



**SPCH 1101 / Public Speaking  
COURSE SYLLABUS  
Spring Semester 2016 (201614)**

**Semester: Spring 2016  
Course Title: Public Speaking  
Course Number: 1101**

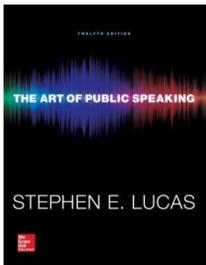
**Instructor: S. Holton  
Office Hours: By Appointment  
Office Locations:  
Vidalia Campus: Main Bldg., Room 326  
Swainsboro Campus: Room 1112, Building 1  
Email Address: [sholton@southeasterntech.edu](mailto:sholton@southeasterntech.edu)  
Phone: 478-289-2236**

**Credit Hours/ Minutes: 3 / 2250  
Class Location: Room 323, Main Building  
Class Meets:  
CRN: 40126  
4:15 p.m. – 5:30 p.m.  
Monday & Wednesday**

**Tutoring Hours: By Appointment**

**REQUIRED TEXT:**

Lucas, Stephen E. (2015). *The Art of Public Speaking*. New York: McGraw-Hill.



**REQUIRED SUPPLIES & SOFTWARE:**

**Note:** Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor GVTC provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to take an online course.

1. Access to Internet – Mozilla Firefox is the preferred search engine. However, you may need to explore other search engines to access specific components of the course; therefore, you need computer capability to access internet search engines, i.e., Netscape or Google Chrome.
2. Access to Blackboard
3. Access to OWL mail
4. DVD: *12 Angry Men* (1957) –
5. Software to record your speech (video camera) and software to upload your speech to YouTube. If required.
6. YouTube Account – Not required for F2F classes.

**COURSE DESCRIPTION:**

This course introduces the student to the fundamentals of oral communication. Topics include selection and organization of materials, preparation and delivery of individual and group presentations, analysis of ideas presented by others, and professionalism.

**MAJOR COURSE COMPETENCIES:**

Selection and Organization of Materials, Preparation and Delivery of Individual and Group Presentations, Analysis of Ideas Presented by Others, Professionalism

**PREREQUISITE(S):**

Successful completion of ENGL 1101

**COURSE OUTLINE:**

Selection and Organization of Materials

1. *Selection and Organization of Materials*
  - A. Choose and evaluate speech materials from personal experience.
  - B. Select and evaluate written materials.
  - C. Plan and conduct research interview.
  - D. Properly cite quotations and statistics.
  - E. Organize materials into outline form.
  
2. *Preparation and Delivery of Individual and Group Presentations*
  - A. Understand and manage speech anxiety.
  - B. List techniques for controlling speech anxiety.
  - C. Select subject, remarks appropriate to actual and hypothetical audiences, settings, and occasions.
  - D. Demonstrate the ability to effectively deliver an informative speech.
  - E. Demonstrate the ability to effectively deliver a persuasive speech.
  - F. Demonstrate the ability to effectively deliver a ceremonial speech.
  - G. Collaborate with others to prepare a structured group discussion and/or presentation.
  
3. *Analysis of Ideas Presented by Others*
  - A. Summarize another speaker's ideas.
  - B. Ask questions nonjudgmentally.
  - C. Develop a reasoned judgment of the meaning of a speaker's ideas.
  - D. Discuss and analyze a speaker's point of view.
  
4. *Professionalism*
  - A. Demonstrate professional dress and demeanor.
  - B. Select appropriate subject matter and language usage for professional settings.
  - C. Demonstrate effective verbal and nonverbal skills for professional settings.

**GENERAL EDUCATION CORE COMPETENCIES:**

STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

**STUDENT REQUIREMENTS:**

Online courses and traditional courses require students to be academically engaged each week doing course related activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws or receives an F in a course. A student's last date of attendance can have a negative effect on his/her financial aid and academic progress.

Students are expected to complete all work required by the instructor and to attend the required proctored campus exam. Again, there is no proctored event for this class, Fall Semester, 201612.

All tests and assignments due dates are discussed in the appropriate module. Contact the instructor early with any questions. Any assignment not submitted by the due date will receive a zero (0). Late assignments will not be accepted. Course assignments that will not open, are not dropped in the appropriate location, are not submitted as directed will receive a (0) zero. NO EXCEPTIONS. I do not drop grades. I do not give extra credit assignments.

Some assignments must be submitted through Blackboard and must be created in **Microsoft Word**. Speech presentations will be submitted to YouTube if requested by the instructor. For this class, Spring Semester, speeches will be presented in class.

For quality work in presentations, emails, and discussion boards, use proper grammar, correct spelling, and writing practices. Points will be deducted for work that does not meet this requirement.

Students are required to use APA Guidelines to document all research material in outlines and written speeches. The public speaking class is not designed to reach APA documentation or writing skills. Students should understand this concept prior to enrolling in the course.

STC has a cell phone policy, and the policy will be followed. However, if cell phones are observed during speeches, your phone may be confiscated and not returned to you until the end of the class period. If the event your phone is confiscated on a second offense, other penalties will be considered.

### **IMPORTANT:**

1. Lack of knowledge of Blackboard username and/or password or the lack of knowledge of username or password required to obtain access to the computers on the STC campus is not an instructor issue. Do not contact me about this!
2. Personal computer issues are not my concern. Be sure that you have a backup plan should you encounter technology issues. Assignment due dates will not be changed because of computer difficulties.
3. Ensure that you have knowledge of attaching files to emails and knowledge of the discussion board feature in Blackboard.

I am the instructor of the course; I do not have access to usernames, passwords, or software that you may need to add to your computer in order for you to complete assignments in this course.

### **CORRESPONDING WITH YOUR INSTRUCTOR:**

SPCH 1101, Fall Semester, is a traditional, face-2-face class. Outside of class, if you have questions, please contact me. If you wish to contact me via email, you may send your message from your personal email account, your STC email account, (OWL).

If you wish to leave a telephone message, your message will be forwarded to my STC email account. Please know that I will return your call as soon as possible.

### **VIDEOING AND SUBMITTING OF SPEECHES:**

You may be responsible for videoing and submitting your speeches. If you do not have a YouTube account, you will need to create one. Speech presentations will be uploaded to your YouTube account for instructor viewing and for grading. As well, at the discretion of the instructor, your presentation may be made public for your

classmates to view. You will email me the link to view your presentation. You will be provided with detailed explanation if the instructor feels the need to have you submit a presentation via YouTube.

**When recording your speeches, you must have an audience of at least 10 – 15 adults.** There should be no children or pets in the video. The video must begin with a clear view of the audience and clearly show 10 – 15 adults in the audience before surrendering the video camera to one of the audience members to complete the video of your speech. All coursework will be completed online and not in a physical classroom; however, to meet the state standards for a public speaking course, all speeches must have an audience.

The speech video must be presented in one-take and not contain edits. The speaker should be taped standing, and the video should show a full body view. It is the student's responsibility to check the video before posting to make sure the video is clear, the speaker can be seen clearly, and the sound check should be clear and loud enough to be heard and evaluated by the instructor and also by your classmates. Please do not stand in front of a light or a window because this affects the visibility of the video. Please do not stand behind a lectern or a counter-top which might hide the speaker's body language and movements. The instructor will not attempt to grade a speech video that cannot be seen or heard.

All speech presentations and outlines which include researched materials, PowerPoint presentations, and handouts will be the individual work of each student registered for the course.

Students are required to present ONE group project with their assigned speech group. It will be necessary for speech group members to meet one or two times during the semester. They will need to meet once to plan and prepare for the group presentation and another time to video the presentation. **This speech will also require a physical audience of 10 – 15 adults.**

You are responsible for the ability to produce and submit your videos. Do not contact me with technology issues.

**PROCTORED EVENT REQUIREMENT: There is no Proctored Event for F2F classes.**

In order to validate student identity for all online courses, students enrolled in online courses are required to complete one proctored event per online course. The proctored event may be a major exam, assignment, or presentation, etc. that will count a **minimum of 20% of the course grade**. Online students will be required to take the Proctored Event on the instructor's home campus; the event will be monitored by the instructor or another STC employee. Students must attend one of the scheduled proctored sessions and will need to make arrangements with work, childcare, etc. The specific dates of the proctored event are scheduled on the Lesson Plan/Calendar for the online course. Students living further than 75 miles from campus who cannot come to Southeastern Tech for the event must secure an approved proctoring site. The site and the proctor must meet Southeastern Technical College's requirements (instructor will provide more information and necessary forms if this is the case).

**Note:** Students taking proctored events off campus will utilize the Proctor Scheduling and Approval Form found under the Proctoring Tab in ANGEL and submit the completed form to their instructor for approval a minimum of two weeks prior to the proctored event. If approved, the instructor will notify the proctor.

Students arranging off-campus proctoring must take the event on the same day(s) it is originally scheduled. Students who do not complete the proctored event as scheduled must submit a valid documented excuse within three business days after the scheduled event. If the excuse is approved, students must make arrangements with the instructor to makeup/reschedule the missed event. The penalty and makeup instructions will be at the instructor's discretion.

Proctored events will be given between weeks 10 and 13 for Fall and Spring Semesters, and between weeks 6 and 8 for Summer Semester. Students who do not complete the proctored event will receive an F in the course.

As published on STC's website, any expenses incurred to obtain a proctor will be the responsibility of the

student; however, students are not charged a proctoring fee when taking the proctored exam on the campus of Southeastern Tech. Most of Georgia's technical colleges do not charge to proctor exams for students enrolled in other TCSG colleges. Students who are enrolled at Southeastern Technical College and live out of the state of Georgia or out of the country could incur a proctoring charge. However, in that instance, the instructor would assist the student in locating the least expensive proctor.

The proctored event may be recorded. You are not responsible for submitting a recording of this presentation; however, other components of the presentation are required.

### **ATTENDANCE GUIDELINES:**

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an F in a course.

### **ONLINE ATTENDANCE:**

It is the student's responsibility to be academically engaged each week doing course related activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an F in a course.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

### **SPECIAL NEEDS:**

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Jan Brantley, Room 1208 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.

### **SPECIFIC ABSENCES:**

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

### **PREGNANCY:**

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with the Special Needs Office.

- Swainsboro Campus: Jan Brantley, Room 1208, (478) 289-2274

- Vidalia Campus: Helen Thomas, Room 108, (912) 538-3126

### **WITHDRAWAL PROCEDURE:**

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

**Remember** - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

### **MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc...):**

All work is expected to be completed by the due date.

If you are unable to present your speech during your scheduled class time, **20 points** will be deducted from your grade. If the absence is due to sickness, you must present a physician's note to be allowed to present your speech at a later date. If the absence is due to other circumstances, you must submit a letter, following proper business letter writing style, to the instructor describing the events that resulted in your absence. This letter must be received before the next scheduled class period.

Typically, each type of speech, Informative, Persuasive, and Special Event, may require more than one class session. In the event, you present your speech during the first class meeting of presentations and you are absent on any of the remaining presentation days for that group of speeches, **20 points** will be deducted from your speech presentation. It is unethical not to be present to support your peers in their presentations.

### **ACADEMIC DISHONESTY POLICY:**

The STC Academic Dishonesty Policy states All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the STC Catalog and Student Handbook.

#### **Procedure for Academic Misconduct**

The procedure for dealing with academic misconduct and dishonesty is as follows:

##### **--First Offense--**

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

##### **--Second Offense--**

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's

program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

**--Third Offense--**

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

**STATEMENT OF NON-DISCRIMINATION:**

Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era or citizenship status, (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

**GRIEVANCE PROCEDURES:**

Grievance procedures can be found in the Catalog and Handbook located on STC's website.

**ACCESS TO TECHNOLOGY:**

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at [www.southeasterntech.edu](http://www.southeasterntech.edu).

**GRADING SCALE**

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: 0-59

**TCSG GUARANTEE/WARRANTY**

**STATEMENT:** *The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*

**Method of Evaluation:**

**Course Work -**

Informative Speech & Outline	10%
Persuasive Speech & Outline	15%
Special Occasion Presentation	10%
Group Presentation & Outline	20%
Reading Quizzes	15%
Discussion Board Posts	20%
Speech Projects	10%

**SPCH 1101, Public Speaking  
Spring Semester 2016 (201614) Lesson Plan**

<b>Module</b>	<b>Module Content</b>	<b>Assignments &amp; Tests Due</b>	<b>Comp Area</b>
<b>Module 1</b>	Orientation to SPCH 1101	<p>Complete the following:</p> <ol style="list-style-type: none"> <li>1. Read &amp; Discusss the syllabus.</li> <li>2. Read Contacting the Instructor.</li> <li>3. Read Course Netiquette.</li> <li>4. Read Course Outcomes.</li> </ol> <p><b>Student Information Packet</b></p> <ol style="list-style-type: none"> <li>5. This packet will be provided to you in class. You will complete and submit to the instructor</li> </ol> <p><b>Post 1</b></p> <ol style="list-style-type: none"> <li>6. Compose an Introductory Post: In your introduction, share at least five facets of your life. Additionally, share one unique trait about yourself. In your post, discuss any public speaking experiences. Possibly, you have spoken at a civic meeting, or you may have conducted a presentation for your employer. Finally, share with your classmates your thoughts about a public speaking course.</li> </ol> <p><b>Speech Project: Introductory Speech</b></p>	
<b>Module 2</b>	<b>Introduction to Public Speaking</b> Chapter 1: Speaking in Public Chapter 4: Giving Your First Speech Chapter 14: Using Visual Aids Chapter 2: Ethics and Public	<b>1. Reading Assignment:</b> There are several chapters to read in this module. Read the following chapters; then take the reading quiz associated with the chapter. The quizzes	1, 3, 4 a, b, c

	<p>Speaking</p>	<p>are timed, so prepare prior to taking the quiz. Only one attempt is allowed for each chapter reading quiz.</p> <ul style="list-style-type: none"> <li>• Chapter 1: Speaking in Public</li> <li>• Chapter 4: Giving Your First Speech</li> <li>• Chapter 14: Using Visual Aids</li> <li>• Chapter 2: Ethics and Public Speaking</li> </ul> <p><b>2. Do you have a fear of public speaking?</b>  Watch the video: <i>Presentation Skills</i> by Dianne Booker. Booker presents several tips to help relieve stress during a speech. As you watch the video, prepare a list of the techniques. What is your opinion of these techniques, and which of the techniques to you believe will assist you in relieving some degree of stress? Post your response in the Discussion Forum: Video Techniques.</p> <p><b>3. Drop Box</b>  Think back on an important conversation you had recently in which you wanted to achieve a particular result. (Examples: Asking your employer to change your work schedule; explaining to a friend how to change the oil and filter in a car; attempting to talk to your spouse or your partner into buying the computer you like rather than the one he or she prefers.) Work up a brief analysis of the conversation. In your analysis, explain the following:</p>	
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1. Your purpose in the conversation and the message strategy you chose to achieve your purpose
2. The communication channels used during the conversation and how they affected the outcome
3. The interference – internal or external – your encountered during the conversation
4. The steps you took to adjust to feedback
5. The strategic changes you would make in preparing for and carrying out the conversation if you had to do it over again.

Post your response in the **Drop Box: Recent Conversation**

4. Video  
 Watch Malala Yousafzai's speech that she presented to the United Nations General Assembly, delivered July 12, 2013. How does this speech demonstrate the importance of public speaking, cultural diversity in the modern world, and the speech communication process? Post your response in the **Discussion Forum: Yousafzai's**

5. Ethics:  
 Look at the story of Felicia Robinson on pages 30 -31 of your textbook. Evaluate her dilemma in light of the guidelines for ethical speechmaking presented in Chapter 2. Explain what you believe would be the most

		<p>ethical course of action in her case. Post your response in the <b>Drop Box: Felicia Robinson.</b></p> <p>6. Visual Aids: Chapter 14 Cosmin Mihaiu: <i>Physical Therapy is boring – play a game instead</i> Watch the video from the YouTube Channel, TED Talks. Ted Talks are a prominent outlet for dynamic public speaking. TED – which stands for Technology, Education, and Design – showcases inventive thinkers from academia, the business world, and the political arena. After watching the video discuss how the TED Talks illustrates effective visual aids. Post your response in the <b>Discussion Forum: TED Talks.</b></p>	
<p><b>Module 3</b></p>	<p><b>Speaking to Inform</b> Chapter 15: Speaking to Inform Chapter 5: Selecting a Topic and a Purpose Chapter 6: Analyzing the Audience Chapter 9: Organizing the Body of the Speech Chapter 10: Beginning and Ending the Speech Chapter 11: Outlining the Speech Chapter 13: Delivery</p>	<p>1. Reading Assignments: As in Module 2, there are several chapters to read in Module 3. Read the following chapters; then take the reading quizzes associated with chapter. The quizzes are timed, so prepare prior to taking the quiz. Only one attempt is allowed for each chapter. The reading quiz for Chapter 15 contains more questions than previous quizzes.</p> <p>Chapter 15: Speaking to Inform Chapter 5: Selecting a Topic Chapter 6: Analyzing the Audience Chapter 9: Organizing the Body of the Speech Chapter 10: Beginning and Ending the Speech Chapter 11: Outlining the</p>	<p>1, 3, 4 a, b, c</p>

Speech  
Chapter 13: Delivery

In this module, you will present your first speech, Informative. The Informative speech should last between 3 and 5 minutes. A PowerPoint presentation and two sources of credible research are required for the Informative speech. Remember to verbally cite your research during the speech presentation and in the written outline using APA documentation guidelines. You will find examples of Informative Speech Outlines in Chapter 15. Make sure that your outline follows the examples in Chapter 15 – Speaking to Inform. Also, make sure that you have 10 – 15 adult members in your audience. Have someone pan a view of the audience for the instructor prior to the beginning of the speech. Twenty-five points (25) will be deducted if you do not have an audience.

Post the speech to YouTube and provide the link to your speech in the appropriate Discussion Forum in ANGEL. The instructor will grade your speech from this portal and your classmates will be able to see your speech to offer peer evaluation.

2. **Assignment:**

Analyze “Medical Robots: From Science Fiction to Science Fact” in the appendix of sample speeches that follows Chapter 19 of the textbook. Identify the specific purpose, central point, main points, and method of

organization. Evaluate the speech in light of the guidelines for informative speaking discussed in this chapter.

Submit your analysis as an attachment in the **Drop Box: Speech Analysis**

3. Assignment:

Here are four specific purpose statements for classroom speeches. Identify the problem with each, and rewrite the statement to correct the problem.

- a. To inform my audience about Portugal
- b. To inform my audience why square grooves and superior to U-shaped grooves on golf clubs.
- c. To inform my audience how to register for classes.
- d. What is the Great Pacific Garbage Patch?

As stated above, identify the problem with each of the statements; then rewrite to correct the problem.

Submit your revisions as an **attachment** in the **Drop Box: Specific Purpose Statement**

4. Preparation Outline Guide:

**Drop Box**

Refer to the Preparation Outline Guide handout located in this module. Complete the document as it relates to your Informative Speech topic.

Using the Preparation Outline Guide should result in a more organized speech. Submit your Preparation Outline Guide as an **attachment** in the **Drop Box: POG**

This document must be submitted at the time you upload your Informative speech and submit the

		YouTube link.	
<b>Module 4</b>	<b>Speaking to Persuade</b> Chapter 16: Speaking to Persuade Chapter 7: Gathering Materials Chapter 8: Using Supporting Details Chapter 17: Methods of Persuasion Chapter 3: Listening to Speeches	<p style="text-align: center;"><b>Module 4</b></p> <p style="text-align: center;">Speaking to Persuade</p> <p><b>Module Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Define persuasion and explain why it is an important subject.</li> <li>2. Explain why meeting ethical obligations can be especially challenging in persuasive speaking and identify ethical responsibilities of persuasive speakers.</li> <li>3. Clarify the differences between an Informative speech and a Persuasive speech.</li> <li>4. Identify the five steps in Monroe's Motivated Sequence.</li> <li>5. Identify the four major causes of poor listening.</li> <li>6. Explain the role of speaker credibility in persuasive speaking.</li> <li>7. Discuss three ways a speaker can enhance his or her credibility during a persuasive speech.</li> <li>8. Identify three methods a speaker can use to generate emotional appeal when speaking to persuade.</li> </ol> <p><b>Reading Assignments:</b></p> <ul style="list-style-type: none"> <li>• Chapter 16: Speaking to Persuade</li> <li>• Chapter 3: Listening</li> <li>• Chapter 17: Methods of Persuasion</li> </ul> <p><b>Persuasion Speech:</b>  In this module you will compose and present your Persuasion speech. The Persuasion speech will follow a</p>	1, 3, 4 a, b, c

Problem-Cause-Solution Order described in the text, pp. 320 – 324. This speech will require three sources; one must be a personal interview, and a PowerPoint presentation. The research must be parenthetically cited in the outline and full citation of References using APA guidelines. During the speech remember to VERBALLY cite three sources. Be sure to provide an audience of 10 – 15 adults. Your persuasion speech will last 4 – 6 minutes. The interview is a mandatory assignment. Be sure to interview someone who has experience with your topic and can offer information to support your topic. Contact your person soon and schedule an appointment. Points will be deducted from the speech if you do not include an interview.

The presentation, like the Informative speech, will be submitted via YouTube. You will submit the link to your speech in the appropriate **Drop Box** and in the **Discussion Forum**. Persuasion speeches will be available for peer review.

**Assignments:**

**Speech Project 1**

After reading Chapter 16, *Speaking to Persuade*, look back at the story of Nicolas Navarro at the beginning of the chapter. Like Nicolas, most people do a certain amount of persuading every day in normal conversation. Keep a journal of your communication activities for an entire day, making special note of all instances in which you tried to persuade someone else to your point of view. Choose one of these instances and prepare a brief analysis of it.

In your analysis, answer the following questions:

1. Who was the audience for

- your persuasive effort?
2. What were the “specific purpose” and the “central idea” of your persuasive speech?
  3. Did you rehearse your persuasive message ahead of time, or did it arise spontaneously from the situation?
  4. Were you successful in achieving your specific purpose?
  5. If you face the same situation again, what strategic changes would you make in your persuasive effort?

After composing your document, submit as an attachment in the appropriate **Discussion Forum**.

### **Speech Project 2**

Select a television commercial that is organized according to Monroe’s Motivated Sequence. Prepare a brief analysis in which you (A) identify the target audience for the commercial and (B) describe each step in the motivated sequence as it appears in the commercial.

After preparing your analysis, submit the document as an attachment in the appropriate **Discussion Forum**.

Review **three** of your classmates’ analysis of their selected television commercial. If you are familiar with the commercial, do you agree with the analysis? Respond to the classmates with at least 3 complete sentences for each posting. If you do not agree with the analysis, provide an explanation; however, do not criticize! Explain your rationale for disagreeing with the analysis in a well-developed response. If you are not familiar with the television commercial, inquire where you can locate the commercial. Complete the assignment as stated above.

### **Speech Project 3**

Read “The Importance of Persuasion” p. 306. This is a 4-paragraph essay explaining, as the subtitle states, the importance of persuasion. Compose a summary of this essay. Your summary should be no more than 8 – 10 sentences. Submit your summary as an attachment in the appropriate **Drop Box**.

### **Speech Project 4**

An Informative speech is a speech to convey knowledge and understanding while a Persuasive Speech is the process of reinforcing or changing people’s beliefs or actions.

Using information in Chapter 15, Speaking to Inform and information in Chapter 16, Speaking to Persuade, prepare a PowerPoint presentation of no more than **4** slides indicating the **contrasts** of these two types of presentations. Cite your references.

Submit the Ppt. presentation in the appropriate **Drop Box**.

### **Speech Project 5**

Which of the four causes of poor listening discussed in Chapter 3, Listening, do you consider the most important? List the four cases; then, choose a specific case of poor listening in which you were involved. Explained what went wrong.

Submit your document in the appropriate **Discussion Forum**. Read at least three of your classmates’ postings and respond with a comment of at least 25 – 30 words.

### **Speech Project 6**

Using the Listening Self-Evaluation Worksheet on page 54 of the text, undertake a candid evaluation of your major strengths and weaknesses as a listener. Explain what steps you need to take to become a better listener.

In your self-evaluation, share your score and the appropriate interpretation. As stated, explain what steps you need to take to become a better listener.

Submit your document in the appropriate **Discussion Forum**. Read at least three of your classmates' evaluations and steps they plan to become a better listener. Provide comments of least 25 – 30 words to each of the 3 classmates.

### **Speech Project 7:**

Interview: Submit a transcript and thank you note to the **Drop Box: Interview Project**. Make sure you mail the “Thank You Note” to the person you interviewed.

### **Speech Project 8**

Submit your Persuasive speech outline as indicated on page 323 of the text. Remember, this speech is to be designed according to the Problem-Cause-Solution Order using Monroe's Motivated Sequence. Clearly identify the Specific Purpose, Central Idea, Attention, Need, and Satisfaction.

Submit the Persuasive speech as an attachment outline in the appropriate **Drop Box: Persuasive Speech Outline**

<p><b>Module 5</b></p>	<p><b>Speaking on Special Occasions</b>  Chapter 18: Speaking on Special Occasions  Chapter 12: Using Language Effectively</p>	<p style="text-align: center;"><b>Module 5</b>  <b>Speaking on Special Occasions &amp; Using Language</b></p> <p>This module is divided into two components which are:</p> <ol style="list-style-type: none"> <li>1. Using Language, Chapter 12</li> <li>2. Speaking on Special Occasions</li> </ol> <p><b>Chapter 12: Using Language</b>  After reading this chapter, you should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain why the effective use of language is vital to a public speaker.</li> <li>2. Explain the differences between denotative and connotative meaning.</li> <li>3. Explain the importance of using language accurately in public speaking.</li> <li>4. Identify three methods public speakers use to help ensure that their language will be clear to listeners.</li> <li>5. Explain how public speakers can use imagery and rhythm to help bring their ideas to life.</li> <li>6. Explain why public speakers need to use inclusive language and identify four ways they can do so.</li> </ol> <p>Read the Chapter 12; then take the <b>Reading Quiz</b>.  After taking the quiz, complete the following critical thinking activities:  Arrange each of the sequences below in order, from the most abstract word to the most concrete.</p> <ol style="list-style-type: none"> <li>1. Housing complex, Building, Dining Room, Structure, Apartment</li> <li>2. Mona Lisa, art, painting, creative activity, portrait</li> </ol>	<p>1, 3, 4  a, b, c</p>
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		<p>3. Automobile, vehicle, Ferrari, transportation, sports care</p> <p>Rewrite each of the following sentences using clear, familiar words:</p> <p>4. My employment objective is to attain a position of maximum financial reward.</p> <p>5. In the eventuality of fire, it is imperative that all persons evaluate the building without undue delay.</p> <p>6. All professors at this school are expected to achieve high standards of excellence in their instructional duties.</p> <p>Each of the statements below uses one or more of the following stylistic devices: metaphor, simile, parallelism, repetition, alliterative, antithesis. Identify the device (or devices) used in each statement.</p> <p>7. “We are a people in a quandary about the present. We are a people in search of our future. We are a people in search of a national community.” (Barbara Jordan)</p> <p>8. “The vice presidency is the sand trap of American politics. It’s near the prize, and designed to be limiting.” (Howard Fineman)</p> <p>9. “People the world over have always been more impressed by the power of our example than by the example of our power.” (Bill Clinton)</p> <p>10. “I speak so those without a voice can be heard. Those who have fought for their rights: Their right to live in peace. Their right to be treated with dignity. Their right to equality of opportunity.”</p>	
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(Malala Yousafzai)

Submit your responses as an attachment in the **Drop Box: Critical Thinking # 1**.

**Chapter 18: Speaking on Special Occasions**

After reading Chapter 18, Speaking on Special Occasions, students should be able to:

1. Explain the guidelines for an effective speech of introduction.
2. Discuss the purpose and major themes of a speech of presentation.
3. Discuss the purpose and major themes of a speech of acceptance.
4. Indicate the fundamental purpose of a commemorative speech and explain why a successful commemorative speech depends on the creative use of language.

In this module, you will present you're the Special Occasion speech. This is a FUN speech and will not take as long to construct. The speech should be two to three minutes and does NOT require research or a PowerPoint. The purpose of this speech is to bid farewell to your classmates and to offer a final toast to them. Chapter 18 of the text gives a breakdown of all types of special occasion speeches. Also, be sure to provide an audience of 10 – 15 adult members.

From the Discussion Forum, view each of the videos. Then in the **Drop Box: Voting**, cast your vote for the best Farewell speech. This is a private Drop Box. After identifying the best Farewell speech, state three reasons for your selection.

<p><b>Module 6</b></p>	<p><b>Speaking in Small Groups</b> Chapter 15: Speaking in Small Groups</p>	<p><b>Module 6</b> <b>Speaking in Small Groups</b> Chapter 19: Speaking in Small Groups After reading this chapter, you should be able to:</p> <ol style="list-style-type: none"> <li>1. Provide definitions of a small group and a problem solving group.</li> <li>2. Identify the four kinds of leadership that may occur in a small group.</li> <li>3. Distinguish among the procedural needs, task needs, and maintenance needs of a small group.</li> <li>4. Explain the five major responsibilities of every participant in a small group.</li> <li>5. Explain the methods for presenting orally the findings of a small group.</li> </ol> <p>Also, Module 6 contains the Proctored Event for this class. According to STC policies, the Proctored Event will count a minimum of 20% of the course grade. The Proctored Event for this class is Thursday, July 27, 2015. The event will begin at 4:00 p.m. and will be held in Room 323, Main Building.</p> <p><b>Reading Quiz</b> After reading Chapter 19, Speaking in Small Groups, complete the reading quiz. As soon as possible, you should contact your Speech Group members. Make a plan to meet with them (ALL OF THEM). Discuss the Group Presentation Topic and set-up a time to plan your presentation. You are not required to video this presentation as you will present live.</p> <p><b>Group Presentations</b> Your Group Presentation topic and worksheets will be emailed to each</p>	<p>1, 3, 4 a, b, c</p>

		<p>group member. If you have questions, please contact me.</p> <p><b>Assessment of Group Presentation: Individual Response</b>          Complete the Group Self-Assessment document that is located in this module. Submit your responses via the <b>Drop Box</b>.</p>	
<p><b>Module 7</b></p>	<p><b>Proctored Event, Course Evaluation, &amp; Course Wrap-up</b></p>	<p>Students will present Small Group Presentations.</p> <p>Students will complete Self-Analysis of their part of the Group Presentation.</p> <p style="text-align: center;"><b>Module 7 – Proctored Event, Course Evaluation, &amp; End of Course</b></p> <p><b>Part I</b> – This was originally designed for Module 6.</p> <p><b>Assessment of Group Presentation: Individual Response</b>          Answer the following questions and discuss solutions to any problems that you are/were having.</p> <ol style="list-style-type: none"> <li>1. What was your part in the presentation?</li> <li>2. How did you choose the part for which were responsible?</li> <li>3. What obstacles did you encounter with this assignment?</li> <li>4. What frustrations did you experience?</li> <li>5. What did YOU do to help solve the problems?</li> <li>6. What positive experiences have you had with this assignment?</li> <li>7. What did you learn from this experience that will help you in the future when asked to work with a group?</li> </ol>	<p>1, 2, 3, 4 a, b, c</p>

		<p>In a well-written document, submit your responses in the Drop Box – Assessment of Group Presentation – Individual Response.</p> <p><b>Part II – Personal Reflections</b></p> <ol style="list-style-type: none"> <li>1. What was your favorite speech? Why?</li> <li>2. What was your least favorite speech? Why?</li> <li>3. What one activity helped you the most this semester?</li> <li>4. How did you improve as a speaker?</li> <li>5. What would you like to do to further improve your speaking skills?</li> <li>6. If you were the instructor, what would you do to make this a better online class for future students?</li> </ol>	
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**\* Competency Areas: (will vary for each course/taken from state standards)**

1. Selection and Organization of Materials
2. Preparation and Delivery of Individual and Group Presentations
3. Analysis of Ideas Presented by Others
4. Professionalism

**\*\*General Core Educational Competencies**

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.