

Public Speaking

COMM-1110

Fall 2020 Section E05 3 Credits 08/12/2020 to 12/05/2020 Modified 08/11/2020

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

Instructor: Dr. Misty M. Wilson

Email: mistyw@westga.edu

Office: Humanities 150

Because of COVID-19 and some underlying health issues, I have an alternative work arrangement granted through our Human Resources department, and I am not planning to be on campus this semester. However, I have every intention of being accessible to you through various formats.

Google Hangouts: You can send messages anytime 9 AM-6 PM on Google Hangouts (This is essentially Google's Face Time, and you have access to it free of charge through your UWG Gmail). To send a message or video call, go to your Google Mail. Midway down on the left of your screen, you will see your name, a green dot, and a "+." Click on the "+" and a box will appear. Type my name into the box. A new dialogue screen will open that will give you the options to IM me or video call me. If I'm not available, I will return your call/message as soon as I can.

Zoom Office Hours: Each Tuesday and Thursday from 11:30 AM-2 PM, I will be in the Zoom office hours room—just waiting on you to stop by with any questions you might have. If you ever want to pop in for office hours, no appointment is needed, just use this link and "stop by." You will first be directed to a waiting room, and then I will welcome you in—just as if we were in person.

Here is the link and password you'll need to enter office hours:

Join Zoom Meeting

<https://us02web.zoom.us/j/89448213233?pwd=SC9hRUQrZ1JJT0dEdSsxNW5LSjZzZz09>

Meeting ID: 894 4821 3233

Passcode: Wilson2020

Meeting Times

The class will be held 100% Online

Stand Up, Speak Out: The Practice and Ethics of Public Speaking

Price: Free/Open Access

<http://open.lib.umn.edu/publicspeaking/>

If you want to download a version to put in a binder, a PDF version is available.

Course Den

All work this semester will be delivered and completed online, so be sure you have access to Course Den and check it regularly for information and updates.

YouTube Account

This semester, you will record yourself giving a speech and upload it to YouTube. You will then send me the link to the video. YouTube will allow you to do this. Please know that I have no preference for YouTube. If you have another platform you use for your videos, you can certainly use that instead. All I need is a link to your speech when it's time to grade it. As long as I have that, we're good.

Outcomes

Course Objectives:

This course fulfills the program goals of the Department of Mass Communications and meets the objectives for the Core Curriculum of being able to

- 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 topic.

Specific to Our Section--Additional Learning Outcomes:

Students will be able to

- Research.
- Critically analyze sources to determine level of credibility.
- Organize your thoughts in an audience-centered way.
- Express your ideas using appropriate language.
- Express your ideas using good delivery (eye contact, voice, posture, and gestures).
- Evaluate speakers you hear in public.

This is a QEP Course.

Clear written communication is important in all disciplines, and, increasingly, employers are expecting college graduates to be good writers. That's one reason why UWG is focusing on improving undergraduate student writing across the core. When you hear about the QEP—UWG's Quality Enhancement Plan—know that what your peers and professors are talking about is WRITING, because we are committed to giving you opportunities across your core curriculum to improve the quality of your writing. Want to know more? Visit the QEP website at <http://www.westga.edu/qep/>

Evaluation

Criteria

Assignment	Point Totals
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Syllabus Quiz	10 points
Introductory Video	10 points
Speech Topics	40 points (4 @ 10 pts each)
Speech One	75 points
Speech Two	100 points
Speech Three	100 points
Speech Four	120 points
Weekly Quizzes	110 points (11 @ 10 pts each)
Weekly Discussion Board Posts	55 (11 @ 5 pts each)
End-of-Semester QEP Self-Evaluation	10 points
Final Exam	50 points

Breakdown

Please understand that at the end of the semester, I do not round grades. I go entirely by what's on the syllabus chart listed below. I view this as our contract, and I stick to the rules of the contract. Ex. If you earn 543 points, you have earned a "C" in this class, even though you are only one point away.

Grade	Range	Notes
A	612-680	
B	544-611	
C	476-543	
D	408-475	
F	0-407	

☰ Assignments

Syllabus Quiz

I want to make sure that everyone has thoroughly read and thought about our syllabus. So, sometime over the first week, you need to log in to Course Den and take the "Syllabus Quiz," which is just what it sounds like: a quiz over this syllabus! You can (and should) use the syllabus to complete the quiz. It is multiple choice, true/false, and matching with 10 questions. The quiz should be completed by 11:59 PM August 16th. After that time, the quiz will not be available to take, and the points will be forfeited except for excused absences.

Speech Topics/Library Research Posts

Speech Topics are due per the calendar. Students should post these topics and the required number of supporting sources to the Course Den Discussion Board for that Speech Project by 11:59 PM Sunday night of the week they are due. (Go to Course Den, Discussion Board, Speech Topics, and then Speech 1, 2, 3, or 4.) You must speak on the topic you originally posted. Also, please note that I grade these. In other words, they are not participation points. Please check other students' posts. Even though we are not sitting in class together, topics are first come, first serve, and topics cannot be repeated. (Because I can't listen to 26 speeches on the same thing.) Also, students cannot choose the same topic as the examples provided. **So that everyone can

easily see your topic, please put your topic in the subject line when you are posting. Failure to post your topic by the Sunday night deadline will result in a "0" being recorded for your grade. Excused absences (extended or serious illness, death in family, accidents, etc.) will be considered on a case-by-case basis. Any make-up opportunities MUST be completely within a week or a "0" will be recorded for the grade

Speeches

This semester, you will write and present four speeches. We will talk extensively about each Speech as it comes time for it during the semester. As an overview, I have provided the Speech Topics and general guidelines at the end of this syllabus. Each Speech will have its own set of requirements and grading rubric which will be given to students through Course Den. For each speech, you will be responsible for video recording yourself and uploading the video file to your YouTube account and, then, sharing the link and supporting documents with me in the assignment dropbox on Course Den by the due date listed on the calendar. We will do a test run with a low-point intro video during the first few weeks of class. Please note that your grade will be handed back via a Course Den rubric.

Waiving Audience Requirement for Speeches: This is a Public Speaking class. However, COVID-19 has changed many things about our lives. So, for the time being, I do not want you to gather an audience for your speech. You should pretend as though you are speaking to an audience. Look at the "Audience," not the camera. Stand and present. Your safety, the safety of your families, and the safety of other Wolves must come first right now. So, we will do our best and carry on. Of course, if you are quarantining with your family and want to use them as an audience, please do. Just don't gather people with whom you are not quarantining for an audience. Our work is important, but it's not worth risking any lives.

Speech Makeup Policies. I will accept speeches late; however, they receive a 25% penalty for every calendar day they are late. I go exactly by the time stamp, whether it's 10 minutes or 10 hours. Late is late, so please plan ahead.

Speech Requirements. Per Department policy, all speeches must be given in order to pass the class, regardless of your standing based on other grades. Failure to give one of the four major speeches will result in your failing the class.

Outlines

We will also create two types of outlines for each speech: A preparation outline and a speaking outline. A preparation outline is a full-sentence outline. A speaking outline is what you use during your speech and CANNOT be full sentence. Both outlines are necessary to complete your speech, and, thus, will be turned in at the same time you turn in your Speech videos. No worries! We will talk extensively during this class about outlines. In fact, we have two whole weeks dedicated to outlining. You must have a preparation outline to speak. Also, your preparation outline must have a bibliography. **If you do not have an outline with a bibliography, you will earn no points for the speech.** A template and checklist will be on Course Den for you to follow.

For each Speech project, then, you will upload a video, Preparation Outline, Speaking Outline, and PowerPoint (if applicable). I MUST be able to access the text and video files. For outlines, please use doc or docx file format rather than other formats. This allows me to provide feedback for you. **All files for the project must be turned in by the deadline.** (For example, if you have the video and PowerPoint, but are still missing the outlines, your project is not considered complete and will begin accruing late penalties.) A 10% grade deduction will be taken for each calendar day the project is late. Though I'm happy to help as I'm able, because we are an online class, you must be proactive in dealing with technology issues that arise. Technological problems will not be considered an excuse for late work. Students are expected to be proactive in solving their own technology issues by reaching out to ITS at the following e-mail address: helpdesk@westga.edu. Also, please note that it is your responsibility to ensure files have properly uploaded. You should always double check that your files are uploaded and accessible.

Module Discussion Board Posts

Several weeks (though not all) we will have a discussion board prompt that asks you to apply the concepts from the week to an assignment and post it to the discussion board. Please note that these posts are separate from the Speech Topic Discussion Board posts. Posts should be completed by Sunday @ 11:59 PM of the assigned week. Failure to complete the discussion board post by the Sunday night deadline will result in a "0" being recorded for your grade. Excused absences (extended or serious illness, death in family, accidents, etc.) will be considered on a case-by-case basis. Any make-up opportunities MUST be completely within a week or a "0" will be recorded for the grade

Weekly Quizzes

Several weeks (though not all) we will have a quiz over that week's materials. The quizzes are noted on the calendar. The quizzes

are timed. You will have 15 minutes to answer 10 questions which can include multiple choice, T/F, and matching questions. The quiz will become available at Noon on Mondays and will be due by 11:59 PM the following Sunday. Failure to take the quiz by the Sunday night deadline will result in a "0" being recorded for your grade. Excused absences (extended or serious illness, death in family, accidents, etc.) will be considered on a case-by-case basis. Any make-up exam opportunities MUST be completely within a week or a "0" will be recorded for the grade.

End-Of-Semester Self-Evaluation

At the end of the semester, after we have completed all four speeches, I will ask you to reflect on your growth throughout the semester and how you plan to improve your performance and continue your progress after our class has finished. This will be a 1-2 page essay answering specific questions. More details will be posted on Course Den. These are due December 2nd by 11:59 PM. These will not be accepted late without an excused absence. This assignment fulfills the QEP requirement for this course.

Final Exam

The exam will have 50 multiple choice, true/false, and matching questions. Everything from the book and anything covered during the class this semester is fair game on the test. The Final Exam will be available from November 30th @ Noon until December 2nd @ 11:59 PM. Failure to take the exam during that time will result in a "0" being recorded for your grade. I will only allow make-up exams for students with excused absences or REAL emergencies (death in family, car accident, etc.), according to my discretion. Leaving early, travel plans, etc. will not be accommodated. Also, please note that all make-up exams are entirely essay and must be taken within 48 hours of missing the exam.

Schedule

Date	Topic	Assignments
Week 1: August 12-16	Introduction to Class and Welcome to Class	<ul style="list-style-type: none"> • Read the syllabus. • Take the Syllabus Quiz. • Post a Welcome Message on the Discussion Board and respond to classmates. • Read Chs. 1-2. Note: There is no quiz over the reading material for this week. The quiz will only cover information on the syllabus; however, please complete the reading to set yourself up for success.
Week 2: August 17-23	Finding a Topic and Understanding Your Purpose	<ul style="list-style-type: none"> • Read Chs. 6 & 16. • Complete Module 1 Discussion Board Post. • Take Module 1 Quiz.
Week 3: August 24-30	Researching Your Speech	<ul style="list-style-type: none"> • Read Chs. 7 & 8. • Complete Module 2 Discussion Board Post. • Take Module 2 Quiz. • Upload an Introduction Video to the Assignment Dropbox.
Week 4: August 31 – September 6	Outlining the Body of Your Speech	<ul style="list-style-type: none"> • Read Chs. 10 & 12. • Complete the Module 3 Discussion Board Post. • Take Module 3 Quiz. • Post Speech One Topic and Source(s) on the Discussion Board.

Week 5: September 7-13	Writing Effective Introductions, Conclusions, and Transitions	<ul style="list-style-type: none"> • Read Chs. 9 & 11. • Complete the Module 4 Discussion Board. • Take Module 4 Quiz.
Week 6: September 14-20	Delivering Your Speech	<ul style="list-style-type: none"> • Read Ch. 14. • Complete the Module 5 Discussion Board. • Take the Module 5 Quiz.
Week 7: September 21-27	Speech One	You have this week to work on completing Speech One. Please upload your Preparation Outline, Speaking Outline, and Video Link to your Assignment Dropbox by September 27 th @ 11:59 PM.
Week 8: September 28-October 4	Audience Analysis and Language	<ul style="list-style-type: none"> • Read Chs. 5 and 13. • Complete the Module 6 Discussion Board Post. • Take Module 6 Quiz • Post Speech Two Topic and Sources on the Discussion Board.
Week 9: October 5-11	Creating Effective Visual Aids	<ul style="list-style-type: none"> • Read Ch. 15. • Complete the Module 7 Discussion Board Post. • Take the Module 7 Quiz.
Week 10: October 12-18	Speech Two	You have this week to work on completing Speech Two. Please upload your Preparation Outline, Speaking Outline, PowerPoint presentation and Video to your Assignment Dropbox by October 18 th @ 11:59 PM.
Week 11: October 19-25	Information Literacy	<ul style="list-style-type: none"> • Readings posted on Course Den. • Complete the Module 8 Discussion Board Post. • Complete the Module 8 Quiz. • Post Speech Three Topic and Sources on the Discussion Board.
Week 12: October 26-November 1	Great Speeches	<ul style="list-style-type: none"> • Read Ch. 4 and Additional Readings (posted on Course Den). • Complete the Module 9 Discussion Board Post. • Take the Module 9 Quiz.
Week 13: November 2-8	Speech Three	You have this week to work on completing Speech Three. Please upload your Preparation Outline, Speaking Outline, PowerPoint Presentation, and Video to your Google Folder by November 8 th @ 11:59 PM.
Week 14: November 9-15	Understanding Persuasion	<ul style="list-style-type: none"> • Read Ch. 17. • Complete the Module 10 Discussion Board Post. • Take the Module 10 Quiz. • Post Speech Four Topic and Sources on the Discussion Board.

Week 15: November 16-22	Aristotle's Methods of Persuasion	<ul style="list-style-type: none"> • Read additional readings (posted on Course Den) • Complete the Module 11 Discussion Board Post • Take the Module 11 Quiz.
Week 16: November 23-25 **Classes officially end on the 25 th , so your speech needs to be uploaded by then	Speech Four	You have this week to work on completing Speech Four. Please upload your Preparation Outline, Speaking Outline, PowerPoint Presentation and Video to the Assignment Dropbox by November 25 th @ 11:59 PM.
Final Exam Period: November 30-December 2	Final Exam	<ul style="list-style-type: none"> • Please take the Final Exam during this time frame. The exam will become available at Noon on November 30th and will be available until 11:59 PM on December 2nd. • End-of-Semester QEP Evaluation also due by December 2nd @ 11:59 PM.

* Course Policies and Resources

Course Design/Content Release

This syllabus is intended to provide the overview and timeline for how we will spend our time together. Please know that each week on Monday at Noon, I will release the course materials for that week. I will post a Checklist of readings and assignments to be completed that week with links to help accomplish those things. You, then, have until the following Sunday night at 11:59 PM to complete all of the work for that week (quizzes, discussion board posts, speeches, etc.). The weekly readings/assignments will follow exactly what is listed on the calendar below. For those of you who want to work ahead, the calendar below can help you with that. The readings, assignments, etc. can be found there. If anything is unclear at any point, you can reach out to me, and we'll make sure you understand what you need to get accomplished and how you can do that.

Netiquette

We live in a technological world. We e-mail and text constantly. Please remember that these are forms of communication, and we are responsible for how we communicate with each other. Be mindful of both your content and tone when e-mailing me and other students and also when posting on Course Den. As we are moving toward more computer-mediated communication, we must learn how to be responsible, ethical, competent communicators in a technological age.

@ 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 \(https://catalog.westga.edu/preview_program.php?catoid=11&pooid=1991\)](https://catalog.westga.edu/preview_program.php?catoid=11&pooid=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

[6 X 6 MASS COMM SUCCESS](https://www.westga.edu/academics/coss/mass-communications/assets/pics/6x6_MC_Success_Graphic.JPG)
(https://www.westga.edu/academics/coss/mass-communications/assets/pics/6x6_MC_Success_Graphic.JPG)

(click to view image)

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

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>).

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.