie Wardrobe to Kentucky Fried Chicken. Tell their story! Please remember that this needs to be a researched speech, so if no books, journals, etc. are written about the organization, it won't work for this assignment. That doesn't mean your organization isn't awesome, but you have to be able to find good, credible sources about the organization in order to use it for this assignment.

- A preparation outline is required.
- Extemporaneous delivery is required.
- Oral and written citation of sources is required.
- PowerPoint or Prezi is required.
- You need three credible sources for this speech. One book, one journal article, and one credible website (Website here does not include EbscoHost or any of the library databases). You can use additional sources if you'd like.

Speech Four (7 min): "Go forth and"

This will be a persuasive speech that calls your audience to action. Do you think everyone should donate blood? Volunteer at nursing homes? Adopt a pet? Then, persuade us! This speech should be organized according to Monroe's Motivated Sequence. (Please keep this legal and in good taste. Thanks in advance.

- A preparation outline is required.
- Extemporaneous delivery is required.
- Oral and written citation of sources is required.
- PowerPoint or Prezi which include charts and/or graphs produced by the speaker
- You need four sources for this speech: One book, one journal article, one credible website (Website here does not include EbscoHost or any of the library databases), and one "speaker's choice." J You can use additional sources if you'd like.

Grading Criteria for Speeches

All Speeches are graded according to these standardized criteria.

The "C" Speech Clearly Fulfills the Assignment (Satisfactory):

Topic: Is important, satisfies the requirements of the assignment, is sufficiently focused, is sufficiently related to audience; and

Organization: Is clear and coherent; thesis is clear and concise; introduction clearly previews topic and uses a relevant attention-getting device; main points are clearly stated; conclusion achieves closure; and

Supporting Material: Adequately uses several types of support material; speaker clearly cites sources of information; and

Computer-Generated Visual Aids: Presents information clearly, and is appropriate; and

Language: Is appropriate and grammatically correct; and

Delivery: Is extemporaneous and maintains adequate eye contact with the audience.

The "B" Speech Is an Excellent Speech:

Meets and exceeds all criteria for the "C" speech:

Topic: Is challenging and appropriately adjusted to audience; and

Organization: Main points presented so that their internal logic is clear; speaker effectively uses previews, summaries, and transitions; introduction effectively relates topic to audience; conclusion ends with a note of finality; and

Supporting Material: Clearly well-researched, providing a variety of cited evidence; and

Computer-Generated Visual Aids: Interprets data; is effectively displayed & explained; &

Language: Is used effectively to achieve clarity in the speech; and

Delivery: Displays poise and confidence.

The "A" Speech Is an Outstanding Speech:

Meets and exceeds all criteria for the "B" speech:

Topic: Offers a fresh perspective on the subject; speaker shows the great importance of the topic to audience; and

Organization: Introduction focuses audience's attention on the topic; conclusion creates proper tone; strategic order and time balance of main points is masterful; &

Supporting Material: Effectively uses a wide variety of appeals (logos, ethos, pathos); exceptionally well-researched; cites highly credible sources; and

Computer-Generated Visual Aids: integrated into presentation smoothly and expertly

Language: Achieves vividness through the artful use of language; and

Delivery: Expresses speaker's interest and concern in discussing his/her speech topic with the audience.

Please pay special attention to the criteria listed below. These are to be avoided. These will lead you to a "D" or "F".

The "D" Speech Minimally Fulfills the Assignment. Any one of these deficiencies causes a grade of "D":

Topic: Is trivial or lacks importance; and/or

Organization: Is disjointed, and/or thesis is unclear or confusing, and/or introduction fails to clearly state the speech purpose, and/or main points are indistinguishable within speech, and/or conclusion fails to achieve closure; and/or

Supporting Material: Is substantially based on unsupported opinion, and/or depends largely on biased information; speaker cites (orally and/or in writing) fewer than the minimum number of sources specified in the assignments and/or

Computer-Generated Visual Aids: Is confusing; and/or

Language: Is grammatically incorrect, or rude, or unsophisticated; and/or

Delivery: Lacks adequate eye contact, and/or has excessive hesitance or vocalized pauses, and/or speech is read instead of presented extemporaneously (may not have Preparation outline at podium during speech.)

The "F" Speech Does Not Fulfill the Assignment. Any one of these fatal flaws causes a grade of "F":

Topic: Does not fit the assignment (i.e. definition, comparison, problem-solution, etc.); and/or

Organization: Totally lacks coherence, and/or thesis is not stated in speech; and/or

Supporting Material: Is based entirely on unsupported opinion, and/or speaker fails to cite sources of evidence, *and/or speaker uses one or more items of fabricated information (results in at least an F in the course AND charge of scholastic dishonesty);* and/or

Computer-Generated Visual Aid: Is not used or is inappropriate; and/or

Language: Is clearly inappropriate; and/or

Delivery: Is obviously unrehearsed.