“We are what we imagine ourselves to be.” –Kurt Vonnegut

COURSE ESSENTIALS

Required Materials
1) Text: Instructor Handouts
   (Handouts/Power Points only, No Textbook)
2) Package of white and lined 3X5 Note Cards
   (Used for presenting Speech Information)
3) USB flash drive highly recommended
   (Save and Retrieve files)
   (Creation of Word and Power Point documents)
5) Proficiency in eCampus tools and Internet
   (Handouts reviewed and Paperwork submitted)

According to numerous surveys the #1 fear plaguing humans is the fear of public speaking. #2 is the fear of death. #3 is the fear of spiders. 3 out of every 4 individuals suffer from public speaking anxiety. These numbers are staggering when you consider that public speaking does not simply refer to campaign speeches, seminars led by professional public speakers or coaches motivating players during half time. Public speaking happens on many levels in and around everyone’s life, including: job interviews, sales presentations, department meetings within any corporate environment, saying grace at dinner, toasting at a birthday party, organizing a family to go out to dinner and much more.

75% of you experience fear of public speaking. It is essential for you to overcome this fear to be successful within our society. Fortunately for you this journey begins with this class. And you are not alone. Most of us taking this class experience public speaking anxiety, and together we will address and overcome the fears associated with speaking in front of a group of people.

I promise to guide you through common processes used to develop and express ideas, as well as give you the tools, and opportunities to use these tools, to develop and refine your skills in public speaking. For you to take advantage of this knowledge and opportunity it is your responsibility to enter this semester with a positive attitude. I will provide the materials and the knowledge; you provide the effort. You must be willing to read the materials I provide. You must be willing to take time to develop and organize the speeches you will give throughout the semester. You must be willing to implement and practice the techniques we discuss in this class. Ultimately you must be willing to step in front of the class and deliver your speeches.

Your grade will assess your ability to develop, organize and present your ideas to a group of people. The more work you put into this class, the more you will get out of it. If we work together we can address your fear of public speaking in an attempt to better prepare you for the world that waits for you after you receive your college degree.

And if we have time at the end of the semester, we can also begin addressing your fear of spiders.
Speech Submissions (2 Options)

Option 1: Students are encouraged to present their speeches in-person during the on-campus dates and times as listed on the Class Calendar and the Permanent Announcement. Students must be prepared to arrive at 1:00 pm and to stay until 3:00 pm if possible and/or until all speeches have been presented (could be earlier than 1:30). This allows you to serve as an audience member for your other classmates.

Option 2: Students unable to present during the on-campus weekly dates and times may submit a recording of each speech on or by the speech due date via Windows Media Player 2007 (or 97-2003) via youtube.com. Always check with Instructor on receipt of and the ability to open speech recordings. Each recording must have an audience of 3 present in order to receive full credit for speech (-20 points for no audience).

Please consult the Instructor if neither Option 1 or 2 are viable options. You may be asked to schedule an appointment with the Instructor to present your speeches without a much-needed audience of at least 3.

General Information

The Class Packet includes DCCCD/State/Eastfield Information, Class Procedures, Best Practices, Presentation Descriptions and Requirements, a Class Calendar (includes topics covered, due dates and activities), and Extra Credit opportunities. Our class is taught as Modules. There are 5 Modules representative in the course for the semester.

Online Speech Course FAQ’s (Frequently Asked Questions)

- Do we have to present any speeches since it is an online course? YES, you have 2 options.
- Do we have to do every assignment in order to pass the class? YES, all work must be completed.
- Are there any tests? NO, only 5 speeches.
- Do we use the handouts? YES, print out and refer to the handouts throughout the course.
- Is an online class easier than a face-to-face class? NO, for many an online class is more difficult.

Core Curriculum Statements and Student Learning Outcomes (SLOs)

Speech 1315 is included in the DCCCD Core Curriculum. This course provides students with the opportunity to develop the Core Curriculum Intellectual Competencies of reading, writing, speaking, listening, critical thinking and computer literacy fundamental to all DCCCD Core Curriculum courses. It also provides students with the opportunity to achieve the Texas Higher Education Coordinating Board’s Exemplary Objectives in Communication.

I. Core Curriculum Intellectual Competencies (CCIC)

Speech 1315 satisfies the following Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board.

1) READING: the ability to analyze and interpret a variety of printed materials - books, documents, and articles - above 12th grade level
2) WRITING: the ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience - above 12th grade level
3) SPEAKING: the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience - above 12th grade level
4) LISTENING: analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing, reading - above 12th grade level
5) CRITICAL THINKING: think and analyze at a critical level
6) COMPUTER LITERACY: understand our technological society, use computer based technology in communication, solving problems, acquiring information

II. Exemplary Educational Objectives (EEO) in Communication

Speech 1315, as part of the Core Curriculum, satisfies the following Exemplary Educational Objectives in Communication set forth by the Texas Higher Education Coordinating Board.

1) to understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation;
2) to understand the importance of specifying audience and purpose and to select appropriate communication choices;
3) to understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication;  
4) to participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;  
5) to understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument;  
6) to develop the ability to research and write a documented paper and/or to give an oral presentation.

III. Student Learning Outcomes (SLOs)  
Speech 1311 (Speech 1315 or Speech 1321) is a Tier I course in the Speaking and Listening learning category. “Knowledge and skills that are important to your success in other college courses will be introduced and reinforced in Tier I. The Speaking and Listening category develops your ability to communicate effectively individually, in pairs and in groups. Instructors will place an emphasis on listening, critical and reflective thinking and responding.”  

DCCCD Catalog  

1) Examine the different types of public speaking (i.e. impromptu, demonstration, informative, persuasive, and special occasion).  
2) Apply the knowledge of specifying audience and purpose to select appropriate communication choices.  
3) Demonstrate active listening and responding skills.  
4) Prepare and deliver effective formal speeches (i.e. topic selection, research, outlining, anxiety management, delivery, visual aids).  
5) Design an effective PowerPoint presentation and/or other technological aids to enhance speeches.

IV. Speech 1315 Course Objectives  
Speech 1315 Course Objectives describe the content covered in all DCCCD SPCH 1315 courses. These objectives address the Core Curriculum Intellectual Competencies (CCIC) and the Texas Higher Education Coordinating Board’s Exemplary Objectives (EEO) in Communication. Notice that any one speech objective may address more than one competency or objective. Effective communication requires the application of multiple skills.

Course Objectives:  
Upon completion of Speech Communication 1315, students should be able to:  

I. Apply knowledge of basic human communication theory and practice to the public speaking process. (This objective satisfies CCIC 1-5 and EEO 2)  
The student will be able to:  

   a. Define communication and identify elements involved in any communication process;  
   b. Identify barriers to communication and ways to improve one’s own skills;  
   c. Discuss the impact that multicultural difference has on public speaking; and  
   d. Demonstrate effective audience analysis and speaker adaptation to audience.

II. Employ active listening and responding skills. (This objective satisfies CCIC 1-5 and EEO 3, 4)  
The student will be able to:  

   a. Demonstrate and employ appropriate listening skills;  
   b. Demonstrate ability to give appropriate feedback (verbal, nonverbal and written);  
   c. Analyze and evaluate speeches as to the specific purpose, the organizational structure, and the skill in delivery; and  
   d. Recognize different types of reasoning and apply principles of critical thinking when evaluating speeches.

III. Employ effective verbal and nonverbal skills in public speaking. (This objective satisfies CCIC 1-5 and EEO 2,3)  
The student will be able to:  

   a. Recognize the principles and types of nonverbal communication;  
   b. Use language that is appropriate to the audience and the occasion;
c. Recognize how written and spoken communication styles differ; and
d. Use standard North American English pronunciation, grammar, and articulation appropriate to the designated audience.

IV. **Organize effective formal public speeches.** (This objective satisfies CCIC 1-6 and EEO 1-6) The student will be able to:

a. Choose and narrow a topic appropriate for the audience and occasion;
b. Communicate the thesis/specific purpose in a manner appropriate for the audience and occasion
c. Demonstrate ability to gather support material for speeches, including research and databases;
d. Select a suitable organizational pattern appropriate to topic and audience;
e. Use effective transitions, introductions, and conclusions
f. Identify and apply informative and persuasive speaking strategies;
g. Outline speech content in a way that is organized, clear and logical
h. Apply principles of critical thinking.

V. **Present effective formal public speeches.** (This objective satisfies CCIC 1-6 and EEO 1-6) The student will be able to:

a. Discuss, identify, and demonstrate the characteristics of an effective speaker
b. Develop strategies for building speech confidence and managing speak anxiety;
c. Demonstrate appropriate interpersonal skills and display self-awareness as a communicator when delivering a speech;
d. Employ effective delivery techniques: vocal variety in rate, pitch, and intensity; standard North American English pronunciation, grammar, and articulation; and physical behaviors that support the verbal message;
e. Deliver various types of formal public speeches; and
f. Use different types of visual aids and computer technology.

**Academic Integrity**
According to the [Student Code of Conduct](#), scholastic dishonesty includes cheating on a test, plagiarism, and collusion. The Student Code defines plagiarism “as the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work”. “Collusion” is defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. If plagiarism is evident (credit is not given to the author(s); research is not cited orally or in written work), a grade of “0” will be assigned.

**Religious Holidays**
Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.

**Financial Aid**
If you are receiving financial aid grants or loans, you must begin attendance in all classes. Do not drop or stop attending any class without consulting the Financial Aid office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

**Repeating This Course**
Effective for Fall Semester 2005, the Dallas County Community Colleges will charge a higher tuition rate to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in higher tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester.

**Elimination of Grade Mailers**
Beginning with the Fall Semester 2003, printing and mailing of grade mailers at the close of each semester will be eliminated. Students will be able to retrieve their grades on-line through the Internet on the DCCCD eConnect web-site at or through the Telephone Touch-tone system at 972-613-1818.
Students who do not have Internet access at home or work may also access their grades by using drop-in computer labs at various college locations. Students may request official academic transcripts free of charge at the Admissions Office. Student advising reports (an unofficial document, which includes a history of their DCCCD coursework, grades, GPA, and academic standing) are also available from both the Academic Advising Office and the Admissions Office.

**Eastfield College Withdrawal Policy**

If you are unable to complete this course, you must withdraw from it by **Thurs. September 23 2010**. Withdrawing from a course is a formal procedure which you must initiate. The instructor cannot do this for you. If you stop attending and do not withdraw formally, you will receive a performance grade, usually an “F”.

**Drop Information (“6 drop rule”)**

For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a "W". Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/coursedrops.

**ADA**

If you are a student with a disability and/or special needs who requires ADA accommodations, please contact Eastfield College Disability Services Office at (972) 860-8348 (voice/TDD).

**Student E-mail**

Legal privacy issues prevent your professor from discussing your work or your grades on commercial e-mail accounts. If you wish to send your papers as attachments to an e-mail (and the professor permits it), or if you have a question about your grades, we recommend opening a student e-mail account. The account is free. You may set it up by going to www.dcccd.edu and click on Student Services, Online Services, and Student NetMail. All students receiving financial aid must open a student NetMail account.

**Printing on Campus**

Printing in the Computer Lab (L-108), Library, and Learning Assistance Center will cost 5 cents a page. Students must bring a $1.00, $5.00, $10.00, or $20.00 bill to the lab to create an account. Accounts must be created before attempting to print. No change is made in the lab. Once the money is in the bill acceptor, it cannot be retrieved. Cash refunds are not possible. Accounts stay active as long as the account has value.

**Emergency and Inclement Weather Procedures**

In case of emergency* or inclement weather conditions, Eastfield students should listen to KEOM-FM Radio Station (88.5) as the primary media source. In partnership with the Mesquite Independent School District, Eastfield College Administration will notify KEOM immediately after a decision is made to cancel classes on any given day of inclement weather or for emergency purposes. Students may also monitor other local radio and television stations. The earliest an announcement may be broadcast on KEOM Radio is 6:00 a.m. Students may also refer to the Eastfield College web page www.eastfieldcollege.com for the Inclement Weather announcement under the Features area of the front page. The announcement will be posted immediately following the decision to close the college.

**Obtaining Final Course Grades Using eConnect**

Final Grade Reports are no longer mailed. Convenient access is available online at www.econnect.dcccd.edu. Use your identification number when you log onto eConnect, an online system developed by the DCCCD to provide you with timely information regarding your college record. Your grades will also be printed on your Student Advising Report, which is available in the Admissions Office.
OUR CLASS PROCEDURES

Instructor Handouts & Power Point presentations

Grades awarded on a Point Scale

In order to be successful in this course, you must possess college-level skills in reading, writing, and speaking. You are expected to do college-quality work! Grades will be reduced for poor or unacceptable writing and speaking. If you are having any difficulties successfully completing your assignments, please visit the LAC (Learning Assistance Center), C-236, 972-860-7177.

Computer Literacy & Paperwork Formatting

All typed paperwork (i.e. homework, outlines, work cited pages, etc.) as a Microsoft Word document in any 12 pt font, double spaced, 1-inch margins. Your heading should be as a “header” top right corner to include: full name, SPCH 1315 & section # and the date. Be sure to place the appropriate assignment title and check for spelling, grammar, punctuation and capitalization.

Power Point presentations will be used for several assignments. The Computer Lab personnel in L-108 will assist you with Power Point if you are unfamiliar with this program. You may also use the handout provided to help guide your construction of a PPT presentation. Make sure your Power Point (PPT) is workable and follows the “Do’s and Don’ts” guidelines described in the PPT handout.

*Always back up and/or plan for a backup for your Word and PPT files regardless of computer malfunctions (use a different computer, email, postal service or hand in work.)

Participation & Questions Policy

Participation - Students are expected to complete all work and participate in all class activities by the due dates listed in the calendar at the back of this packet. You should expect to report online at least 2 times a week. Announcements will serve as reminders of weekly assignments listed on the Class Calendar and notification of any changes to the week’s tasks.

Questions - First, re-read the Class Packet and review the weekly Announcement. Then, contact a buddy if further clarification is needed to check your understanding. Lastly, you may email or call your Instructor.

Grading Practices

a. Late assignments will be accepted with a 15 point deduction for each assignment submitted after the due date and due time. After each subsequent module due date passes, an additional 15 point deduction will occur. This means you cannot wait until the last day of the semester to turn in your work and expect only a 15 point deduction.

b. Deaths in the family, court dates, and other serious emergencies must be verified via paperwork submitted immediately in order to receive full credit after the due date.

c. Be sure to use “My Grades” under eCampus Tools tab to track assignment points. Instructor will send a class email notifying class of the new grade points that have posted.

d. Review your points on “My Grades” carefully. If you have submitted work and points are not showing after the email alert of new points added, contact the Instructor immediately.

e. Be mindful of technical difficulties on eCampus. You are responsible for your points earned.

Online Class Routine

a. Read over the Class Calendar, Module Activities and Weekly Announcements.

b. Check the Presentation Requirements for each Speech described in the Class Packet.
c. Be prepared to submit Assignments on the appropriate Discussion Board.
d. Check “My Grades” and other resources to make sure your work has been received.
e. Complete all Assignments On-time to maximize your points.
f. Be aware of the 15 point deduction for each late assignment.
g. Use correct spelling, grammar, punctuation, capitalization for all of your work (10 points will be deducted if not).
h. Use correct spelling, grammar, punctuation, capitalization for all of your work (10 points will be deducted if not).
i. Always follow the Directions, Guidelines, Requirements and Formatting for Assignments exactly.
j. Rely on your classmates’ expertise for Revisions, Suggestions and other Help Aids.
k. Be courteous, polite and supportive in communications online with class & Instructor.

**Successful College Students in an Online Speech Communication class...**
*Participating in positive college student behaviors will ensure your success in this class. Be mindful of those negative behaviors that work against you versus working for you.*

**Reads** all materials carefully (Class Packet, handouts, etc.).
**Checks** announcements and course materials regularly.
**Manages** academic, personal and professional life effectively.
**Does** not make excuses.
**Completes** assignments by the due dates and due times.
**Asks** appropriate questions to check for understanding.
**Schedules** a time with Instructor to discuss personal matters.
**Prepares** neat and correctly formatted work.
**Practices** speeches at least 5x’s before speaking day.
**Finishes** speech paperwork prior to the day of speech.

**Audience Etiquette**
*Exercise these manners as you serve as an audience member for the Instructor and your peers. There will be point total deductions for those that use “bad manners” and cause distractions.*

* Cell phone is on silent or vibrate.
* Text and answer phone calls outside of classroom.
* Listen intently (direct eye contact) to the speaker.
* Do not become a distraction (talking, moving, shuffling papers).
* Have your presentation and materials prepared prior to class.
* No eating or drinking during presentations (may do before or after).
* Applaud after each presentation.
The information below is a checklist for you to use and refer to in preparation for and after you have presented your speeches. This may help you to understand my expectations and explain my reasons for awarding you your speech points.

Grade Guidelines for Speeches—Adapted from Robert T. Oliver (1960) “The Eternal (and Infernal) Problem of Grades”

For a grade of “C,” a speaker must:

- produce a speech with a clear purpose in terms of auditor response sought, supported by main points easy to identify
- demonstrate reasonable directness and communicativeness in delivery
- not detract from his/her message through gross errors of grammar, pronunciation or articulation
- conform reasonably to the assigned time limits
- conform to the type of speech assignment
- be prepared to speak on the day assigned
- be intellectually sound in developing a topic of worth with adequate and dependable supporting material
- hand in an outline in proper outline form listing the main points and support of the speech, as well as the sources consulted

For a grade of “B,” the speaker must meet the “C” requirements AND:

- produce a speech distinguished by elements of vividness and special interest in style
- make understandable an unusually difficult process or concept OR win some agreement from an audience initially inclined to be neutral or to disagree
- move the audience progressively from initial uncertainty of knowledge, belief, or tendency to act toward acceptance of the speaker’s purpose, by orderly processes using appropriate transitions, toward final resolution of uncertainty in a conclusion that evolved naturally from the material used by the speaker
- be of more than ordinary stimulative quality in challenging the audience to think or in arousing depth of response

For a grade of “A,” the speaker must meet the “B” requirements AND:

- make a genuinely individual contribution to the thinking of the audience
- achieve a variety and flexibility of mood and manner suited to the multiple differentiations of thinking and feeling demanded by the subject matter and by the speaker-audience relations
- establish a high order of rapport with apt style and direct, extemporaneous delivery, achieving a genuinely communicative response
**PRESENTATIONS, MID-TERM ESSAY, GROUP PROJECT & EXTRA CREDIT**

**Informal**

Informal presentations require little to no preparation such as with an Impromptu or Special Occasion Speech, Interview and Discussion Questions.

**Introduction Speech: “Memorable Quote” (1)  EEOs 2, 3 & 4**

*See Memorable Quote Handout on eCampus and/or distributed during Orientation date/time.

**Worth 100 Points**

Students will come to class with a memorable quote (can be from a book, speech, poem, song, movie), and explain where the quote comes from and why it is important to that student. The student will include one personal story that exemplifies how the quote relates to the student’s life.

The speaker will organize their thoughts using a storytelling format. The student will write quote on a note card and prepare key word information about the story in order to share the story with a small group as an impromptu speech and reflect upon the storytelling preparation and delivery of the story.

**Materials needed:** 1 3x5 note card.  **Time limit:** 2-3 minutes.  **Dress:** Casual.

**Formal**

Formal presentations require a lot of preparation such as with an Informative, Persuasive and Group Speech. Most formal presentations include a preparation and delivery outline, works cited page, power point presentation and additional items.

**Demonstration Speech: “Let Me Teach You Something” (2) EEOs 1, 2, 3 & 6**

*Be sure to follow the Paperwork Formatting instructions listed in the packet.

**Worth 175 Points**

Select a creative activity or interesting concept to teach the class. (Examples: dance, game, recipe, arts and crafts, sport, handy tip, speak another language, historical event, fun facts, study tricks, advice, etc.) Make sure that your audience will be able to participate as you guide them through the steps. Audience participation can be used in many forms such as producing a handout or Power Point, video clips, taste test, doing the actual activity, tip, trick or other visual and/or physical aids to enhance your speech.

This speech will be delivered extemporaneously (half notes and half memorized).

**Materials Needed:** Typed Preparation AND Delivery Outlines, Audience Analysis Essay
3 Note Cards & Supplies for Audience Participation.

**Time Limit:** 3-5 Minutes.  **Dress:** Business Casual.

**Informative Speech:**  **EEOs 1, 2, 3 & 6**

* Be sure to follow the Paperwork Formatting instructions listed in the packet.

**Worth 200 Points**

Choose a topic from the below list (you must only choose 1) and deliver an informative speech that adheres to the criteria included:

1) **Spatial:**

Provide an oral map of a location/destination you have visited or lived. Picture the audience as tourists and it is your job to inform them on what possible attractions they can visit. It is important to arrange your speech as it occurs in the physical space, allowing the audience to go on a journey of your location/destination with you as you deliver your speech. This is not a persuasive speech. You are simply informing your audience of your chosen location/destination and passing on information that will help
your audience understand the significance of that particular place. You may choose a location you have visited on a vacation, or a place you lived. Make sure that you chose a place that has enough information you can share with your audience.

2) Comparative:

Choose a foreign holiday and give your audience a detailed description of what the holiday is about and the significance it holds for the culture in which this holiday is recognized. To further increase understanding, compare this foreign holiday to its American counterpart. Through the comparison, your audience will get a strong understanding of the holiday you have chosen.

3) Chronological:

Describe the origin of a modern day device, instrument, game etc. Examples include: IPod, CD, Play Station 3, Computer, Camera, Television, Automobile Engine, Chain Saw, Stove... The purpose of the speech is to describe in detail the functions of a particular device and the history involved that led to the evolution of the modern day equivalent.

For the informative speech you will present with a power point presentation. This means you are not allowed to use a note card. The power point presentation will help you guide the audience through your informative speech.

Material Needed: Typed Preparation OR Delivery Outline, Speech Components Exercise, 8-10 Power Point Slides

Time Limit: 4-6 Minutes. Dress: Business Casual

Persuasive Speech: “Choose a Side” (4) EEOs-1, 2, 3, 4, 5 & 6

* Be sure to follow the Paperwork Formatting instructions listed in the packet.

Worth 225 Points

Choose a side in one of the following topics. Your speech will attempt to persuade your audience to agree with the side you have chosen. Your speech must include an attention getter that relates your audience to your topic and draws them in to what you are discussing. You must have 3 main points that are organized in your outline and previewed in your introduction. You must provide evidence for the claims you make, and you must research to find your evidence. A power point presentation must accompany this speech. In the conclusion of your speech, you must have a call to action. The audience must understand without a doubt the single point you wish to persuade.

Topics:

- The academic school year for grades 1-12 should be extended from 9 months to 12 months to allow American children to keep up with global standards in education.
- Cameras should be placed at all major intersections within the city limits in order to dispense traffic tickets to all citizens who fail to properly stop at red lights.
- By 2016 auto manufacturers must stop making cars and trucks with more than 4 cylinders in order to lessen the amount of fuel consumed by the American public.
- The US government should no longer budget money for NASA so that funds can be used for more immediate concerns such as: social security, healthcare, education.

This speech will be delivered extemporaneously (half notes and half memorized). 2 of your sources must be from the online databases and used in your speech.

Materials: Typed Preparation OR Typed Delivery Outline, Audience Analysis Essay, Typed MLA Works Cited Page, 5-8 Power Point Slides

Time limit: 4-6 minutes. Dress: Business Professional.

Special Occasion Speech: “Star Power” (5) EEOs-1, 3 & 4

*Prepare a commemoration toast for the class to celebrate your overall learning experience in the course.
Worth 100 Points (Memorized)
Attention Getter - State a “life theme” (quote, saying, song title, movie title that relates to how you view life in some way). Then, explain how this “life theme” relates to how you view your life.
Main Point I.- Share something that you learned about yourself from being a member of this class.
Main Point II.- Explain what and how you plan to use something that we studied in our class.
Main Point III.- Reveal a valuable lesson that you have learned from your own life experiences.
Concluding Statement - Share a class memory (interesting activity, funny moment, “aha” moment, etc.).


EXTRA CREDIT OPPORTUNITIES Up to 25 Points awarded for the semester. 15 points for sales pitch, 10 points for Power Point presentation. Speech to be presented by the delivery date of Module 5 Speech.

Sales Pitch

Objective: Choose a product from the list below and create a sales pitch.

Products:
- Troy-Bilt TB340 XP Self propelled lawn mower
- Viking Range: 30" Custom Sealed Burner Rangetop – VGRT
- Bowflex Treadclimber

Be sure to include an attention getter that relates audience to your product and research that supports why your product is superior to competitive products. Outline benefits and address potential buyer concerns. Make your sales pitch flow. Understand your audience so you can gain trust. Remember to have a call to action. Speech must motivate to action!
Speech 1315 Class Calendar

- Handouts and assignments are all located under the contents tab inside the proper Module folder.

Module 1: Introduction to Speech 1315

3/30-4/11 Speech to be posted on Saturday April 11th from 1p-4p.

1) Complete class packet quiz and attach answers in the discussion forum named “Class Packet Quiz”.
2) Review the “Needs & Expectations” Handout. Complete the tasks from the handout and then post and respond on the discussion board.
3) Review the “Public Speaking Components” Handout. Complete the tasks from the handout and then post and respond on the discussion board.
4) On the Discussion Board post 2 activities that you would like to learn how to do (Demonstration Speech Topic Brainstorming.
5) Complete Module 1 Speech Components Exercise

Assignments:

- Class Packet Quiz (100 Points)
- Class Goals (25 Points)
- Speaking Components Follow Up (25 Points)
- Module 1 Speech Components Exercise (25 Points)
- Module 1 Speech (100 Points)
Module 2: Teaching Others (Demonstration Speech)

3/30-4/11 Speech to be posted by Saturday April 11th from 1p-4p.

1) Practice and apply anxiety management tips: Reframing (CH.10). Practice and apply delivery techniques (CH 9).
2) Read over the discussion board Demonstration Speech Topics posted. Select a topic that you know how to do well that perhaps someone listed as an activity they would like to learn.
3) Read the “Motivating Your Audience” Handout and complete the questions at the end. Post your answers in the correct discussion forum.
4) Read the speech design handout and complete the speech design exercise. Post to the speech design discussion forum.
5) Complete the Module 2 Speech Components Exercise and post in the correct discussion forum.
6) Use the Outlining Process Handouts to create BOTH a Preparation Outline AND a Delivery Outline for your Demonstration Speech. Also, refer to the Handouts to prepare a note card. Place both outlines in the appropriately named Discussion Forum.
7) Review and practice the delivery techniques for recorded and “live” presentations as described in the “How To Deliver” Handout.

Assignments:

- Demonstration Topic Brainstorm (25 Points)
- Motivating Your Audience (25 Points)
- Speech Design Exercise (25 Points)
- Module 2 Speech Components Exercise (25 Points)
- Demonstration Preparation Outline (25 Points)
- Demonstration Delivery Outline (25 Points)
- Speech 2 (100 Points)
Module 3: Inform Your Audience (Informative Speech)

4/12-4/25 Speech to be presented on Saturday April 25th from 1p-4p.

1) Complete 3 Module 2 Peer Reviews for speeches delivered for Module 2. For those who chose option 2 please review 3 speeches posted in the Module 2 Demonstration Speech discussion forum.

2) Use “Do’s and Don’ts” handout and “Power Point Evaluation” handout to evaluate the 3 student power point presentations in the Module 3 Content Folder. Reply on the Do's and Don'ts Discussion Forum 3-5 “Do's” from one or more of the power point presentations AND write 3-5 “Don'ts” from one or more of the power point presentations.

3) Choose between the Spatial, Comparative or Chronological topics for your informative speech.

4) Click the links provided and watch the speeches on the Speech Critique Handout. Answer the questions and post in the appropriate discussion forum.

5) Complete the Module 3 Speech Components Exercise.

6) Review the outlining process to create EITHER a preparation outline OR a delivery outline. Place the outline you decide to create in the appropriate discussion forum.

7) Complete a power point presentation that you will use to deliver your Module 3 speech. Have 8-10 slides and utilize principles outlined in the Do’s and Don'ts handout and Power Point Evaluation to create your power point presentation.

Assignments:

- 3 Module 2 Peer Reviews (25 Points)
- Power Point Analysis (25 Points)
- Speech Critique Exercise ((25 Points)
- Module 3 Speech Components Exercise (25 Points)
- Informative Outline (25 Points)
- Informative Power Point (25 Points)
- Speech 3 (100 Points)
Module 4: The Art of Persuasion (Persuasive Speaking)

4/26-5/9 Speech to be presented on Saturday May 9th from 1p-4p.

1) Complete 3 Module 3 Peer Reviews for speeches delivered for Module 3. For those who chose option 2 please review 3 speeches posted in the Module 3 Informative Speech discussion forum.
2) After reading the persuasive speech description packet view “The Art of Persuasion”.
3) Review the “Scary Scavenger Research Hunt” handout. Complete the tasks from the handout and post & respond on the discussion forum. Each student must submit a “Hunt”.
4) Review the topics listed in this syllabus. Select a topic and choose a side. Post what you choose in the correct discussion forum.
5) Complete the Module 4 Speech Components Exercise.
6) Collect 3-5 sources on the topic and prepare a typed work cited page. Write up research in correct area of outline format. See “Dirt” power point presentation for writing up research in outline format.
7) Prepare a preparation OR a delivery outline and post in the appropriate forum.
8) Create 8-10 power point slides you will use to deliver your persuasive speech.
9) Complete audience analysis handout for persuasive speech.

Assignments:

- Module 3 Peer Evaluations (25 Points)
- Persuasive Topic Discussion Forum post (25 Points)
- Research Hunt (50 Points)
- Persuasive Audience Analysis (25 Points)
- Module 4 Speech Components Exercise (25 Points)
- MLA Work Cited (25 Points)
- Persuasive Outline (50 Points)
- Persuasive Power Point Presentation (25 Points)
- Persuasive Speech (100 Points)
Module 5: Shared Experiences (Special Occasion Speaking)

4/26-5/9 Speech to be presented on Saturday May 9th from 1p-4p.

1) Complete 3 Module 4 Peer Reviews for speeches delivered for Module 4. For those who chose option 2 please review 3 speeches posted in the Module 4 Persuasive Speech discussion forum.
2) Prepare “Star Power” speech using the handout.
3) Review grade center and alert professor for missing points on work submitted.
4) All extra credit work must be turned in by December 6th.

Assignments:

- Module 4 Speech Reviews (25 Points)
- Star Power Speech (100 Points)
- Extra Credit Sales Pitch (25 Points)