

COMM 111-CRN: 26367
M/W BC 104 @10:30-11:50
Kimberly Burdon
burdonk@linnbenton.edu

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

Office hours:-2:3
0-3:00 MW 102C



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, I have a flip video camera, or in some cases you can record it in the classroom and download it to your flash drive.
1 Flashdrive dedicated to this class (4-8 Gig)

TEXM: Valenzano, J. M., Braden, S. W. and Broeckelman-Post, M. A. (2013) *The speaker's primer*. 2nd ed. Southlake, TX: Fountainhead Press. ISBN 9781680363210

Please note you must have the book/read the book to successfully complete the course. There are some copies available for checkout in the library or at the Benton Center upstairs in Testing

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 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 unnecessary disruptions during class, such as private conversations, reading campus newspapers, texting friends, checking Facebook, and doing work for other classes, arriving late, leaving early...etc.
4. 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.

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 just coming to class does not mean that you are participating in class!

The quantity and quality of your contributions to class discussion 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 comes to class each day, is polite, but does not make a strong effort to contribute, then that student will earn few participation points. Additionally, if a student arrives late, leaves early or chooses to complete homework for another class during our class session, or chooses to text during class, that student will earn few participation points. Nonparticipation and absences will hurt your grade at the end of the quarter. If you are struggling with shyness or speech apprehension please see me-this will be a great class for you! Class Participation (roll) will be taken each day. Please print! Your writing should be clear so that there is no chance for a mistake of identity. Students are not penalized for prior class participation rolls if they sign up late for the course.

All class activity roll sheets accounted for equal +55 points (The 55 points include 5 bonus points, the maximum with excused absences 50 points.)

- One class activity roll sheet uncounted and or nonparticipation: +50
- Two class activity roll sheets uncounted and or nonparticipation: +40
- Three class activity roll sheets uncounted and or nonparticipation: +30
- Four class activity roll sheets uncounted and or nonparticipation: +10
- Five class activity roll sheets uncounted and or nonparticipation: 0

A NOTE ABOUT MISSING CLASSES: (Instructional Design/ Learning Environment)

Attendance and respectful participation in class is a way that you can positively influence your grade. Should you miss class, it is your personal responsibility to get notes or handouts from classmates. Your instructor will neither repeat lectures nor provide you with a private lecture. Missing handouts can often be found on Moodle; you can send me an e-mail or drop by my office hours.

MISSING CLASSES DUE TO ILLNESS: Instructional Design/Learning Environment

If you are sick, please go to the doctor get a note and contact me, but do not come to class. I don't want your sickness, and neither do your classmates. I will work with you via email and we will determine together how to make up lost participation points.

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	5
Quizzes	100
Impromptu speech	10

Total points possible : 605

600-546	A	100-90 %	A
545-484	B	89-80%	B
483-424	C	79-70%	C
423-363	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: Instead of having, a midterm in class, quizzes over the textbook chapters 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 final exam in class; however, the materials found in selected chapters and Lecture material will help to prepare you for your persuasive speech, which will serve as your final exam and will be graded as such.

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 and in class. There will be a few assignments we will grade in class. I will generally grade the highest point value assignment first.

******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 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 expectation 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 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 every class. Make sure to sign in.**
- 2. Take detailed lecture notes. Not all material will be covered in the text.**
- 3. Prepare your outlines in advance and be ready to peer review others in class or online**
- 4. Be ready to speak on the day you have selected.**
- 5. Evaluate each of your speeches by watching your recording and reviewing the written feedback (Write paper)**
- 6. Participate in class, ask questions, make comments, be present in the class.**
- 7. Read the text before coming to class so you are prepared for class.**
- 8. Use your author's website to help you prepare for quizzes <http://www.fountainheadpress.com/theprimer2e/>**
- 9. Take the quizzes over the chapters on Moodle each week**
- 10. You may not always agree with the opinions of others- that's ok, listen anyways**
- 11. Honestly and respectfully, evaluate others.**
- 12. Have fun and laugh often.**

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.

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.

Cell Phones and other electronic devices

LBCC is committed to providing a quality learning environment. All cell phones and electronic devices must be placed in a non-audible mode while in classrooms, computer labs, the library, study centers, and testing areas. Cell phones and pagers must be used outside these facilities. Cell phones or pagers left on during an exam will result in an F grade.

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

I will not open email without a subject line. Your subject line should include at a minimum, your name, the

class and the time . Please send email to my e-mail provided. I check my email usually on a daily basis, with the exception of Sunday. I will commit to returning email within 48/72 hours. One other note about e-mail, do not send assignments to me by email. Instead post them in Moodle. **I can ONLY open the following document types: MS Word .doc, rtf, or pdf documents. 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 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...

DIRECTIONS FOR SPEECHES: (Instructional Design)

On the day of your speech, you will hear your name called. Plug in your flash drive into the computer, hand me your outline and a copy (CD) of your PowerPoint if used, and then write your name on the board.

WALKING IN LATE ON SPEECH DAYS: (Learning Environment)

If you walk in while another student is speaking, if you are chatting with another student, or if your cell phone rings while another student is speaking, you will receive an absence for that day No Exceptions! Please either wait (outside) until you see the student has completed their speech or hear the applause before entering the class. I am generally easy going unless you violate this rule!

NOTES ON MISSING YOUR SPEAKING DAY: (Assessment/ Instructional Design)

You will select speech dates at random. If you have a conflict, you are welcome to trade with a classmate. You will know well in advance of your speaking day. If you miss a speech date and have not notified me in advance (**I reserve the right to reduce the speech grade up to 30% of the grade**) be prepared to deliver your speech on the day you return to class. If there is time after the regularly scheduled speakers, you will give your speech. If there is no time for a makeup, you will called on to fill in when someone else is absent during their speaking time. Please note, the later it gets in the term the less likely I will have time for make-up speeches. A make-up speech day is not guaranteed. You may not give all three speeches at once so you can pass the class.

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, 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.

Option #4: On this day in history

Give a speech where you answer the question: What new and/or unusual events occurred on your birthday? Talk to your family or go to the library and read a newspaper from the day and year you were born. Create your speech by

using information that you find interesting and that will tell the audience a little about who you are.

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. <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 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 hand 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/> <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/> or <https://www.calvin.edu/library/knightcite/index.php> You may also wish to utilize the excellent resources on campus in the writing lab.

<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:

INTRODUCTION OF SPEECH

- I. Attention getting material (quote, short story, or example that draws the audience into your speech.
- II. Relate to the audience (hypothetical situation, analogy, or example that relates your topic to the audience
- III. Establish credibility (tell them why they should listen from your own experience or from research, you might want to cite a source here).
- IV. 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 1 above.
- 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 1 above.
- 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 1 above.
 - a. This evidence would support 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 | 22. How to construct a fish aquarium | 28. How to give a massage |
| 16. How to stop smoking | 23. How to make clothes | 29. Resuscitation of heart attack patient |
| 17. How to retire early and rich | 24. How to sell clothes online | 30. How to improve your vocabulary |
| 18. Archery--careful demonstration | 25. How write poetry | 31. A topic of your choice |
| 19. Bowling | 26. How to make pottery | |
| 20. Backpack-what to buy | 27. How to make a dish (cooking) | |
| 21. Salmon fishing | | |

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)

COURSE OUTLINE: (Instructional Design)

Subject to Change when I think, it makes good educational sense to do so.	Intro to B-day speech
Course introduction	ORGANIZATION AND OUTLINING OF A SPEECH
Review of Course Outline	Selection of the topic
Use of the Ungame	Central idea, core idea, thesis statement
Why study speech?	Body of a speech
Fear of Public Speaking	Audience expectations
Nonverbal communication	Introduction of a speech
Effective Listening Skills	Conclusion of a speech
Responsibility of the Listener	Speech delivery
Propositions	Speech evaluation
Tools of Language	BACKGROUND INFORMATION FOR FIRST SPEECH
Why analyze the audience?	What not to do (Kimberly's list of NO
!)	

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 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 of 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?

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 | 15. Hate Crimes |
| 2. Health Care | 16. Guns |
| 3. Climate change | 17. Campaign contribution reforms |
| 4. Net Neutrality | 18. Recidivism rate in prison population |
| 5. Medical Research Funding | 19. Racial profiling |
| 6. Corporate bailouts | 20. War on drugs |
| 7. Student Debt after college | 21. Ethics violations |
| 8. Dropout rates of High School Students | 22. Fake news |
| 9. Immigration | 23. Social Media |
| 10. Hunger | 24. Voting |
| 11. Homelessness | 25. A topic of your choice |
| 12. Animal Testing | |
| 13. Hacking | |
| 14. Species Extinction | |

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

- I. Attention Getter
- II. Relate to audience
- III. Establish credibility
- IV. 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

- A. Seriousness of the problem
- B. Longevity of the problem (will not disappear on it's own)
- C. Failure of the existing system to solve the problem

Transition:

II. Define the Solution

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

(transition optional)

Conclusion

- I. Transition Signal
- II. Restate central idea-plan for solving problem
- III. Call to action (what do you want us to do?)
- IV. 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

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 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

Accessing 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 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/>

<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 Tutor Trac

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 the 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.

Important Dates

<i>Drop w/ Refund</i>	<i>Oct. 7</i>
<i>Last day to withdraw</i>	<i>Nov. 8</i>
<i>College Closed Veterans Day</i>	<i>Nov. 11</i>
<i>College Closed Thanksgiving</i>	<i>Nov. 28-29</i>
<i>Final Exam/PARTY & Impromptu</i>	<i>Dec 9 Monday @ 8-9:50am</i>

