

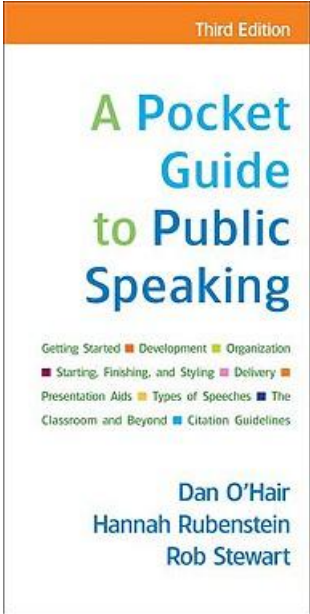
Communication 1: Public Speaking
 Spring 2012
 Tuesday/Thursday: 3:30pm – 4:45pm
 Room: Reedley College: Business 40 (BUS 40)
 Instructor: Bryan R. Hirayama
 Course Information: 51939
 Email: bryan.hirayama@reedleycollege.edu



Office Hours

Tuesday/Thursday 1:30pm – 1:55pm Tuesday/Thursday 4:50pm – 5:30pm or by appointment	Reedley College
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Required Text

	<p align="center">Required Materials: Textbook and Scantrons</p> <p>Textbook: O’Hair, D, Rubenstein, H, & Stewart, R. (2010) <i>A pocket guide to public speaking</i>. (3rd ed.). Boston, MA: Bedford St. Martin’s.</p> <p>ISBN-10: 0-312-55404-4</p>
	<p>Materials and Resources:</p> <ol style="list-style-type: none"> 882E Scantrons (One) Reedley College Library Card Access to a Computer and the Internet

Required Materials and Resources

- One 882 E Scantron. The Midterm for the course will use the front side (1-50) of the Scantron and the final can be filled out on the back (51-100). Students who keep and use one scantron for both the Midterm and Final will receive 5 points extra-credit. However, this scantron cannot, in any way shape or form, be hole-punched or damaged.
- Access to a computer and the internet: Students are going to be required to do a lot of research outside of class in preparation for the assignments. It is imperative that students have access to the computer and the one of the two word processing programs listed below and a reliable connection to the internet. Blackboard is an

- intricate part of this class so students will need to be able to sign in to get information for the course, complete assignments, and take online quizzes.
- a. Microsoft Word
 - b. Open Office
3. Package of 3X5 or 5X7 Note Cards
 4. A Positive Attitude (Required)

Course Description

This course will cover theories and techniques of public speaking. Course is designed to enhance fundamental public speaking skills which include research, organization, reasoning, listening, and audience demographics. Particular emphasis will be on the logical organization, composition, and delivery of informative and persuasive speeches. Communication 1 fulfills the General Education Requirement in Oral Communication (G.E. Foundation A1). (Note: subject advisory eligibility for English 1A)

Specific Objectives

In the process of completing this course, students will:

1. Gain communicative competence and confidence as a result of the preparation, presentation, and analysis of oral messages.
2. Gain an understanding of the communicative process.
3. Develop skill in informative, persuasive, and ceremonial speaking.
4. Recognize the need for clear and concise organization of ideas.
5. Use supporting materials effectively.
6. Analyze and adapt messages to address audience attitudes, needs, and demographics.
7. Recognize the role of culture in the production and management of spoken interaction.
8. Develop skill in extemporaneous speaking; students will present a minimum of three speeches in front of an audience.
9. Enhance vocal skills (projection, diction, inflection, and volume).
10. Improve listening skills.
11. Critique and analyze their own and others students' speeches.
12. Utilize practical assignments and exercises that will reinforce the theoretical concepts studied in class.

Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Construct and deliver dynamic and competent presentations that are adapted to the purpose and audience.
2. Utilize research materials that incorporate sufficient, credible, and relevant evidence.
3. Choose appropriate organizational patterns.
4. Analyze the effectiveness of communication through constructive critique.

Blackboard Disclaimer

Links to outside resources found on Blackboard should not be copied or duplicated due to copyright infringement. Under the *Fair Use Guidelines for Educational Multimedia*, instructors have been granted use of outside resources for the purposes of teaching within certain boundaries and restrictions. One of those restrictions prohibits students from making copies of copyrighted materials. Please make sure that you are using the technology and resources responsibly for the purposes of the course and do not share this information with people outside of the course. Thank you.

Classroom Department

Every student is expected to honor the rights of their peers and instructor. Students who do not behave in a respectful manner will be asked to leave the class. Students who repeatedly act in an inappropriate and/or disrespectful manner will be asked to drop the class. Racist, sexist, ageist, and any other racially or culturally insensitive language used in class will **not be tolerated**. Just think before you speak and then think again before saying anything that may offend other students. My classroom is a SAFE SPACE for all students and when someone isn't feeling welcomed intentionally, I take it very personally.

College is about much more than just academic affairs. For some college is the first real opportunity for freedom and experimentation. Although this new found freedom often creates new experiences for students, the conversations concerning those behaviors have no place in my classroom. Students who make explicit reference to drugs and alcohol with little to no relevance to the academic conversation happening in class will be asked to leave. This type of disruptive behavior will not be tolerated and although it may appear to be funny to others, I find no real entertainment in these types of discussions. Students who cannot demonstrate communication competency in regards to these issues will be asked to leave. If these problems persist, students will be removed from the course.

Please turn all cell phones before entering class. In the event that a cell phone goes off in class, it is at the discretion of the instructor to decide what punishment is just for each student. Impromptu speeches, short song and dance skits, and other embarrassing acts maybe the punishment for the day. Text messaging during class is also not appropriate. Any technological gadgets, including laptops, which are not being used for purposes pertaining to the class, will also not be permitted.

It is important for students to also consider their appearance when coming to class and presenting ideas. Students should dress appropriately for presentations. Although professional attire is not required, appearance does matter in the eyes of the audience. Students who do not look the part can damage their credibility. Please think carefully about your appearance before coming to class on your presentation days.

Students should also be respectful of the instructor and conduct themselves like professional people and sophisticated students. Students who make inappropriate use of

class time, attempt to call attention to discrepancies in grading, instruction, or other personal or professional behaviors of the instructor will be asked to voice those opinions at another time. We are all adults in this classroom and I expect everyone to act accordingly. Also, students should understand the rules and regulations for the class and be respectful of the instructor's policies. Students who ask to make-up work that they have missed will be directed to re-read the syllabus. **Coming into class the day an assignment is due and asking for an extension puts all parties in an awkward position. Do not do this.** There is a lot that can be done before a due date, but there is nothing that can be done on the due date. However, emailing me moments before an assignment is due claiming that technology is the culprit of a late submission is highly suspect and will be treated as such.

Blackboard is an important part of the class and I understand that technology does go on the fritz from time to time. Not having an internet connection is not a valid excuse for not turning work in on time. It should be understood that there are a lot of ways to submit work despite not having access to technology at home. Please make sure that you are doing everything within your power to acquiesce the materials, machinery, software, and technology required to be successful in this course. Considering no late work will be accepted, you should already know the answer before you ask the question (See **Late Assignments**).

Students should dedicate a significant amount of time and energy into doing their work for this course. There is an expectation that the work submitted for this class will be of the highest quality possible. It is a waste of both your time and my time to turn in work that is less than your best. You are paying for this college education and instead of cheating yourself of a potentially meaningful learning experience, really invest yourself to doing well.

Attendance

After the first two week of class, it is the student's responsibility to add/drop the course through the proper channels at Reedley College. Students who do not take care of this enrollment issue will receive the grade they earned for the duration of the class despite their clear disinterest in the class for whatever reason. If you are enrolled in the course at the end of the semester, you receive a semester grade. Please make sure that you are taking care of business so you can avoid problems associated with this issue. Due to the budget crisis our state and public institutions face, students who occupy a seat on my roster will receive a grade and that grade will not be changed or altered via the request of students for being irresponsible.

Tardiness is unacceptable in this class especially on days when speeches are taking place. Roll will be taken at the beginning of class and any student not in their seats when the roll is taken will be marked absent. Perpetual tardiness will not be tolerated. If for some reason there is some type of temporary scheduling conflict, please just let the instructor know beforehand.

If for some reason a student is late on the day of a speech, they should wait patiently outside until the speakers are finished delivering their speech. It is rude, inconsiderate, and disruptive to have someone come in during a speech, so don't do it. If by accident a student happens to enter into class during a speech, they should shut the door behind them gently so as not to make excessive noise, sit down in the first available chair, and be very quiet. Please be courteous to your peers and instructor. Just come to school on time all the time and there will be no problems. Please see the "Participation" section below for a more detailed description of how attendance plays into participation.

All excused absences must be verifiable. This means that any documentation submitted regarding an absence must come from a reputable source and should be legible and include contact information; Full name, phone number, and date. All documentation must be submitted the day the student returns to class. For student athletes, excused absences due to sporting events must be cleared beforehand. A potentially excused absence will not count if submitted beyond the day the student returns. Notes from parents, work scheduling conflicts, lost keys, tickets, vacations, childcare issues, transportation problems, notes from a coach or trainer, and any other excuse that falls outside of the boundaries of excusable absences recognized by Reedley College will not be accepted (please see the Reedley College catalog for this information).

For Spring 2012, students should miss no more than two class sessions. Students who miss more than one class are putting their grade in serious jeopardy **and their credibility as a dedicated student in question.** Please plan your absences wisely, if at all, and be in class to handle your responsibilities as a student. Skipping class to complete work for the course will be virtually pointless considering all work is due before the start of class and the fact that I do not accept late work.

Late Assignments

Absolutely no late work can be handed in. It is the student's responsibility to hand in all work on time. In the event that a student has an excused absence, the work is due the day that the student returns to class. The documentation must account for every class session missed to be eligible to make up the work.

I will not accept any handwritten papers. There is no reason why a student should submit handwritten work in this course. There are a few activities in class where this will be counted but as far as written work that falls outside of class, no handwritten work will be accepted. All work submitted for this class will be done through Blackboard or via email.

I have a very strict policy when it comes to late work and the quality of work. The majority of the assignments will be submitted through Blackboard. If for some reason, a student has problems submitting work through Blackboard on the day an assignment is due, students should immediately email me their work as an attachment to my faculty email, listed above, before the start of class. This does not grant permission to submit late work, nor does this mean that I will accept the late work in question. All this means is

that there is evidence that something has come up and the two of us can discuss the extraneous variables that created an unavoidable barrier for you submitting your work on time. Each and every student registered in the class has full access to the computer lab in the library so there is no excuse why work cannot be turned in on time. Procrastination is not a valid excuse when it comes to submitting work late. Students who attempt to hand in a hard copy of an assignment that was supposed to be submitted online will not earn credit for that assignment.

Attachments must be sent as Microsoft Word documents or Open Office Documents for those students who do not have Microsoft products. A link for the free Open Office word processing program can be found on Blackboard in the Information Folder in Blackboard under **Helpful Links and Resources**. **All work is due at the beginning of class**. That means any work submitted through Blackboard or emailed to me must be sent before class starts. Students who are absent on the day an assignment is due must turn in the work before the start of class just like everyone else. Not being in class does not somehow extend due dates or qualify you for special treatment. There is a schedule in this syllabus as well as a calendar within Blackboard to keep students in the loop as far as due dates are concerned.

The policies dealing with late work are designed to establish and maintain a fair classroom environment. No exceptions will be made regarding late work and unexcused absences. Asking the instructor to make up late work despite their knowledge of the late work policies is unacceptable.

Cheating and Plagiarism

Cheating and Plagiarism will also not be tolerated in this class. Any act of cheating or plagiarism, whether large or small / and committed intentionally, will be treated the same. Students who are caught cheating or plagiarizing will receive an “F” on the assignment in question, will be reported to the proper authorities, and will be required to drop the class if the offense warrants it. I take plagiarism very seriously and you should too.

Changes to the Syllabus

As an instructor who knows schedules sometimes get slightly off course, I reserve the right to make changes to the syllabus throughout the course of the semester. Any change made to the course syllabus will be done in the best interest of the students and the course. Changes could potentially be made to assignments, evaluations, and due dates. Announcements for these changes could be made verbally or online. I will definitely try to put something in writing that is available for all students to see. It is the students’ responsibility to make sure they are informed about changes and denying they have received information concerning changes to the course are not grounds for appealing the information on the course syllabus.

Etiquette and Format for Written Communication

It is important that the communication that takes place between the instructor and students are done so in a professional, organized, and respectful manner. Below are the guidelines for communicating via email. Students should be re-reading their email messages for grammar mistakes, run a spelling grammar check through the email provider, and pay close attention to the message between the lines. Please make sure that the tone taken in the message compliments the written message being sent across. **Emails that are not sent in the format below will not be opened.**

Email Messages: For this course there is a specific format that emails should be sent. Below are the format requirements for each of these messages. **Messages not sent to the instructor using this required format will not be opened by the instructor.** It is the student's responsibility to follow these instructions:

Email	
To:	bryan.hirayama@reedleycollege.edu
Subject:	Semester, Course Title, and Assignment Title or What the email is regarding (e.g. Spring 2012 Comm 1 Informative Speech Assignment Question)
Message:	Mr. H, Your Message Sincerely, Your Name

Document Titles: Documents should be saved and submitted in the following format. Failure to properly save documents will result in the deleting of miscellaneous named documents submitted via email and through Blackboard. It is not my job as your instructor to save your documents under the proper title. Please make sure that you are following the format when it comes to saving documents:

Document Title	Student's Full Name and Assignment Title (e.g. John Smith Informative Speech Outline)
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Students with Disabilities

If you have a verified need for an academic accommodation or materials in alternate media (Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

It is your responsibility to provide this document to your instructor within reasonable time of any accommodations you might require.

Assignments

Syllabus Quiz: After reviewing the syllabus in the class, and giving it a second read outside of class, students will be tested on their understanding of the procedures, policies, and requirements of the course. This quiz is located in Blackboard in the Assignments Folder. It is a ten-question multiple choice quiz.

Partner Introduction Write-Up: In order to prepare for the partner introductions, students are required to prepare a short write-up. Students should identify who they are and who they want to be at school, work, and at home. There is an example in Blackboard what this write-up might look like. In addition to submitting a copy of this document through Blackboard, every student should bring a copy of this document to class to share with their partner who is going to be responsible for introducing them to the rest of the class.

Partner Introductions: Students will give a short 1-2 minute presentation about one of their fellow classmates. This assignment is designed to get students up in-front of the classroom and familiar with the emotions, feelings, and tendencies they experience during moments of public discourse. Although this is a credit/no credit assignment, it should be taken seriously.

Test Blackboard Assignment: This assignment will be submitted through Blackboard. The purpose of this assignment is to make sure that students are aware of and can properly prepare and submit documents for this class. For this assignment, students are required to prepare a Microsoft Word or Open Office document with the proper title and with the proper heading. Within this syllabus you will also find how to properly save documents for this course. Below is the information you must include in the heading of a document submitted for this class:

(Header Box)	Last Name #

Name	
Course	
Instructor	
Date	
Title	

Please note that in the upper-right hand corner, last name, and page number are entered into the header box of the document. The rest of the information is in the body of the document.

Chapter Quizzes: For each of the assigned readings, students will be required to take an online quiz through Blackboard (check the **Assignments** folder). These quizzes will consist of one to ten multiple-choice, true/false, and/or short essay questions that test a student's retention, understanding, and practical application of the ideas, theories, and

concepts from the readings. Each quiz will be worth five points. Students will only be allowed to take each quiz once and each quiz must be finished the before class on the day discussed (please check syllabus schedule for due dates). One really important thing to keep in mind is once a student starts an online quiz, they must finish that quiz in one sitting. It has been my experience that this format works best and helps us to avoid a whole host of problems with multiple attempts and extended time-frames for test taking. Chapter quizzes marked on the course schedule with a ** are extra-credit.

Discussion Board (5): Five times during the semester, students will be required to sign into their Blackboard account, create a Discussion Board thread, and respond to your fellow students' threads. Students will be graded on the depth of their responses, validity of the claims being made, strength of the support offered, and the comments made in response to their peers' posts on the discussion board. Every student is required to post at least three comments for each discussion board topic. One thread must be in direct response to the discussion board prompt and the other two must be in response to at least two posts for two separate students (please do not think you can only respond to two threads. By all means, respond to as many as you'd like).

The last rule when it comes to posting on the discussion board is that you cannot get credit for more than two posts a day. Students who procrastinate until the due date for the discussion board will not be able to earn full-credit if they make three posts on the same day. These discussion boards are for ongoing conversation not just post-and-run. Discussion board will be open until the due date when the last posts are due. The due dates for these posts are listed in the due dates section of the syllabus schedule below. The topics for these discussion points might be used for in-class discussion so keeping up with them will be vital to students staying in the loop with class discussion.

Reflection Papers: After the Cultural Artifact / Autobiographical and Informative Speech Assignment, students will write a short essay, including an introduction, body, and conclusion, reflecting on their experience with the speech, the difficulties they encountered, and the emotions that emerged during the speaking event. These papers are designed to help students materialize and understand the public speaking process better from start to finish by looking back on what transpired.

An important step to improving as a public speaker is reflection. Through critical self-examination, speakers can potentially identify, examine, and work to improve how they create, prepare, and deliver speeches. After the Cultural Artifact / Autobiographical Speech and Informative Speech Assignment, students will be required to write a short, but meaningful, reflection paper. Below are the requirements for these reflection papers:

1. This paper must be typed in Times New Roman font size 12. Any other font style or size will not be accepted.
2. The paper should be no-spaced or double-spaced.
3. There should be a proper heading and saved under the proper title.
4. Each essay should have a clear introduction, body, and conclusion.
5. The main points of the paper should be well-supported:
 - a. through evidence from the speech.

- b. through concepts from the course textbook and class lecture.
6. The paper should be error-free (e.g. no spelling, mechanical or grammatical errors).
7. Sources should be properly cited in APA (American Psychological Association) format
 - a. Create a Reference Page.

The content of these papers should be based on the five canons of rhetoric (invention, arrangement, style, memory, and delivery) and the process students went through as they prepared, practiced, and delivered their speeches. The five canons of rhetoric should be referenced and properly cited within these reflection papers. Here are some questions that students should think about and answer in their reflection papers:

1. Which one of the five canons was most difficult for you? Why? How would you go about doing things differently in the future to make your work easier, less stressful, and more effective?
2. What, if anything, popped up during your speech that was unexpected and how did you react to it? If given the chance again, how would you have handled this? In the future, what considerations will you make to better prepare for the unexpected?
3. How much time did you dedicate to preparing for this speech? Given your preparation time, how well did the speech go? In the future, how much time will you dedicate to preparation? Why?
4. How did you feel during your speech? Were you able to stick to your speaking outline? What adjustments did you make during the speech?
5. Were you able to incorporate a variety of vocal and delivery skills to keep your audiences' attention? If not, what would you do differently next time?
6. Was the content and delivery of your speech audience centered? What areas were effective and which areas needed improvement? What would you do differently and what would you repeat in the future to make sure your speech was adapted to your audience?
7. Was the audience attentive to your message? Were you attentive to the messages your audience sent to you? What adjustments, if any, will you make to gain and maintain the attention of your audience?
8. How do you feel about your overall performance? What do you think audience members would say about your speech?

Please check the schedule below for the due date for this assignment. Regardless of the due date, the assignment must be submitted through Blackboard's SafeAssign.

Peer Evaluations: To further develop the skill set associated with public speaking, it is important that speakers are able to observe public discourse and offer constructive criticism. People are bombarded by informative and persuasive messages all day from TV commercial, political discourse, and interpersonal encounters. It is important that students develop their faculties as an active consumer of such rhetoric while being able to provide insightful feedback and evaluation. Twice during the semester, students will observe one of their classmates during their informative and persuasive speeches and fill

out a likert-style questionnaire on a peer's performance. Students will also be required to provide written feedback of the speech and comment on the speeches content and organization and also on the speaker's delivery skills. Students will be graded on the breadth and depth of their critique as well as the quality of feedback recorded on the survey.

Participation: An important component in this skills-based course is participation. Students are expected to be prepared for class discussions, offer constructive feedback to their peers, and interact in a productive way during group activities. Students who do not participate in class or are absent and otherwise unable to participate will not earn the participation points for this course. Participation points will be earned in the following ways:

1. Every class period will begin and end with an activity that will be collected before students depart from class.
2. On the days students are not required to record information on this note card, other activities will be going on where students can be directly observed by the instructor for participation points.
3. Pop quizzes can be administered for participation points.

Students who can provide documentation for their absence, have a legitimate reason for missing class (as recognized by Bakersfield College), or have received approval from the instructor will not be penalized for their absence/s. Student-Athletes who will miss class due to their game schedule must provide a full game schedule to the instructor within the first two weeks of school. Students who miss class while attending an event sponsored or hosted by Bakersfield College or are part of a group, club, or organization associated with the college will also be excused with the proper documentation. There are many absences that can be excused with the proper documentation but there are zero that cannot be without it. Documentation is also subject to verification by the instructor and documentation can be handed in no later than one-week from the absence in question.

Mini Speeches: These mini speeches are designed to help students practice smaller sections and elements of speeches that must later be incorporated into larger speech assignments. Students should come to class prepared to present. Students will be required to submit a 3X5 or 5X7 notecard with their mini speech written out for class credit. No credit will be awarded to students who do not have these cards. These cards will be checked in the beginning of class to avoid students cramming. Students will not be graded on their performance like with other speech assignments but will instead be critique on their mini speech and given feedback. Students who come to class prepared to present, present, and participate in the discussions that accompany each of these mini speeches will receive full-credit on the assignment. Students who are absent, are not prepared, and do not contribute meaningful constructive criticism to class discussion will not receive credit. Students who will not be awarded these points will be notified in writing, via email, and be given the reason behind this decision.

Mini Speech # 1: Introduction and Conclusion Mini Speech: For this mini speech, students will create an introduction and conclusion for an informative speech that deals with one of the following topics:

1. Objects – inanimate things
2. Individuals or Groups – a person (famous, unsung hero, influential, or a tragic figure whose life provides a cautionary tale)
3. Events – notable or exceptional occurrence
4. Processes – a series of steps or stages that lead to a particular outcome
5. Ideas – a theory, principle, belief, or a value.

This is one of the longer mini speeches because students have to draw out a rough outline of the points that would have been made if this speech were delivered. The introduction for this mini speech should include:

1. An attention getter
2. A clear thesis statement
3. Speaker credibility statements
4. A preview of the main points
5. Reasons why audience members should listen to this speech
6. Transition from the introduction to the body of the speech

The conclusion should include:

1. A summary of the main points from the speech
2. A clincher or memorable statement to leave the audience with
3. Close down the speech smoothly

Mini Speech # 2: Audiovisual Aid / Presentational Aid Mini Speech: For this mini speech, students will be required to construct and present an audiovisual aid / presentational aid in class. This aid should somehow enhance the audience's understanding of the concept, idea, or theory being discussed in the mini speech. Students may create one of the following types of audiovisual aids:

1. Object: Actual Objects, Models
2. Printed Materials: Handmade Poster boards, Maps, Charts, Graphs, Drawings, Photographs
3. Videos, DVD, Music track
4. Digital Audiovisual Aids: PowerPoint's, overheads, slideshows
5. Demonstration

Students must demonstrate their understanding of proper audiovisual selection, construction, and implementation during this mini speech. Students should consider the following factors:

1. Is the classroom equipped with the technology needed to use this audiovisual aid
2. Is the audiovisual aid
 - a. Large enough
 - b. Use appropriate color contrast
 - c. Easy to read and understand

3. Test the equipment in class before beginning the mini speech (a practice that should be done for any speech incorporating audiovisual aids)
4. Keep the visual aids simple (Use the K.I.S.S. Model “Keep It Simple Stupid”)

Students who have designed a PowerPoint or audio / video aid should make arrangements to bring a laptop or set up their presentation on the classroom’s computer.

Mini Speech # 3: Citations Mini Speech: Often speakers use the words, and credibility, of others to help reinforce the points they are making in their speech. Students will be required in this course to cite sources for both their Informative and Persuasive Speech Assignments. For this mini speech, students will need to properly cite three sources for an imaginary speech. Students should consider the following elements when creating these citations for this mini speech:

1. The author, authors, creator, or webmaster of the source
2. The credentials of the author, authors, creator, or webmaster
3. Where the author, etc... received their education, certification, training or experience
4. The type of source (book, periodical, scholarly journal, website, newspaper)
5. The credibility of this source
6. The year of publication

These three sources do not have to be related to each other. They can be information that supports three totally different topics. Students should find information that is both credible and interesting to share with the audience. Students should choose topics that they are both personally invested in and that the audience will enjoy.

Mini Speech # 4: Propositions and Reasoning Mini Speech: For this mini speech, students will select a proposition and provided a short summary on the reasoning behind this belief. Students should select one of the stock propositions from the course textbook to work from. These propositions are as follows:

1. Proposition of Fact
2. Proposition of Value
3. Proposition of Policy

Students should then provide the line of reasoning behind the proposition. Students should steer clear of overused controversial issues such as:

1. Legalization of marijuana
2. Abortion
3. The death penalty
4. Gay marriage
5. Lowering the drinking age

Students are encouraged to be creative and select topics that they firmly believe in and can justify their beliefs through sound and logical reasoning. These ideas will then be presented to the class where a short class discussion will follow.

Speaking Notecards: For the all the major speeches for the course (Cultural Artifact, Informative, Persuasive, and Special Occasion), students will be required to prepare some type of speaking notes outside of the preparation/working outline and speaking outline submitted through Blackboard. Preparation is a key to success in many ways especially when it comes to speaking in front of others. This assignment is designed to help students understand the necessity of preparation and get them in the habit of taking this very important step in the speech planning process. There is not a required format for these note cards so students are able to customize these speaking notes to their strengths and weaknesses.

Speeches

Cultural Artifact/Autobiographical Speech: This first major speech will be on a topic every student is familiar with. Students will be speaking about themselves and the experiences that have helped shape them into the people they are today. The Cultural Artifact/Autobiographical Speech will also require student to bring in a prop or artifact that represents or demonstrates a culture, ritual, tradition, or event that has significantly shaped their lives.

Students are also required to turn in a full-sentence outline via email as a Microsoft Word or Open Office document attachment before they deliver their speech. Hard copies of the outline will not be accepted the day of the speech. All outlines should be submitted through Blackboard's SsfAssign.

For this round of speeches, students will be responsible for delivering an informative speech addressing one of the three following speech topics:

1. Cultural Artifact – You must first identify the culture that you are a part of and describe how your participation in this culture has impacted your life in at least two ways. This means that your speech would have three main points.
2. Autobiographical – You can also use events and experiences in your life to tell the audience about who you are. Choose one significant event or experience in your life and discuss how that has shifted your life trajectory, changed you as a person, or altered your perspective on life and how the world works. The number of main points will vary for this speech but I would anticipate there will be no less than three and no more than five.
3. Traditions, Rituals, or Belief Systems – You may also choose to identify and describe how your participation in certain traditions, rituals, or your belief system has shaped you into the person you are today. How has attending certain annual ceremonies, being part of different rituals, or how your faith or belief in some philosophy makes you...you. Again somewhere between three to five main points.

No matter what option you pick, one of your main points should explain, in detail, the culture, event, experience, or tradition/ritual/belief system that has changed your life before you actually tell us how. You are also required to bring in an artifact or a prop that

embodies the culture, event, or tradition/ritual/belief system that you are speaking about. Don't forget this artifact because there are points associated with it.

Below are the requirements for your first speech. All speeches must:

1. Be 4-6 minutes in length.
2. Have a clear introduction, body, and conclusion.
3. Accomplish the goals associated with each section of the speech (introduction, body, and conclusion). Please refer to your textbook and class notes for the goals associated with these sections of the speech.
4. Have 2 – 5 main points. Again, please refer to your textbook and class notes for the goals associated with these sections of the speech.
5. Must have main points that are well-supported. The audience should walk away from this speech knowing how your participation in a particular culture, how life events and experiences, or how the traditions, rituals, or your beliefs have helped to shape you into the person you are today.
6. Be creative, stylized, sincere, and **audience-centered**.
7. Explain to the audience how this event, tradition, or participation in this culture has shaped who you are as a person. Audience members should walk away from this speech having learned a little bit about who you are and why you are that way.
8. **You must bring in an artifact**, no matter which option you choose, that represents the important event, ritual, tradition, or moment and explain it to the audience within the body of your speech.

Informative Speech: The objective of this assignment is to provide students with experience in informative speaking. Each presentation should be audience-adapted, audience-centered, organized, extemporaneous, and informative. Students will be required to do research on their speech topic and cite information within their speech. Below is a list of the requirements for this speech.

1. Students must deliver a speech that lasts between 5-7 minutes. Students' speech grades will be docked for not meeting the minimum time requirement or exceeding the allotted time. The penalty is one grade for each minute under or over the time given to each speaker.
2. Students should demonstrate their level of preparedness by setting up any equipment, adjusting any of the technology being used during the speech (the volume of the speakers, turning the projector off from the last speech or turning it on), and dressing professionally to present their speech. Students should avoid negative self-talk, joking with audience members, and making any comments about the speech while approaching the podium. Students should demonstrate their advanced skills, abilities, and behaviors as public speakers.
3. Each speech should have a clear introduction, body, and conclusion. Transitions must be incorporated between sections and main points to create fluency. Students should also keep in mind the goals associated with each these sections and make every effort to accomplish those goals (the introduction, body, and conclusion).

4. All students must use an extemporaneous speaking style for their delivery of the informative speech. Students should incorporate a variety of delivery skills to capture and maintain the attention of the audience.
5. Students must properly cite **four sources within** their speech. Students must use at least three documented credible sources. Students are responsible for determining this credibility and potentially mentioning it during the speech to reinforce the credibility of the source. The information cited within the speech should be used to strengthen points within the body and not be used as attention getters or closers (clinchers). Speakers are more than welcome to offer sources in these sections but they will not count towards their overall citation count. The maximum percentage points a speaker can earn without citing sources in their speech is 70%. This percentage will be hard to achieve even with a flawless speech.
6. The objective of this speech is for students to share information, explanations, and ideas with their audience. Below is a list of the different types of informative speeches students can choose from.
 - a. Objects – inanimate things
 - b. Individuals or Groups – a person (famous, unsung hero, influential, or a tragic figure whose life provides a cautionary tale)
 - c. Events – notable or exceptional occurrence
 - d. Processes – a series of steps or stages that lead to a particular outcome
 - e. Ideas – a theory, principle, belief, or a value.
7. Students are also required to incorporate a visual or presentational aid into their speech performance. **These visual aids should be used to enhance, reinforce, or help explain the elements, parts, or characteristics addressed in the informative speech.** Simply bringing a picture in and saying, “this is my visual aid” will not cut it.

Persuasive Speech: The objective of this assignment is to provide students with experience in persuasive speaking. This assignment represents a culmination of the components of public speaking that have been examined in this class. Students will select one of the major persuasive functions discussed in the text. The persuasive goal of this speech may be to adjust listeners’ attitudes, beliefs, and values or urge people to take action. Below is a list of the requirements for this speech.

1. Students must deliver a speech that lasts between 6-8 minutes. Students’ speech grades will be docked for not meeting the minimum time requirement or exceeding the allotted time. The penalty is one grade for each minute under or over the time given to each speaker.
2. Students should demonstrate their level of preparedness by setting up any equipment, adjusting any of the technology being used during the speech (the volume of the speakers, turning the projector off from the last speech or turning it on), and dressing professionally to present their speech. Students should avoid negative self-talk, joking with audience members, and making any comments

- about the speech while approaching the podium. Students should demonstrate their advanced skills, abilities, and behaviors as public speakers.
3. Each speech should have a clear introduction, body, and conclusion. Transitions must be incorporated between sections and main points to create a smooth speech. Students should also keep in mind the goals associated with each these sections and make every effort to accomplish those goals.
 4. All students must turn in a working outline, via email, before their speech is delivered. No exceptions will be made for formatting, spelling or grammar mistakes, or incomplete outlines.
 5. All students must use an extemporaneous speaking style for their delivery of the informative speech. Students should incorporate a variety of delivery skills to capture and maintain the attention of the audience.
 6. Students must properly cite six sources within their speech. Students must use at least one book and one periodical. The information cited within the speech should be used to strengthen points within the body and will not be counted when used as attention getters or closers (clinchers). The maximum percentage points a speaker can earn without citing sources in their speech is 70%.
 7. Students must demonstrate their understanding of ethos, logos, and pathos during their speech. Students should also tend to the emotions and needs of the audience and use sound logic to discuss their topic. To be successful at the podium, students will need to address one if not all of these ideas.

Your persuasive speech should attempt to influence audience members in one of the following ways:

1. Adjusting listener attitudes, beliefs, and values: The goal of this speech is to invite audience members to consider new ideas, change audience members' beliefs about an issue, or reinforce ideas audience members already believe in.
2. Urging Action: The goal of this speech attempts to connect the inner world of the listener to some desired action. The action should be workable and provide some degree of solvency.

Students should choose one of the following options below to present a persuasive speech on. Students who wish to present on a different topic must discuss that with me ahead of time.

Option 1: The best country in the world.

Select the best country in the world and present an argument to supports this claim. There is a plethora of information that any speaker could use to build this argument including average per capita income, literacy rate, population density, quality of life in this country, system of government, the social programs offered to the inhabitants, among a variety of other factors.

Option 2: Volunteerism

Select a volunteer organization that is doing positive things in the world. Provide a thorough description of this organization and why people should become involved.

Option 3: Contemporary Controversial Issues

Take a contemporary controversial issue and present an argument that supports one side of the argument.

Option 4: Quality of Life

Identify behaviors that threaten the health and well-being of people who engage in these activities. Present a persuasive argument that asks people to change or alter their behaviors in both the short and long term to improve their quality of life.

Option 5: Eco-Friendly Lifestyles.

Much like Option 4, identify behaviors that are counterproductive to living a Eco-friendly lifestyle and discuss the benefits of changing or altering these destructive behaviors.

Option 6: Open

For those of you who have an idea that falls outside of the aforementioned topical areas, you have full permission to speak on the topic of your choice.

Ceremonial / Special Occasion Speech: It is very likely that at some time during a student's life they will have to deliver a ceremonial or special occasion speech. Whether it is as an executive celebrating a milestone for their company, as a maid of honor or best man in a wedding, or in an award acceptance speech, students need to understand and be able to successfully execute a speech to fit any special occasion. This is a fun assignment where students have a lot of freedom to incorporate their newly acquired skills in public speaking and their creativity.

Outlines: For the Cultural Artifact Speech, the Informative, and the Persuasive speech, students will be required to prepare a combination of full-sentence preparation/working outlines and speaking outlines. Outlining is an important part of the preparation and delivery of speeches and throughout this semester students will learn how to structure and format outlines to fit the needs of any speaking occasion.

WARNING: In order to earn any of the points for the Cultural Artifact / Autobiographical Speech, Informative Speech, and Persuasive Speech (including the points for the outlines), students must complete all three of these assignments. Students who do not complete all of these assignments will not be eligible to earn any of the points associated with these three assignments. This is an all of nothing situation. There is a day at the end of the semester where one speech can be made up without penalty.

TIP: If for some reason you do not submit an outline for one of the major speeches that **does not mean** that you cannot deliver your speech. These assignments are separate from one another. If you do not submit an outline, that does not disqualify you from delivery your speech. Although you may not turn in an outline, you can and should still be ready to delivery your speech.

Examinations

Midterm Examination: The Midterm Examination for this class will be a 50 multiple-choice test. Students will need a number 2 pencil and an 882 E Scantron.

Final Examination: The Final Examination for this class will be a 50 multiple-choice test. Students will need a number 2 pencil and an 882 E Scantron. Students who use the backside of their Midterm Examination Scantron for this class will earn 5 points extra credit.

Grading Rubric

Assignment	Points
Syllabus Quiz	10
Partner Introduction Write-Up	10
Partner Introductions	15
Test Blackboard Assignment	15
Chapter Quizzes	220
Discussion Boards (5 X 10 pts)	50
Cultural Artifact/ Autobiographical Preparation/Working Outline	25
Cultural Artifact / Autobiographical Speaking Outline	25
Cultural Artifact / Autobiographical Speech	75
Cultural Artifact Reflection Paper	25
Informative Speech Preparation/Working Outline	10
Informative Speech Speaking Outline	25
Informative Speech	150
Informative Speech Reflection Paper	25
Informative Speech Peer Evaluation	25
Persuasive Speech Preparation / Working Outline	25
Persuasive Speech	200
Persuasive Speech Peer Evaluation	25
Speaking Notes Cards (Major Speeches) (4 Sets each worth 5 Points)	20
Mini Speech # 1: Introduction and Conclusion (Speech 20 / Note Cards 5)	25
Mini Speech # 2: Audiovisual Aid (Speech 20 / Note Cards 5)	25
Mini Speech # 3: Citations (Speech 20 / Note Cards 5)	25
Mini Speech # 4: Proposition and Reasoning (Speech 20 / Note Cards 5)	25
Ceremonial Speech	25
Mid-Term Examination	50
Final Examination	50
Participation	50

Total Points	1250
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A = 1125 – 1250 Points
B = 1000 – 1124.9 Points
C = 875 – 999.9 Points
D = 750 – 874.9 Points
F = 749.9 and below

Calendar: Spring 2012

Date	Material Covered	Required Reading	Important Dates and Due Dates
January			
January 10th	Course Introduction. Course Overview. Assign: Partner Introduction Write-Up		
January 12th	Partner Introductions	Read Chapter 3 before class on Jan. 17 th	Syllabus Quiz due before the start of class. Test Blackboard Assignment due before the start of class.
January 17th	Principles of Communication Part 1: Chapter 3: Managing Speech Anxiety	Read Chapter 1 & Chapter 2 before class on Jan. 19 th	Online Quiz: Chapter 3 due before the start of class. Discussion Board #1
January 19th	Part 1: Chapter 1: Becoming a Public Speaker & Chapter 2: From A to Z: Overview of a Speech	Read Chapter 4 and Chapter 5 before class on Jan. 24 th	Online Quiz: Chapter 1 & 2 before the start of class
January 24th	Part 1: Chapter 4: Ethical Public Speaking & Chapter 5: Listeners and Speakers	Read Chapter 15 before class on Jan. 26 th	Online Quiz: Chapter 4 & 5 before the start of class Discussion Board #2
January 26th	Part 4: Chapter 15: Developing the Introduction and		Online Quiz: Chapter 15 before the start of class

	Conclusion		
January 31st	Mini Speech # 1 Delivered	Read Chapter 12, 13, & 14 before class on Feb. 2 nd	Mini Speech # 1 Note Cards due
February			
February 2nd	Part 3: Chapter 12: Organizing the Speech Chapter 13: Selecting an Organizational Pattern Chapter 14: Outlining the Speech	Read Chapter 17 before class on Feb. 7 th	Online Quiz: Chapter 12, 13, & 14 due before the start of class.
February 7th	Part 5: Chapter 17: Choosing a Method of Delivery		Online Quiz: Chapter 17** due before the start of class
February 9th	Cultural Artifact Speech Delivered		Cultural Artifact Speech Outline due for speakers delivering on Feb. 9 th (Blackboard)
February 14th	Cultural Artifact Speech Delivered		Cultural Artifact Speech Outline due for speakers delivering on Feb. 14 th (Blackboard)
February 16th	Cultural Artifact Speech Delivered	Read Chapter 7 & Chapter 23 before class on Feb. 21 st	Cultural Artifact Speech Outline due for speakers delivering on Feb. 16 th (Blackboard)
February 21st	Part 2: Chapter 7: Selecting a Topic and Purpose Part 7: Chapter 23: Informative Speaking	Read Chapter 6 before class on Feb. 23 rd	Online Quiz: Chapter 7 & 23** before the start of class Discussion Board #3 All Cultural Artifact Speech Reflection Papers due before the start of class (Blackboard)
February 23rd	Part 2: Chapter 6:	Read Chapter 20,	Online Quiz:

	Analyzing the Audience	21, & 22 before class on Feb. 28 th	Chapter 6 before the start of class
February 28th	Part 6: Chapter 20: Types of Presentational Aids Chapter 21: Designing Presentational Aids Chapter 22: A Brief Guide to Microsoft PowerPoint		Online Quiz: Chapter 20, 21, & 22 due before the start of class
March			
March 1st	Mini Speech # 2	Read Chapter 8 and Chapter 9 before class on March 6 th	Mini Speech # 2 Notes Cards due
March 6th	Midterm Examination		Bring an 882E Scantron and a pencil
March 8th	Part 2: Chapter 8: Developing Supporting Material Chapter 9: Locating Supporting Material Chapter 10: Doing Effective Internet Research	Read Chapter 11 before class on March 13 th	Online Quiz: Chapter 8, 9, & 10 due before the start of class Discussion Board #4
March 13th	Part 2: Chapter 11: Citing Sources in Your Speech		Online Quiz: Chapter 11** due before the start of class
March 15th	Mini Speech # 3	Read Chapter 18 before class on March 20 th	Mini Speech # 3 Note Cards due
March 20th	Part 4: Chapter 16: Using Language Part 5: Chapter 18: Controlling the Voice	Read Chapter 19 before class on March 22 nd	Online Quiz: Chapter 16 & 18 due before the start of class
March 22nd	Part 5: Chapter 19: Using the Body		Online Quiz: Chapter 19 due before the start of class
March 27th	Informative Speech Delivered		Informative Speech Outlines: Preparation and Speaking: for

			speakers delivering on March 27 th (Blackboard)
March 29th	Informative Speech Delivered		Informative Speech Outlines: Preparation and Speaking: for speakers delivering on March 29 th (Blackboard)
April			
April 3rd	Spring Break		
April 5th	Spring Break		
April 10th	Informative Speech Delivered		Informative Speech Outlines: Preparation and Speaking: for speakers delivering on April 10 th (Blackboard)
April 12th	Informative Speech Delivered	Read Chapter 24 before class on April 17 th	Informative Speech Outlines: Preparation and Speaking: for speakers delivering on April 12 th (Blackboard)
April 17th	Part 7: Chapter 24: Persuasive Speaking		Online Quiz: Chapter 24 due before the start of class Discussion Board #5 Informative Speech Reflection Paper due before the start of class (Blackboard)
April 19th	Mini Speech # 4		Mini Speech # 4 Note Cards due Informative Speech Peer Evaluation due before the start of class (Blackboard)
April 24th	Persuasive Speech Delivered		Persuasive Speech Outlines due for speakers delivering on April 24 th

April 26th	Persuasive Speech Delivered		Persuasive Speech Outlines due for speakers delivering on April 26 th
May			
May 1st	Persuasive Speech Delivered		Persuasive Speech Outlines due for speakers delivering on April 1 st
May 3rd	Persuasive Speech Delivered	Read Chapter 25 before class on May 8 th	Persuasive Speech Outlines due for speakers delivering on May 3 rd
May 8th	Part 7: Chapter 25: Speaking on Special Occasions		Online Quiz: Chapter 25 due before the start of class
May 10th	Special Occasion Speech		Persuasive Speech Peer Evaluation due before the start of class (Blackboard)
May 17th 3:00pm – 4:50pm	Final Examination		(No class on May 15 th . Other Final Examinations in session)