

**COMM 111-CRN: 43495 & 42601**

T/TH T-217 @11:30-12:50

# **Kimberly Burdon**

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The best way to reach me is by email rather than phone.

## **Office hours:**-11:00-11:50 TUES/ TH

**MATERIALS TO PURCHASE FOR THIS COURSE**

1 package of index note cards 4 x 6 is usually best

All graded speeches will be recorded; you can either use your cell phone, your laptop, tablet, Zoom or a video camera if you have one.

**TEXM:** Valenzano, J. M., Braden, S. W. and Broeckelman-Post, M. A. (2013) *The speaker’s primer*. 2nd ed. Southlake, TX: Fountainhead Press. ISBN9781680363210

*Please note you must have the book/read the book to successfully complete the course. You can get the previous edition if you find it somewhere cheaper.*

**COURSE DESCRIPTION**

This course is designed to improve speech efficiency, self confidence, and skill in planning, organizing, and delivering the kinds of presentations encountered primarily in business organizations. This class will focus on public communication messages through the use of practical experiences in a variety of communication situations. Comm.111 provides you with the opportunity to improve your oral communication skills through performance, analysis of communication as a process, reading of the textbook and lectures. Students will be given opportunities to teach one another in small groups discussion boards and by giving each other feedback on their speech outlines and speeches themselves. Students will prove what they have learned through quizzes and speeches and will have opportunities to reflect on what they have learned through self-critiques.

**SPEECH COMMUNICATION GENERAL EDUCATION OUTCOMES:**

Outcomes are measurable activities and or assignments, which will be assessed.

**Course Learning Outcomes:** As a result of successfully completing this class students will be to:

1. Synthesize, organize information for varied audiences

2. Interact with confidence while adapting messages to audience needs

3. Listen critically

This course moves very quickly! You will need to keep up with the readings, as all of it is necessary knowledge for the creation of an effective speech. When reading, ask yourself the following questions:

* How does this apply to me? How do I use this in my speech? How can I use this information to improve my skills?

**COURSE OBJECTIVES:**

Upon the completion of this course, the student should be able to:

1. Apply the principles of being audience-centered in effective public speaking.
2. Organize, and deliver informative and persuasive speeches appropriate to the audience and setting.
3. Practice effective extemporaneous speaking in front of the audience.
4. Critically analyze your own and your classmates' speeches.
5. Discuss and practice effective listening skills.
6. Demonstrate the ability to write an organized, coherent outline.
7. Demonstrate ethical behaviors in creating and presenting speeches.
8. Analyze both verbal and nonverbal elements of effective presentations (yours and your classmates).
9. Prepare and effectively deliver at least four public speeches.
10. Enhance spoken and written presentations with appropriate visual, audio, multimedia, and other aids.
11. Demonstrate improvement during the course in managing and overcoming speech anxiety.
12. Identify effective and ineffective elements of public discourse.

**INSTRUCTOR PHILOSOPHY: (Learning Environment)**

I love teaching this class! The confidence and skills gained in this class can help you in any field and any vocation. I look at our time together as an exciting adventure! Knowing how to organize your thoughts and articulate them clearly can dramatically make a difference in your life. You may not think so now but; you would be surprised how many different types of industry require public speaking. I value the opportunity to be a part of this experience. We all learn from each other. I look forward to what you will teach me, and what you will teach each other. Some suggestions to make your learning experiences more meaningful; do not procrastinate your speech preparation; also, create a full sentence typed outline for each speech. Take the time to reflect on ways you can improve by watching and listening to the oral critiques in class as well as reading and thinking about the written ones after class. Take time to visualize your success. Practice numerous times before giving your speech in class. One last piece of advice –Yes You Can Do This!

**CLASSROOM CIVILITY: Learning Environment**

Certain basic standards of classroom civility should be adhered to, particularly in a communication course. Civility does not eliminate appropriate humor, enjoyment, or other features of a comfortable and pleasant classroom community. Classroom civility does, however, include the following:

1. Displaying respect for all members of the classroom community, both your instructor and fellow students.
2. Attentiveness to and participation in lectures, group activities, workshops, and other exercises.
3. Avoidance of racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom community.

These features of classroom civility do not comprise an exhaustive list. Rather, they represent the minimal sort of behaviors that help to make the classroom a pleasant place for all concerned. Online we call this *netiquette.*

**CLASS PREPARATION AND PARTICIPATION: (Learning Environment/Instructional Design & Assessment)**

*Coming to class prepared and participation in class is mandatory for successful completion of the course****.*** **Please note participation means interaction, posting, discussing, time in our class does not mean that you are participating in class!**

The quantity and quality of your contributions to class discussions and activities will be evaluated according to the following criteria:

1. Are you prepared for class discussions (e.g., completed reading, prepared for discussion questions)?
2. Are you able to relate your own experiences and observations to class concepts?
3. Do you respond to statements by others in an appropriate manner?
4. Do you move the discussion along, not derail it?
5. Do you ask questions and/or paraphrase when needed and appropriate?

Full participation points must be earned. If a student enters the class twice a week is polite, but does not make a strong effort to contribute, you will earn very few participation points. I am expecting that you will be online in class at a minimum three times a week. **Remember, that we do not have to be online at the same time.**

**Class Routine: (Instructional Design/ Learning Environment)**

The class routine is different from a face-to face class, it is also different from a correspondence course. Students and the instructor may make postings to the course around the clock. Regular participation in the discussion board and all other parts of this course is mandatory. There are deadlines and due dates which need to be met, unlike a correspondence course completed at your own pace. This is not a self paced class. In the online environment your frequent and intelligent contributions will not only enhance your learning experience but also your classmates.

**Weekly Requirements :Instructional Design/ Learning Environment)**

Each week I will post a bulleted list of what needs to be done. You will also be able to see in the course calendar at a glance what needs to be completed each day.

Monday- The week will start on a Monday

Quizzes will be open.

* Take each timed quiz twice- the highest score will be recorded.
* You have ONE FULL WEEK for each quiz M-SUN. Sunday @ 11:55PM the quiz will close.
* I would encourage you not to tempt fate. Murphy’s Law can and will get you. If you wait to take the quizzes until 11:30 Sunday night, computer problems, server crashes, and other issues can and do occur. I will not open up a quiz that you have missed.
* There are 15 quizzes this quarter. Only 10 of your highest scores will be counted, therefore; you can miss a couple of quizzes and it will not impact your grade.

Tuesday- Wednesday

On either Tuesday or Wednesday you will want to review the discussion for the week and any other assignments and post your submission posting (your response to the discussion question). By no later than **Wednesday, 11:55 p.m.** you should post your response to the discussion question/ and/ or post your speech outline for peer review.

Thursday-Saturday

You should be responding to a minimum of two of your assigned group members postings on the discussion board. If you don’t have a minimum of two responses to the discussion by Saturday 11:55 PM it is late.

There will also be weeks where you will be providing peer reviews for your classmates.

* Peer reviews will require you to read four of your classmates speech outlines and respond with feedback to at least 3 of them.

\*Please note, if you continually wait to post until the last minute either your submissions or your responses that will be noted as detrimental to the group and your grade will be affected. Alternatively, if you want to participate more and be involved more, by asking and answering questions, that is great, as long as the involvement is enhancing the learning climate. Just as little involvement will be negatively reflected in your grade, conversely, greater participation will have a positive effect. Doing the minimum work will generally result in reflecting poorly in your grade.

**CLASS ASSIGNMENTS: (Assessment)**

* Self Introduction Speech + Outline
* Birthday Speech + Outline Research will be required. A visual aid is often helpful in the speech but is not required (if a VA is used it will not be graded for this speech).
* Process Speech and Outline-A 4-6 minute memorized speech to inform the audience about how to do something, or how something is made. This speech requires the use of a visual aid and will be graded
* Problem Solution speech + Outline 5-7 minutes including a question and answer period from the audience.
* Self Evaluations for each speech
* Impromptu speech
* Online Quizzes
* Projects/ speeches as assigned

**GRADING SYSTEM: (Assessment/ Instructional Design)**

### Participation 50

### Self Introduction Speech & Outline 5

Online Peer Reviews 15

Self Evaluations for each speech 20

Birthday Speech & Outline 115

Process Speech, Outline & VA 125

Problem solution speech & Outline 150

APA Annotated list of References 10

Speech Analysis paper 10

Quizzes 100

Impromptu speech 10

#### College Skills Zone 15

Misc activities 25

#### **Total points possible : 6**50

#### **6**50**-5**85 **A 100-90 % A**

**584-520 B 89-80% B**

**519-455 C 79-70% C**

**454-390 D 69-60% D**

*If projects are assigned or omitted because of time, the point total will be changed so that the same percentage standards are retained. All written work is due on or before the last day of lecture.*

***QUIZZES: Will be given online each week. The quizzes will open on Monday and will close on Sunday. You have 1 full week to take each quiz twice. The highest of your scores will be the one recorded. DO NOT ask to take a quiz after the week has passed. I will not reopen quizzes. One week is more than enough time to take a short quiz. There are 15 quizzes total, some weeks you will have more than one quiz.***

***Only 10 of the quizzes will be recorded. The highest quiz grades will be recorded, allowing you to miss more than one quiz.***

***There will not be a midterm or final exam in this class. The persuasive speech will be the final exam.***

**GRADING PHILOSOPHY:**

Students are often benefited by having immediate feedback. For most of your speeches you will have the benefit of having immediate feedback from your fellow classmates, and from your instructor. You will also be providing feedback and setting goals for each of your speeches. The feedback will take place online in the discussion board.

**\*\*\*Please note *Moodle’s percentages are usually wrong. Moodle is apparently thrown off its percentages when zeros are not in the assignments or quizzes that are missed.*** This can of course, be remedied by completing all quizzes, and turning in all assignments :0)

**COURSE ASSESSMENT STANDARDS:**

We will use the following standard to help you assess and evaluate your efforts. I expect you to use these standards to evaluate your progress throughout the term.

**I am an “A” Learner**

Signifies I was highly engaged in the learning process. My work for this class is of exceptional quality; my performance is impressive; beyond expectation. I am not focused on the process of earning an A, but far more concerned with the final product. The grade is far less important to me than learning the material and becoming a true learner. I made ample use of ideas and materials provided in class as demonstrated by my willingness to learn and engage additional learning opportunities. “A” students asked thoughtful questions born of their own inquiry and pondering. “A” students go beyond the expectations set by others. “A” students can say “I was an active participant in this class.” Through the various learning opportunities provided in this class, I can demonstrate deep learning through my own original connections.

**I am a “B” Learner**

Signifies I am not quite there, but I am catching the vision. My work is impressive but I could reasonably have done more on my own; an impressive quantity of my work is somewhat better than average quality. I made progress toward becoming an independent true learner. I am still concerned about earning an “A” in this class and it is still as important to me as learning the material. “B” students asked questions, but the questions are more of factual nature than the original connections that grow out of the ponderings of “A” student's. I attended class regularly, with possibly a few reasonable exceptions.

**I am a “C” Learner**

I want traditional education, tell me what to do and I will do it. I did the work, but met the expectations without distinction. My efforts are of acceptable quality but lack inspiration or depth of insight. Evidently, I was just going through the motions. I attended class regularly and sometimes participated, but made only a perfunctory effort to apply the material. I asked few if any questions, preferring to respond only when called on. I made little or no effort to benefit from available resources; rarely sought individualized guidance from the instructor; seemed unwilling to take the initiative for a deep learning experience. A good amount of work/participation was of average quality.

**I am a “D” Learner**

I didn’t catch the vision. I did a minimum of the work. I put forth minimal effort—barely adequate to pass the course. I submitted little work, or work was carelessly presented. My attendance in class was irregular and there was a minimal level of participation, I was frequently unprepared.

**I am an “F” Learner**

I didn’t catch the vision—I didn’t do the work. I put forth little or no effort.

**TIPS FOR SUCCESS :( Learning Environment/ Instructional Design)**

**1. Attend class at least three times a week**

**2. Prepare your outlines in advance and be ready to peer review others.**

**3. Be ready to speak on the day you have selected.**

**4. Evaluate each of your speeches by watching your recording and reviewing the written feedback (Write paper)**

**5. Participate in class, ask questions, make comments, be present in the class.**

**6. Read the text so you are prepared for class.**

**7. Use your author’s website to help you prepare for quizzes** [**http://www.fountainheadpress.com/theprimer2e/**](http://www.fountainheadpress.com/theprimer2e/)

**8. Take the quizzes over the chapters on Moodle each week**

**9. You may not always agree with the opinions of others- that’s ok, listen anyways**

**10. Honestly and respectfully, evaluate others.**

**11. Have fun and laugh often.**

**12. Practice, practice, practice. Plan to practice with your note cards at least ten times while timing your speeches.**

**COMMUNICATION DEPARTMENT STATEMENTS:**

**Nondiscrimination Policy**

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. (For further information <http://po.linnbenton.edu/BPsandARs/> )

**Diversity Statement**

The LBCC community is enriched by diversity. Everyone has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill. We will work toward creating a community without prejudice, intimidation, or discrimination. (Related to Board Policy #1015)

**Center for Accessibility Resources**

You should meet with your instructor during the first week of class if

* you have a documented disability and need accommodations,
* your instructor needs to know medical information about you, or
* you need special arrangements in the event of an emergency.

If you believe you may need accommodation services please contact Center for Accessibility Resources, 917-4789[**cfar@linnbenton.edu**](mailto:cfar@linnbenton.edu)**.**

**Plagiarism Statement**

Do your own work! Using someone else’s work as your own or using information or ideas without proper citations can lead to your failing the assignment or the class. Bibliographies (called “Works Cited” in MLA or References in APA) and in-text citations are required whenever you use outside sources, including the Internet. I also expect you to orally cite your sources in your speech as well. **If you plagiarize a speech, you will fail the assignment. One way of plagiarizing a speech is to not cite your sources. No excuses!**

**Academic Honesty**

The presentation of another individual’s work as one’s own or the act of seeking unfair academic advantage through cheating, plagiarism or other dishonest means are violations of the college’s “Students Rights and Responsibilities.” Students caught cheating in this class will receive a grade of “F.” See College catalog or public website for definitions and violation penalties.

**Incomplete Policy**

Incompletes are not provided in lieu of a failing grade. A student will only receive an incomplete if 75% of the work has been completed in the course, and the student has maintained regular participation in the course both verbal and written. Incompletes are granted on a case-by-case basis, incompletes are not automatic. It is your responsibility to communicate with me if you find yourself unable to complete the course and you are past the drop date.

**E-mail**

Please send an email to my e-mail provided. I check my email usually on a daily basis, during the work week. I don’t generally check on the weekends. I will commit to returning email during the week within 24 hours. Please do not send me any assignment via email. Post everything on Moodle. **I can ONLY open the following document types: MS Word .doc, rtf, or pdf documents or google docs. Make sure that you keep a copy for yourself of any document that you post. If you post it in the wrong format, you will earn a 0 for the assignment.**

**CRITIQUES: (Instructional Design/ Learning Environment)**

Both the instructor and members of the class will provide written and possibly oral critiques to all speakers. Your participation both written and orally helping your classmates to improve their speaking is important and will be considered in evaluating your class participation grade for the quarter. One final note on critiques; if you write that you hated your classmate’s speech that it was boring …keep in mind that your

speech will be

evaluated as well...

**Public Speaking: (Instructional Design/ Learning Environment)**

Public speaking by its very name signifies speaking before more than one person, Which means you need to have an audience. Roommates, family members, neighbors all count as an audience. We may even be able **to have small groups of your classmates watch. If anyone has any ideas for how you can get an audience I am open. For this class. I would like for you to dress up business casual. No hats, ripped jeans or tee shirts**...imagine it is an interview. Ideally you would have an audience of 5 people or more. But, these are not ideal times, so how about three people. Please make sure you record the audience before you begin speaking and record the audience after you conclude.

**SPEAKING TIPS FOR CONFIDENCE: (Assessment/ Instructional Design)**

**You may not feel very confident about your speaking abilities so here are some tips to help you project confidence.**

1. Act as though you are confident. You may feel nervous but your audience rarely will know how nervous you are, really, it is true!

2. Walk to the podium confidently and place your feet squarely on the floor before you begin.

3. Look at your audience, and pause taking a deep breath before you start. Do not rush the beginning.

4. Hold your note cards with one hand. Make sure they are numbered and ideally, have a ring or something in them to keep them together so they cannot get out of order. This will also prevent nervous shuffling.

5. Try to speak clearly at a conversational pace, volume and tone quality

6. If you make a mistake, no worries, simply pause and regain your composure. Do not draw attention to the mistake, by laughing or apologizing, or making a face. Hint: Most of the time, unless you draw our attention to it, the audience will never know.

7. **One other note, please dress up for speaking days, remove gum and hats so we can see your eyes. The benefit of this policy is it can help your confidence to dress up for your speaking days ☺**

Adapted from Ellen Bremen of Highline Community College and Krista Price.com

**SELF INTRODUCTION SPEECH (Instructional Design)**

**Type of Speech**: Speech to Inform or Entertain/Inspire

**Time Limits: 2-3** (you will be cut off at 3 minutes)

**Purpose:** The purpose of this speech is for your instructor and classmates to get to know you, but not in a dry, boring way…so take a risk, and be creative! The other purpose for this speech is for you to have your first opportunity to speak in front of the class and create an outline.

**Delivery**: Extemporaneous-that means key words or phrases on a few note cards.

**Points:** 10

**Objective:** In completing this assignment, each student will:

* Organize familiar material in a format to present to others.
* Get a feel for presenting ideas in front of a group of peers.
* Experience speaking in front of an audience to become aware of aspects of effective delivery such as eye contact, volume, gestures, and vocal variety.

**Assignment Summary:** This is a two-three minute speech of self-introduction. The purpose of this assignment is to give you a chance to "break the ice" with the audience. Begin your speech by writing an attention getter such as asking a question, or using your favorite quote then develop the body of your speech according to one of the following descriptions:

**Option #1: Personal Metaphor Speech**

For this speech option, choose and bring in an object that has similar characteristics to yourself, and describe yourself in terms of that object. (Think: What words describe the object and also describe you?) If the object is too large to bring in (or is not allowed on campus, such as weapons), you may bring in a picture. Remember, we are not interested in the object itself, but rather in what the object reveals about you. (Note: This is NOT a speech where you bring in an object that is important to you or has special significance in your life. Instead you must be more abstract than that and think of yourself AS an object.)

**Option #2: Mentor Speech**

For this speech option, explain the following: Who are at least 3 of your 5 mentor’s in life? (parents only count as one) What have they taught you, or in what ways have they contributed to who you’ve become? (Advice: Talk about yourself, and not just the mentors in your life. Describe how they have impacted you.)

**Option #3: Personal Storytelling Speech**

For this speech option, you must humorously or passionately tell a true story from your life. Be sure to pull the parts of the story together in a cohesive manner, and share a moral of the story (without saying “the moral of the story is...”), so that the point you want the audience to learn about you is clear. (i.e. Your story should have a point!) Your story should also be PG rated.

**Tips for Success:**

1. Plan the speech and rehearse it several times. You will want to leave the audience with a good impression of you. You also want to begin to get used to speaking with a time limit. (You will be cut off at three minutes, so prepare for that by timing your speech several times.) 2. Organize your ideas in an outline. Make sure the speech has an introduction, body, and a conclusion. 3. You may use notes, but you can NOT stand up there and read to us! (This is a SPEECH class. I am only interested in hearing you speak to us, NOT read to us. Notes are merely “helps” in speaking in front of an audience.) 4. Aim to address the audience with as much eye contact as possible. 5. Do not memorize your speech; it will sound canned and monotone.

**SIGNIFICANT EVENT THAT HAPPENED ON YOUR BIRTHDAY (Instructional Design)**

**Time limit:** 4-6 minutes

**Delivery**: Extemporaneous

**Points:** 115

This assignment will require some library research; the library website has several links to websites to help you find a suitable topic. [Home - COMM 100/111 Research Guide](http://library.linnbenton.edu/comm111guide) if you prefer, the information required for this speech can be found in one or more of the following reference books in the library or online: Who’s Who, Facts on File, Information Please Almanac or a High School Yearbook. **You will need to incorporate three different types of support material and three sources (which should be orally cited, included in the outline and in the bibliography) You will be graded on your speech delivery as well as your outline.**

1. Refer to the occasion of a special event that occurred this could be international, national, and statewide or locally. Examples: the day that Israel became a nation, the day that President Kennedy was shot, the date of the infamous Vanport flood.
2. Talk about the history and significance of the event;
3. What impact did this event have on you, your listeners, or society?
4. Optional: You may choose to keep your audience in suspense by not making the event public until the end of the speech.

Have Fun with it; after all, it did happen on the day that “you” were born!

**You must turn in your full (typed) outline in complete sentences. It must follow the outline provided in this syllabus. I WILL ACCEPT NO LATE OUTLINES OR BIBLIOGRAPHIES. A speech without an outline will receive no higher than a C grade if all other criteria are met for a C speech (see criteria for grades).**

You should have three different sources for this speech, which should be included in the text of your outline, in a Reference page and orally cited**. If you are not familiar with APA style, you can go to** [**http://owl.english.purdue.edu/owl/resource/560/01/**](http://owl.english.purdue.edu/owl/resource/560/01/)

[**https://www.refme.com**](https://www.refme.com)automates, annotates, and manages your references, scan books or journal barcodes on the go. Add on to Chrome and allow you to collaborate with others, it’s cool.

[**http://www.citationmachine.net/**](http://www.citationmachine.net/) **or** [**https://www.calvin.edu/library/knightcite/index.php**](https://www.calvin.edu/library/knightcite/index.php)You may also wish to utilize the excellent resources on campus in the writing lab.

[**Writing Center**](https://www.linnbenton.edu/current-students/study/learning-center/writing-assistance/)

Additionally, please note that Wikipedia should NEVER be used as a source in any speech for this class! On that note, consider your audience and what might or might not be an accepted credible source. For example, unless you know the credibility of a “Blogger,” most readers would consider the writing suspect or mere opinion.

**THE STANDARD SPEECH OUTLINE TO BE USED IN THIS COURSE! (Assessment)**

**General Purpose: To Inform (broad goal of the speech)**

**Specific Purpose: To inform my audience…. (**what do you want your audience to be able to do at the end of your speech?)

**Organization Pattern: Topical or Chronological**

INTRODUCTION OF SPEECH

1. Attention getting material (quote, short story, or example that draws the audience into your speech.
2. Relate to the audience (hypothetical situation, analogy, or example that relates your topic to the audience
3. Establish credibility (tell them why they should listen from your own experience or from research, you might want to cite a source here).
4. Central idea/Thesis may be combined with preview of the speech (A clear declarative statement indicating what your speech is about).

***Note a preview is required. It may occur in the IV section of the intro. or, in the first transition into the body of the speech.***

TRANSITION: The first transition indicates to the audience that the introduction is over and you will now state the main points in the body of the speech in the order that you plan to cover them

BODY OF THE SPEECH (Can have 2-5 main points)

I. This is the first Main Point/ topic you will discuss in your speech stated in a complete sentence. It is the first topic that you mentioned in your preview in either your first transition or IV of the Introduction.

A. This is the first piece of evidence or support for the main point stated above.

1. This would be support for the evidence provided in A and directly related to the main point

2. This evidence would support 1above.

B. A new piece of evidence to support the first main point.

TRANSITION: This will alert the audience you are finished with the first main point and are now moving into the second main point in the body of the speech.

II. This is the second main point/ topic that you will discuss in your speech; stated in a complete sentence. It is the second topic that you mentioned in your preview in either your first transition or IV of the introduction

A. This is the second piece of evidence or support for the main point stated above.

1. This would be support for the evidence provided in A and directly related to the main point

2. This evidence would support 1above.

B. A new piece of evidence to support the second main point.

1. This would be support for the evidence provided in B and directly related to the main point

2. This evidence would support 1above.

a. This evidence would support 2 above.

b. This evidence would support a above

CONCLUSION OF SPEECH

I. Transition signal

II. Summarize main points & central idea of the speech

III. End memorably

NOTES TO AID STUDENTS

TRANSITIONS

I. ADDITION-

moreover likewise next

further also first

besides too finally

and in addition last

and then equally important initially

II. COMPARISON-

similarly, likewise, in like manner, in this vein, in the same way, and so forth.

\* Note: The above outline has two main points. Two main points with support material is the minimum amount of main points you can have. Your speech may have more than two main points.

**\*NOTE ON USE OF THE OUTLINE:**

**The above format is different from your textbook. You will be graded based on the outline format above. The above outline format will be used with the Process and B-day speeches.**

✓A Complete speech outline should follow the above format. It should be typed in complete sentences and includes an APA format list of References used in your speech.

✓The second speech may or may not require a list of References.

If you are not familiar with APA writing style, you may need to complete some additional research to complete it correctly.

✓**The outline and list of References is due the day of your speech, (handed in to me, before you speak) no exceptions!**

✓All speeches require a typed, 12-point font, spell checked and proofread outline, which is due the day of your speech, No Exceptions!

✓Most speeches will be presented using an extemporaneous delivery style with the use of limited note cards.

**SPEECH ABOUT PROCESSES (Instructional Design /Assessment)**

**Time limit:** 4-6 minutes

**Delivery:** Memorized

**Points:** 125

The goal for the process speech is for it to be given from memory however; if needed one note card written on one side may be allowed for this speech, know your subject well.

A process is a systematic series of actions that lead to a specific result of a product. Speeches about processes explain how something is made, how something is done, or something works. The list of topics is literally endless. All of us at some point in our lives will have either to explain or understand information given to us by others. This speech will require the use of a visual aid. **You must hand in your full (typed) outline in complete sentences. It must follow the outline provided. I WILL ACCEPT NO LATE OUTLINES OR BIBLIOGRAPHIES. A speech without an outline will receive no higher than a C grade if all other criteria are met for a C speech (see criteria for grades).**

**PROCESS SPEECH TOPICS**

1. How to ski
2. How to play tennis
3. How to fly a plane
4. How to make a sand castle
5. How to tie a fly
6. How to save money
7. How to water ski
8. How to care for houseplants
9. How to play a sport
10. How to build a birdhouse
11. How to become elected
12. How to care for a pet
13. How to snow ski
14. How to skydive
15. How to make money from your invention
16. How to stop smoking
17. How to retire early and rich
18. Archery--careful demonstration
19. Bowling
20. Backpack-what to buy
21. Salmon fishing
22. How to construct a fish aquarium
23. How to make clothes
24. How to sell clothes online
25. How write poetry
26. How to make pottery
27. How to make a dish (cooking)
28. How to give a massage
29. Resuscitation of heart attack patient
30. How to improve your vocabulary
31. A topic of your choice

**VISUAL AID REQUIRED FOR PROCESS SPEECH**

✓Visual aids should truly aid the speech and audience understanding of the process.

✓They should be large, visible, and as professional in appearance as possible.

✓Volunteers from class, role-plays, overheads, actual objects, models, PowerPoint, short videos, photos are all options for visual aids.

✓Be creative! Have fun!

✓A list of items to avoid because of safety violations, college codes, or because it will just plain scare the pants off your audience will be provided.

**A speech without a visual aid will receive no higher than a C grade if all other criteria are met for a C speech (see criteria for grades).**

**Please provide your instructor with a copy of visual aid (CD), or by email at the time of your speech.**

**COMMUNICATION DEPARTMENT CRITERIA FOR GRADING SPEECHES: (Assessment)**

Adapted from Southern Illinois University, Edwardsville – Dept. of Speech Communication

**Standards for Speech Evaluation**

Under **SPEECH COMPOSITION**, seven areas will be considered:

* How well you introduce your speech
* How logically and appropriately you divide your topic into its component ideas
* How fully you develop your topic with a variety of supporting materials. Additionally, a thorough, comprehensive and properly formatted outline must accompany your speech.
* How carefully you choose the language you use in presenting your ideas
* How effectively you conclude your speech
* How appropriately you considered your audience in the selection and use of your sources both orally and written.
* How clearly you have provided an APA list of references, if required.

Under **SPEECH DELIVERY**, the following seven factors will be considered:

* How poised and at ease you appear in giving your speech
* How effectively you gesture and move while presenting your ideas
* How aware of and responsive to your audience you are as you give your speech
* How natural and expressive your voice is as you speak
* How effective your overall performance seems to be with this particular audience
* How well you have prepared your speech to conform to the time requirements (a 4-6 minutes speech should not be shorter than 3 minutes and 30 seconds or longer than 6 minutes and 30 seconds).
* How effective you are at presenting an extemporaneous speech.

**THE C SPEECH.** To receive a grade of **C**, a speech must be basically **COMPETENT**. The **C** speech is one in which nothing major goes wrong. The introduction gets the speech started appropriately - capturing your audience's attention and directing it toward your speech's theme. **The introduction** also relates the topic to the audience in some clear way, establishes your credibility on the topic, and leads smoothly to the body of the speech. **The body** of the **C** speech is divided in a way that is appropriate to the topic, is developed with appropriate supporting materials, and is cast into language that accurately and clearly expresses your ideas. **The conclusion** fulfills the minimum essentials - summarizing either your main theme or major points, and giving the speech a definite sense of conclusion.

**The delivery** of the **C** speech is one in which you do not have distracting postural, gestural, or movement mannerisms (such as slouching over the lectern, brushing your hair out of your eyes, and rocking or squirming while you speak). Furthermore, to receive a grade of a **C** you should at least maintain more eye contact with your audience than with your notes, the walls, or the ceiling. Your voice should be relatively flowing, loud enough to be heard without the audience having to strain, and free from vocalized pauses such as "uhs," "you knows," and "like." Finally, the **C** speech keeps the audience at least politely attentive throughout. The topic must be interesting and significant enough to be worthy of their time.

**The vast majority of the speeches in the beginning public speaking class fall into this category**. For most students, being able to present their ideas in a coherent and reasonably well-developed manner, while looking basically poised and confident standing up in front of their classmates, is an important and significant accomplishment for a single term. A grade of **C** on your speech is an indication that you have achieved a level of competence.

**THE B SPEECH.** To receive a grade of **B**, a speech must be more than simply competent; it must also be **INTERESTING**. **The introduction** of the **B** speech is usually more fully developed with more time and effort spent in relating the topic to the audience and preparing them for what is to follow. **The body** of the **B** speech has a clear pattern of organization that is closely related to the central theme. The **B** speech also has fuller development and employs a wider variety of interesting supporting material (such as anecdotes, examples, visual aids, definitions, statistics, comparisons, contrasts, analogies), as well as more fully adapting those materials to this particular audience. Often, **the conclusion** of the **B** speech is more fully developed and better integrates with the theme of the speech as well.

**Delivery** in a **B** speech has you more animated and fluid and are actually beginning to look comfortable and at ease. Your posture remains good, you are beginning to gesture naturally and expressively, and your movement begins to serve the conveyance of your speech's content instead of merely using up excess adrenaline. Your voice is becoming more expressive and empathic, and your audience shows signs of active interest in your speech.

**THE A SPEECH.** To receive a grade of **A**, your speech must be more than interesting; it must also be **MEMORABLE**. **The introduction** actively involves us with your topic in some way and makes us want to hear more. In **the body** of the A speech, your analysis of the subject is insightful and novel. Your examples are especially well-adapted to your particular audience. Your language choices are vivid (perhaps employing some effective imagery or sustained metaphor that unifies the entire speech). The statements of your main points are unforgettable. Transitions between points are varied and appropriate; the audience knows at all times precisely where you are in your speech and how the parts relate to the whole. **The conclusion** of the **A** speech not only rounds the speech out by giving it a sense of completeness; it actually gives the speech a sense of **IMPACT** and forcefulness.

**Delivery** in an **A** speech goes beyond general poise and a sense of looking comfortable in front of your audience. In an **A** speech, you are actively projecting your personality to your audience, actively employing your posture, gestures, and movements to engage your audience's attention to your speech. Furthermore, you are able to take advantage of the natural ebb and flow of their attention as you present your speech - adapting your presentation to your audience as you progress through your speech. Your voice becomes more than simply a means for conveying your ideas, which you control for tempo, volume, rhythm, and rate in order to best serve the presentation of your ideas. You build crescendos, climaxes, and decrescendos to heighten the impact of your ideas on your audience. Finally, the **A** speech has the audience actively listening, responsive to your speech, and eagerly waiting for what comes next.

**POINT SYSTEM FOR SPEECHES: (Assessment)**

Outstanding = 110 Superior = 100 Excellent = 90 Good = 80 Fair=70

Unprepared 60 (This means that you at least made an effort to give a speech even though it was not successful)

**WHAT AM I LOOKING FOR IN THE B-DAY SPEECH**

This speech will emphasize speech organization. Are all of the parts of the speech outline present? Did the student provide us with good evidence of having listened to the class lecture, not just reading the text? Did the student consider the audience during each step of the speaking process, in preparation and presentation? Did the student select credible sources, and provide the audience with some background on those sources. Did the student provide oral and written source citations? The student will analyze their performance and make plans for improvement to the next speech.

Birthday Speeches presented in class

Birthday Speeches presented in class

**WHAT AM I LOOKING FOR IN THE PROCESS SPEECH**

This speech will be evaluated based on delivery. Does the student present the speech from memory, providing us with clear evidence that they have practiced the speech multiple times? Does the student maintain eye contact with the audience and not their visual aid? Are the visual aids appealing and add to the understanding of the presentation? Does the student present the ideas with expression or repeat ideas without vigor?

Process Speeches with Visual Aids

Process Speeches with Visual Aids

**WHAT AM I LOOKING FOR IN THE PERSUASIVE SPEECH**

Your last speech will be evaluated based on your ability to use evidence in a persuasive manner. Does the student explore the problem and propose a workable solution with logical reasoning and evidence? Did the student analyze their audience and select a topic that applies to them? Does the student maintain eye contact with the audience? Does the student use tools of language effectively in their presentation? Does the student use effective persuasive techniques? Has the student presented a persuasive speech?

Providing evidence

Building credibility

**PROBLEM/SOLUTION SPEECH TOPICS**

1. Domestic violence

2. Health Care

3. Climate change

4. Net Neutrality

5. Medical Research Funding

6. Corporate bailouts

7. Student Debt after college

8. Dropout rates of High School Students

9. Immigration

10. Hunger

11. Homelessness

12. Animal Testing

13. Hacking

14. Species Extinction

15. Hate Crimes

16. Guns

17. Campaign contribution reforms

18. Recidivism rate in prison population

19. Racial profiling

20. War on drugs

21. Ethics violations

22. Fake news

23. Social Media

24. Voting

25. A topic of your choice

**PROBLEM /SOLUTION PERSUASIVE SPEECH OUTLINE**

**Time limit:** 5-7 minutes

2 Min. Q & A

**Delivery**: Extemporaneous

**Points**: 160

Outline for Problem/ Solution Speech

Name:

GP: To persuade

SP: To persuade my audience….

Organization pattern: Problem solution or problem cause solution

Introduction

1. Attention Getter
2. Relate to audience
3. Establish credibility
4. Central idea may be combined with preview material

Transition:

(A Preview is required it must be in IV or in this transition)

Body

I. Define the Problem

1. Seriousness of the problem
2. Longevity of the problem (will not disappear on its own)
3. Failure of the existing system to solve the problem

Transition:

II. Define the Solution

1. How the solution will solve the problem
2. The solution WILL NOT introduce new or more serious problems
3. How will the solution be implemented (new law state or federal, write congress, sign petition?)

(transition optional)

Conclusion

I. Transition Signal

1. Restate central idea-plan for solving problem
2. Call to action (what do you want us to do?)
3. End memorably

* **Note you will need the following for an “A” grade.**
* 6 different credible sources
* \*The sources should be cited orally, should be included in the speech outline and included in an annotated APA list of References
* A minimum of 3 (different) tools of language (these should be identified in the outline)
* Ethos, pathos and logos (these should be identified in the outline)
* A variety of evidence (source material) Don’t just read a bunch of statistics and say that is Logos
* **Be sure to indicate on the outline (highlight, underline, handwrite) the tool and the persuasive proof you are intending to use. Refer to the examples on Moodle or passed out in class.**

\* More information on what is expected in an annotated list of References will be presented later in class.

Where to find possible topics or sources for this speech <https://www.thepaperboy.com/index.cfm>, or global newspapers <http://www.actualidad.com/> Online <http://academic.lexisnexis.com/college-university-libraries.aspx>, <http://news.bbc.co.uk/>, <http://www.npr.org/>, or, [www.procon.org](http://www.procon.org)

Please note: Regardless of the choice for sources, you MUST orally footnote each of your sources. If the audience would not readily know the author's credentials or the publication’s importance tell us what those credentials are. **We need to understand why that source is a credible source.**

**Extra Credit**

Extra credit can often make the difference in getting the grade you want as far as point values. There will be several options for extra credit with varying point values attached. You are welcome to select **three** of them to be completed and electronically submitted (**MS Word Only) by the last day of instruction.**

**STANDARDS FOR PAPERS**The paper will be typed and double-spaced. Complete heading information including name, course, term on the upper left hand corner of the first page. Number pages and make sure your name is on each page. **All assignments should be typed (12-point font) double spaced, stapled and proofread for accuracy in both grammar and spelling**. Unless otherwise noted, paper length should be 1.5-2 pages.

**NOTE:** Correct spelling, punctuation, and usage are always important. Points will be deducted for frequent errors. All extra credit is graded on a quality basis. If extra credit assignment is not up to instructor standard, points may be deducted. **All extra credit must be completed before the last day of instruction. This means the last class before the final exam.**

**Option 1**  
Access the internet, locate a speech from the past and write an analysis discussing the use of ethos, pathos and logos by the speaker. Include a printed copy of the speech that you selected. Helpful websites for locating speeches are as follows: (Value 3 pts)

<http://www.americanrhetoric.com/top100speechesall.html>

<http://www.historyplace.com/speeches/previous.htm>

<http://www.speeches-usa.com/>

<http://www.famous-speeches-and-speech-topics.info/famous-speeches-by-women/>

**Option 2**

For those of you who have taken an online class in the past or are currently taking one, write about your experience taking the class. The questions to address in your paper are included online (Moodle), (Value 3 pts).

**Option 3 PowerPoint**

Create a PowerPoint presentation of test questions. Three questions per chapter (covering all of the chapters assigned in class). You should include a title slide, which includes your name, the name of the course and textbook. You should also include the title separator slide, which would include the chapter number followed by the first question. The first question slide would contain the question; the answer slide should have the answer, chapter and page number where you found it. Questions should be multiple choice, (following the example below). The CD would be due the last day of classroom instruction (Value 1- 10 pts). There is a sample for your review under Extra Credit in Moodle.

CHAPTER QUESTIONS: Example to be followed for PowerPoint Presentation

Slide 1: Title Slide Name and Chapter #

Slide2: Q1 (Multiple choice question)

Feedback may be all of the following EXCEPT...

A. AUDITORY

B. TACTILE

C. VISUAL

D. COGNITIVE

Slide 3: Answer Slide with Reference information

***D. COGNITIVE*** REFERENCE : Chapter 2, pp. 8-9

**Option 4 Toastmasters**

Toastmasters International is a non-profit educational organization that teaches public speaking and leadership skills through a worldwide network of clubs. “The world needs leaders. Leaders head families, coach teams, run businesses and mentor others. These leaders must not only accomplish, they must communicate. By regularly giving speeches, gaining feedback, leading teams and guiding others to achieve their goals in a supportive atmosphere, leaders emerge from the Toastmasters program. Every Toastmasters journey begins with a single speech. During their journey, they learn to tell their stories. They listen and answer. They plan and lead. They give feedback—and accept it. Through our community of learners, they find their path to leadership” (<https://www.toastmasters.org/About/Who-We-Are>). The two articles below indicate benefits to be gained from joining toastmasters.

[**http://fortune.com/2015/07/22/toastmasters-public-speaking/**](http://fortune.com/2015/07/22/toastmasters-public-speaking/)

[**https://www.livecareer.com/quintessential/boost-career**](https://www.livecareer.com/quintessential/boost-career)

**For extra credit, you must attend two club meetings and write a short 1 to 1.5--page paper about your experience,** what you observed and what you learned as related to our lecture material and your textbook. You will be asked to participate at the meetings you attend. For the full credit, you need to participate in one of the meetings. (Value 1-15 points)

Please note you may attend any open club that fits your schedule; you do not have to attend my club. There are six different clubs from which to choose including two that meet at OSU. <https://www.toastmasters.org/Find-a-Club?q=Corvallis%2C+OR%2C+United+States&radius=25&n=&advanced=0&latitude=44.5645659&longitude=-123.2620435&autocomplete=true>

**Option 5: Listen Critically to a Presentation, Workshop or Speaker**

Attend a speech on campus or in the community and provide me with some sort of proof you attended. Write a short 1.5-2 page paper on what you learned. What did you notice the speaker did well? What did you notice that they could improve? (Value 3 points)

**Option 6: College Skill Zone (On the main campus)**

You will not earn extra credit for Computer Basics, or Navigating LBCC Resources. For extra credit. You must write a paper indicating what you learned, which session (s) you attended and you must turn in your CSZ zone stamped paper indicating you attended. Each paper should be 1 to 1.5 pages and submitted to Moodle (Extra Credit) (Value 1-10 points)

**Option 7: The Writing Center or Tutortrac**

Rough drafts of your outlines can be submitted online or you can go in person to either writing center. There the helpful staff will review your work and give you suggestions. Both of these options can be done in person or online in advance. To receive credit you must provide the tutor’s writing centers suggestions on your rough draft at the same time as you turn in your final draft for me to grade. Each of your speeches can earn an additional 5 points for a total of (1-25 points). You must also provide proof you worked with the tutor or writing center and write a brief paper 1 to 1.5 pages highlighting what you learned from this process.

**Tentative Course Calendar: Instructional Design- Please note, this is subject to change. The detailed list of assignments and due dates is included on Moodle. Changes to the calendar will be noted in Moodle, and by way of announcement to the whole class.**