



Syllabus for CMM 104H, Section 102
Fall 2015
Rebecca Bookwalter, MA
Smith Hall, Room 227
Tuesdays: 6:30 to 9 p.m.

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Course Description: 3 hours credit. Substitute for CMM 103. PR: Admission to Honors College
This is an accelerated course for selected freshmen and sophomores in fundamentals of communication, concepts and skills in verbal/nonverbal communication and listening.

Required Text and Materials

Zarefsky, David. *Public Speaking: Strategies for Success*. Boston: Pearson, 7th edition; 2014
The text is available in digital format through MyLabs, CourseSmart®, Kindle® and Nook®.
Visit www.pearsonhighered.com

CMM104H Workbook, 2015 [Electronic Version]

This workbook is not used by 103 students and is appropriate for the 104H class.

Computer Requirements: You **must** have access to a computer to complete this course.

The Honors College at Marshall University fosters academic excellence in a community of learners whose undergraduate education is enhanced through innovative teaching and learning, an engaging interdisciplinary curriculum, creative and critical inquiry with talented faculty and diverse leadership and service opportunities.

Welcome to CMM 104H!

Congratulations on becoming an honors student!

Thank you for choosing Marshall University and thank you for choosing this particular speech class.

It is my personal honor to be your teacher.

I am an adjunct faculty member and work full-time as the market research manager for Cabell Huntington Hospital. My office hours are by appointment only. I encourage you to schedule an appointment with me if you have any concerns. My virtual office is my email address. Email me any time at rebecca.bookwalter@chhi.org.

You will be an active participant in this class. Class periods will include lectures/discussions that emphasize key learning targets, but class periods will also include group activities and exercises, individual performances and group discussions.

1. Bring your textbook and workbook to class with you **each** time.
2. Read the assigned chapters **before** you come to class. Only exception: first night of class.
3. All assignments are due (and will be turned in) at the **beginning** of class **on the night they are due**. Refer often to this workbook to make sure you remember when assignments are due and that you know what you need to do to complete them.
4. Class participation is part of your grade – ask questions, participate in group exercises and answer questions the instructor asks you.
5. **Three of your speeches will be recorded** (introductory, informative and persuasive). Performance Lab speeches will not be recorded.
6. Follow the requested format for each outline. It is a formula you can use again and again to succeed in public speaking.
7. Any behavior that disrupts the learning process/environment will not be accepted. Any object that disrupts the learning process/environment will be confiscated during class and returned to its owner at the end of class. Be considerate of your classmates and of me.
8. Turn off all cell phones and pagers at the beginning of class. I like receiving text messages and sending them, too, but during class is not the time to be doing that or watching You-Tube videos, etc. If I find you texting in class – or otherwise using your electronic devices, they will be confiscated and given back to you when class has ended.
9. Discrimination/sexual harassment of any kind will not be tolerated.
10. Make-up work is at the professor's discretion.
 - a. I will not even consider allowing you to make up a missed speech or exam without a university-excused absence. If I did, it wouldn't be fair to the students who were prepared, on time and showed up.
 - b. So, if you're sick, call me or email me **before** the class period you will miss to let me know **and** have a university-excused absence email sent to me before the next class period. Only then will I consider allowing you to make up the assignment.
11. If you will be absent from class for university-related reasons, you will know this ahead of time and it is up to you to make the appropriate arrangements with me, such as rescheduling exams and speeches.
12. No hats are to be worn when speaking.
13. No chewing gum when you are speaking in front of the class – spit it out before you go up front.
14. Dress to enhance your ethos when delivering the Informative and Persuasive Speeches.

Dress code for Informative and Persuasive Speech nights: Business casual.
(Business casual = No jeans, shorts or sweats)
No dress code for Introductory Speech or Speech Lab Performances #1, 2, and 3.
15. Even if you're not scheduled to speak on a particular speech night, come to provide your classmates with an audience. Part of your self-analysis grade includes the peer reaction forms – you help give each other points by completing the peer reaction forms.
16. Do not get up to leave the room when someone is speaking – if you have to take a break or head to the restroom – wait until the person has finished his/her speech. If you are late to class on a speaking night, or if you are returning from the restroom, look through the glass in the door to see if someone is speaking – if so, wait until he or she is finished before entering the room.
17. Respect the speaker: don't talk to your classmates when someone is speaking.
18. Ask questions if you have them.
19. **There will be no extra credit given in this class.**
20. Have fun! You'll work hard in this class but it will be worth it.

Relationships among Course, Program and Degree Profile Outcomes

Course Outcomes	How Accomplished In this Course	How Evaluated in This Course	Gen. Ed. Program Outcomes	Degree Profile Outcomes
Students will be able to recognize communication as a transactional process by				
<i>Determining audience orientation toward the topic</i>	Lecture Classroom activities Audience evaluation Peer evaluations	Speech proposals Preparation outlines Oral presentations Critical listening tasks Exams	2, 3, 7	Specialized knowledge Engaging diverse perspectives Communication fluency Applied learning
<i>Identifying supporting material most relevant to the audience</i>	Lecture Classroom activities Peer evaluations	Speech proposals Oral presentations Preparation outlines Critical listening tasks Exams	2, 3, 5, 7	Specialized knowledge Analytic inquiry Information resources Engage diverse perspectives Communication fluency Applied learning
<i>Recognizing and adjusting to nonverbal audience feedback</i>	Lecture Activities Peer evaluations	Oral presentations Critical listening tasks Exams	1, 2, 5	Specialized knowledge Communication fluency Applied learning
Students will learn to demonstrate critical thinking in the production and evaluation of communication events by				
<i>Differentiating among various types of evidence</i>	Lecture Classroom activities	Speech proposals Oral presentations Preparation outlines Exams	2, 3, 6, 7	Specialized knowledge Broad integrative knowledge Analytic inquiry Engage diverse perspectives Communication fluency Applied learning Civic learning
<i>Extrapolating valid claims from evidence</i>	Lecture Classroom activities	Persuasive speech Preparation outlines Self-analysis Critical Listening tasks Exams	2, 3, 6, 7	Specialized knowledge Broad, integrative knowledge Analytic inquiry Engage diverse perspectives Communication fluency Applied learning Civic learning
<i>Identifying and producing factual, value and policy claims</i>	Lecture Classroom activities	Speech proposals Persuasive speech Preparation outlines Critical listening tasks Exams	2, 3, 7	Specialized knowledge Broad, integrative knowledge Analytic inquiry Engage diverse perspectives Communication fluency Applied learning Civic learning
<i>Identifying the types of reasoning that link evidence to claims</i>	Lecture Classroom activities	Speech proposals Persuasive speech Critical listening tasks Self-analysis Exams	2, 3, 6, 7	Specialized knowledge Broad, integrative knowledge Analytic inquiry Engage diverse perspectives Communication fluency Applied learning Civic learning
<i>Identifying the limitations of evidence</i>	Lecture Classroom activities	Speech proposals Persuasive speech Critical listening tasks Self-analysis Exams	2, 3, 6, 7	Specialized knowledge Broad, integrative knowledge Analytic inquiry Engage diverse perspectives Communication fluency Applied learning Civic learning

<i>Identifying weaknesses in argument and reasoning</i>	Lecture Classroom activities Peer evaluations	Speech proposals Persuasive speech Critical listening tasks Self-analysis Exams	2, 3, 6, 7	Specialized knowledge Broad, integrative knowledge Analytic inquiry Engage diverse perspectives Communication fluency Applied learning Civic learning
<i>Identifying and producing valid arguments</i>	Lecture Classroom activities Peer evaluations	Persuasive Speech Self-analysis Critical listening tasks Exams	2, 3, 6, 7	Specialized knowledge Broad, integrative knowledge Analytic inquiry Engage diverse perspectives Communication fluency Applied learning Civic learning
Students will produce organized informative and persuasive presentations by				
<i>Demonstrating the ability to capture audience attention</i>	Lecture Classroom activities Peer evaluations	Oral presentations Preparation outlines Speech proposals Self-Analysis Critical listening tasks Exams	1, 2	Specialized knowledge Communication fluency
<i>Stating the thesis and previewing their oral remarks</i>	Lecture Classroom activities Peer evaluations	Oral presentations Preparation outlines Self-analysis Critical listening tasks Exams	1, 2	Specialized knowledge Communication fluency
<i>Using transitions and signposts to emphasize speech structure</i>	Lecture Classroom activities Peer evaluations	Oral presentations Preparation outlines Self-analysis Critical listening tasks Exams	1,2	Specialized knowledge Communication fluency
<i>Concluding their remarks with a summary of the main points</i>	Lecture Classroom activities Peer evaluations	Oral presentations Preparation outlines Self-analysis Critical listening tasks Exams	1,2	Specialized knowledge Communication fluency
Students will develop effective extemporaneous speaking skills by				
<i>Maintaining eye contact with the audience while speaking</i>	Lecture Classroom activities Peer evaluations	Oral presentations Self-analysis Critical listening tasks Exams	1,2	Specialized knowledge Communication fluency
<i>Using gestures which complement the verbal message</i>	Lecture Classroom activities Peer evaluations	Oral presentations Self-analysis Critical listening tasks Exams	1,2	Specialized knowledge Communication fluency
<i>Speaking with varied vocal cues</i>	Lecture Classroom activities Peer evaluations	Oral presentations Self-analysis Critical listening tasks Exams	1,2	Specialized knowledge Communication fluency

Course Outline, including due dates for major projects – p. 6

Speech Performance Rubric and Class Grading Scale – pp. 7-8

Course Philosophy: CMM 104H is designed to help you become more confident, more articulate and better able to interpret the communication of others. We believe that communication is a fundamental and essential part of life. We also believe that improving both your understanding of communication and your ability to communicate effectively will serve you well in your career, your relationships, and your civic life.

Attendance Policy: Regular attendance is essential if you expect to succeed. In addition, attendance during speech presentations is mandatory. To pass this class you must perform all the oral speaking assignments on the date assigned and you are expected to provide your fellow classmates with appropriate feedback. I will deduct points for your failure to participate as an audience member while others are presenting their speeches. University-excused absences will be honored and arrangements will be made for makeup work. Absences not excused by the university and subsequent makeup work are subject to the instructor's discretion. Talk with your instructor prior to absences. If that is not possible, you need to speak to your instructor as soon as possible after the absence to arrange make-ups.

Plagiarism Policy: All written and oral assignments should be your own work. Any supporting material (information and ideas) from other sources should be acknowledged in some way. Both oral and written footnotes are required for this course. Submitting work that is not original is considered academic dishonesty and is taken seriously by the university, the College of Liberal Arts, the Department of Communication Studies and the Honors College. Penalties for academic dishonesty can range from a zero for the assignment to expulsion from the university. Academic dishonesty includes using speeches and outlines from other students or other sources and submitting or performing them as your own.

Speech Recording Policy: Each of your speeches will be recorded. You will be afforded an opportunity to view each of your speeches. Watching and listening to your performances will be one of the best ways to improve your performance on future speeches. It is one of the best teaching tools I have.

Other University Policies: By enrolling in this course, you agree to the University Policies listed here. Please read the full text of each policy at www.marshall.edu/academic-affairs/policies. Students with Disabilities| Affirmative Action| Computer Services Acceptable Use| Excused Absence (undergraduates)| Academic Dishonesty| Inclement Weather| MU Alert

Upon completions of the Core Curriculum at Marshall University, students will be able to master the following Core Domains of Critical Thinking:

1. Aesthetic/Artistic
2. Communication (Oral, Written, Visual)
3. Information Literacy
4. Mathematical and Abstract
5. Multicultural/International
6. Scientific
7. Social/Ethical/Historical

Acknowledgements: I want to thank Robert B. Bookwalter, Ph.D., Dean of the College of Liberal Arts for his permission to reprint many of the assignments, group exercises and “Logic Made Easy” in this workbook.

CMM 104H, Section 102, Fall 2015: Tentative Class Schedule			
Class Date	Class Discussion/Activities/Assignments Due	*	Readings
Aug. 25	Introductions and ice-breakers; review of syllabus and assignments Welcome to public speaking/Ethics/Turning anxiety into an advantage	P	Ch. 1, 2, 3
Sept. 1	6:30 p.m. Meet in Drinko Library 138 for Researching the Speech (One hour) Walk back to our classroom: Speech Performance Lab #1 Preparing for your first speech Understanding and motivating your audience Choosing a topic and developing a strategy Peer group assignments	P	Ch. 4, 5, 7
Sept. 8	Critical listening strategies and peer feedback in the classroom Deliver Introductory Speeches (2-3 minutes) All speeches will be recorded.	P	
Sept. 15	Turn in Introductory speech self- analysis/improvement plan Speaking to inform/informative strategies Deliberative speaking Responding to audience questions – handling the Q&A session Choosing a worthwhile topic for your speech	E	Ch. 6, 13 Ch. 16 (pp. 394-405)
Sept. 22	Turn in your Informative speech topic proposal Speech Performance Lab #2 Putting it all together/Organizing and outlining your speech Enhancing your presentation with visual aids	P	Ch. 9, 10, 11, 15
Sept. 29	Turn in Informative speech strategic planning preparation outlines (Rounds #1&2) Round #1: Deliver informative speeches (5-7 minutes). All speeches recorded Complete peer reaction forms/Group discussion to provide immediate feedback	P	
Oct. 6	Round #2: Deliver informative speeches (5-7 minutes). All speeches recorded Complete peer reaction forms/Group discussion to provide immediate feedback	P	
Oct. 13	Turn in Informative speech self-analysis/improvement plan Take Mid-term Exam: Exam covers chapters 1-7	P	
Oct. 20	Turn in Critical Listening Assignment #1 Speaking to persuade	E	Ch. 14
Oct. 27	Turn in Persuasive speech topic proposal Logos and reasoning; avoiding fallacies	E	Ch. 8, addl. readings
Nov. 3	How language choices enhance ethos, logos, pathos and style	E	Ch. 12
Nov. 10	Turn in Persuasive speech strategic planning preparation outlines (Rounds #1&2) Round #1: Deliver persuasive speeches (7-10 minutes) All speeches will be recorded. Complete peer reaction forms/Group discussion to provide immediate feedback	P	
Nov. 17	Round #2: Deliver persuasive speeches (7-10 minutes) All speeches will be recorded. Complete peer reaction forms/Group discussion to provide immediate feedback	P	
Nov. 24	Happy Thanksgiving!		
Dec. 1	Speech Performance Lab #3 Turn in Critical Listening Assignment #2 A discussion of forensic, deliberative and ceremonial speaking	P	Ch. 16 (pp. 405-418)
Dec. 8	Turn in persuasive speech self-analysis/improvement plan Take Final Exam: Exam covers chapters 8-16 Final exam will be given in our regular classroom at regular class time (6:30 p.m.)	P	

*This column identifies the level of student activity/participation expected during the class period.

P = Student Performance (either through speeches, exams or library activity)

E = Students will participate in group exercises during the class period

As you can see, you will be very active during this class over the entire semester!

CMM 104H Speech Performance Rubric		
Six-Point Speech Rubric Score	Performance Category	Definition
6	Mastery	In addition to meeting the class level expectations on the learning assessed, being fluent with knowledge/skill and demonstrating evidence for his/her understanding, the student has demonstrated a depth of the knowledge/skill that exceeds class level expectation. <i>Please note that not all learning targets include an option for mastery.</i>
5	Proficiency	In addition to meeting the class level expectations on the learning target assessed, the student is fluent with the knowledge/skill and demonstrates evidence for his/her understanding.
4	Proficiency	The student has met the class level expectations on the learning target assessed.
3	Developing	The student is approaching the class level expectations on the learning target/knowledge/skill or shows inconsistent proficiency.
2	Not Yet	The student has submitted evidence but it shows that the student is not yet approaching the class level standard.
1	Not Yet	The teacher is unable to accurately determine student's knowledge/skill level because the student has not submitted enough evidence.
Five-Point Speech Rubric Score	Performance Category	Definition
5	Proficiency	In addition to meeting the class level expectations on the learning target assessed, the student is fluent with the knowledge/skill and demonstrates evidence for his/her understanding.
4	Proficiency	The student has met the class level expectations on the learning target assessed.
3	Developing	The student is approaching the class level expectations on the learning target/knowledge/skill or shows inconsistent proficiency.
2	Not Yet	The student has submitted evidence but it shows that the student is not yet approaching the class level standard.
1	Not Yet	The teacher is unable to accurately determine student's knowledge/skill level because the student has not submitted enough evidence.
Three-Point Speech Rubric Score	Performance Category	Definition
3	Proficiency	In addition to meeting the class level expectations on the learning target assessed, the student is fluent with the knowledge/skill and demonstrates evidence for his/her understanding.
2	Proficiency	The student has met the class level expectations on the learning target assessed.
1	Not Yet	The student has submitted evidence but it shows that the student is not yet approaching the class level standard.

Assignment	Total Points	Date Due (Chronological Order)
Peer feedback/class participation	20	All class dates
Speech Performance Lab #1	10	Sept. 1
Introductory speech with outline	30	Sept. 8
Introductory speech self-analysis and improvement plan	25	Sept. 15
Informative speech topic proposal	30	Sept. 22
Speech Performance Lab #2	10	Sept. 22
Informative speech outline	50	Sept. 29
Informative speech (with Q&A)	90	Sept. 29/Oct. 6
Mid-Term Exam	50	Oct. 13
Informative speech self-analysis and improvement plan	25	Oct. 13
Critical listening assignment #1	25	Oct. 20
Performance speech topic proposal	30	Oct. 27
Persuasive speech outline	50	Nov. 10
Persuasive speech	100	Nov. 10/Nov. 17
Speech Performance Lab #3	10	Dec. 1
Critical listening assignment #2	25	Dec. 1
Persuasive speech self-analysis and improvement plan	25	Dec. 8
Final exam	100	Dec. 8

Class Grading Scale

A = 90% or better B = 80% to 89% C = 70% to 79% D = 60% to 69% F = 59% and below

Speech Performances	250 points	35%
Strategic planning/Critical thinking & writing	160 points	23%
Exam Performances	150 points	21%
Self-analysis/Critical thinking & writing	75 points	11%
Critical listening, analysis & writing	50 points	7%
Peer feedback/class participation	20 points	3%
Total	705 points	100%

To enable them to track their grades throughout the semester, all students will receive via email an Excel spreadsheet entitled CMM104H_Fall 2015_Grade Tracker.

EXPLANATION OF ASSIGNMENTS

Speech Proposals (Informative and Persuasive)

Rationale

This assignment is designed to help you:

- select an appropriate topic for your speech and audience,
- begin gathering research,
- help you identify and select appropriate supporting materials,
- help you begin the process of strategic planning for your speech including
 - identifying your general and specific purposes,
 - developing a potential thesis statement,
 - identifying an effective organizational structure for your speech,
 - identifying the informative and persuasive strategies you'll employ and
 - identifying the visual aids you will use in the speech.

Instructions:

1. **Select an appropriate topic for your speech.** Your topic should be appropriate to the occasion (informative or persuasive), of interest to the audience and of interest to you.
2. **Find and list at least five sources of information.**
 - *Note: Your sources **cannot** be internet website pages.*
 - Locating a peer-reviewed journal online is **not** considered an internet website page.
 - Drinko Library databases are a good source for your research.
 - Search through government documents, newspapers, and reference sources in addition to the usual books and peer-reviewed journals.
 - A live expert on the topic (whom you can personally interview) can be a source.
3. **From the five sources you have identified, select eight (8) items of supporting material (evidence)** that might be useful in your speech. These items should represent at least three (3) different types of supporting material/evidence (e.g., example, testimony, and statistic). Identify each type of supporting material/evidence you have selected. Also provide the appropriate source footnote for each piece of supporting material/evidence.
4. **Conduct an audience analysis for your topic by answering the following questions:**
 - a. What does the audience know about this topic already?
 - b. What positive and/or negative attitudes, beliefs and values do they hold?
 - i. For your **Informative Speech**: What new information do they need and why?
 - ii. For your **Persuasive Speech**: What changes do you want them to make? Change belief or value? Change behavior? Why? Will you ask them to take some action?
5. **Select and write your general purpose statement** for your speech.
6. **Draft a specific purpose statement.** State it as a complete sentence that begins with "I want my audience to...."
7. **Draft a thesis statement for your speech.** State it as a complete sentence.
8. **Identify an effective organizational pattern.**
9. **Identify the informative strategies** (for informative speech) **or persuasive strategies** (for persuasive speech) you will employ.
10. **Identify the visual aids** you are considering using and explain why.

Strategic Planning Preparation Outline (Informative and Persuasive Speeches)

“In preparing to respond to and intervene in the rhetorical situation, you need to develop a strategic plan that identifies the purpose of your speech, the constraints on it, and the opportunities it provides. Then you select the best means to achieve your purpose.”

(Zarefsky)

Part I: Strategic Plan

The strategic plan section is worth 15 points of your strategic planning preparation outline grade.

Topic:

What is your topic?

Why is this topic worthwhile?

What about this topic will motivate your audience to listen to your speech?

Evaluating Constraints:

How can you adapt to your audience’s limited attention span?

How can you enhance your positive ethos?

How will you adapt your speech so as to fit the listeners’ knowledge, attitudes and needs?

Evaluating Opportunities:

Do you have a legitimate “informative advantage” over your listeners?

What two or three ideas from the text (be sure to cite chapter and page number for each) can you use to ensure that you will accomplish your purpose?

Means:

Informative speech: What new information does your audience need to know about your topic?

Persuasive speech: What is your best argument to persuade the audience to do/feel/think what you want them to?

What informative or persuasive strategies are necessary for achieving your purpose?

What organizational pattern is most appropriate for your speech and why?

What specific supporting materials/evidence do you plan to deploy?

What specific visual aids do you plan to deploy?

Informative speech Q&A time:

What questions might the audience have about your speech once it is delivered?

Include your purpose and thesis statements in your strategic plan.

General Purpose Statement: Choose one of the general purposes from your text that is appropriate for your speech. The general purpose statement is **not** written as a complete sentence.

Specific Purpose Statement: Should be appropriately informative or persuasive. The specific purpose statement starts with, “I want my audience to...” Write the statement as a simple, complete, declarative sentence.

Thesis Statement: In one simple, complete, declarative sentence, state the one idea that all the information or arguments in your speech add up to.

Part II: Preparation Outline (worth 30 points of the total outline grade)

Follow this format for both the Informative and Persuasive Speeches.

Introduction

Write out the text of your introduction (word for word) and mark/identify each element

- Attention getter
- Thesis
- Establish your ethos
- Motivate audience to listen
- Preview main points

Body

Transitions must be included. Place a transition between the introduction and your first main point. Place a transition between each main point discussion.

Place a transition between your last main point and the conclusion – this transition is also known as “Signaling the End” or saying “In conclusion.”

Outline the main points, sub-points and evidentiary points.

- Main points: Write each main point as a simple, complete, declarative (SCD) sentence.
 - Sub-points: Write each sub-point as a SCD.
 - Evidentiary points: Identify the type of evidence/supporting material and its source.
- I. Our most widely known feral children stories are fascinating myths.
- A. The story of Romulus and Remus is the earliest example of the feral child myth.
1. Tell about the myth. Example. (Williams, 2001)
 2. What the story means. Testimony. (Bullfinch, 1996)
- B. Tarzan is the most famous feral child.
1. 4 million copies sold. Statistic. (NY Times, 2013)
 2. Explanation of original story. Example. (Burroughs, 1943)
 3. Why Burroughs wrote it. Testimony. (Burroughs, 1943)

Transition: These feral children grew up to be heroes, but the real stories are much more disturbing and educational.

- II. Real feral children reveal problems that shed new light on human development.
- A. Feral children never fully develop the ability to communicate.
1. Why feral children can't learn to talk. Testimony. (Freud, 1879)
 2. Some even fail to develop symbolic activities. Example. (Downey, 2010)
- B. The neglect and in some cases torture suffered by feral children affect social development.
1. Genie. Case study. (ABC News story, 2008)
 2. Historic review/analysis. Statistic. (McNeil, 1984)

Transition: In conclusion...

Conclusion

Write out the text of your conclusion (word for word) and mark/identify each element

- Summary (Informative & Persuasive)
- Reinforce Thesis (Informative & Persuasive)
- State Specific Purpose (Informative & Persuasive)
- Make the final appeal (Persuasive only)

Part III: Bibliography (at least five sources) (worth 5 points of the total outline grade)

INTRODUCTORY SPEECH

This assignment is a brief (2-3 minute) speech aimed at providing an initial speaking experience and an opportunity for students to acquaint themselves with each other (30 points).

Objectives: Students should be able to:

- *Use an extemporaneous mode of delivery (minimum notes and good eye contact)
- *Speak in a conversational style

Instructions: The introductory speech should reveal some aspect of the speaker's attitudes, values, or personality to the audience. The following options are available:

Option 1: Bring an object from home that reflects your attitudes, values, or personality in some way. Explain to the audience two or three ways in which this object reflects some aspect of your self-concept.

Option 2: Discuss your favorite book, movie, poem, song, or television show. Identify two or three aspects of your personality, attitudes or values that are reflected in the work you chose.

Option 3: Identify the person you most admire in life. Explain two or three qualities of this person that you identify with or would like to emulate.

Note: For this speech, as with all the subsequent speeches, you will be graded on three basic criteria:

1. **Structure:** Your speech should be organized around a limited number of specific points, recognizable to the audience. This will improve audience comprehension and retention.
2. **Substance:** Each point in your speech should be developed through the use of some specific details—some supporting material/evidence. This will establish the validity of each point and it will make the speech worthwhile.
3. **Delivery:** Your speech should be delivered in a way that holds the audience's attention and interest. That means that you should maintain eye contact, use some gestures and purposeful movement, and vary your vocal cues (the rate, pitch, and volume of your voice). Do **not** use vocalized pauses, such as, but not limited to, "uhm," "you know," "like," or "okay."

Sample Introductory Speech Preparation Outline

Attention Getter: How would you like to be compared to a beat up old car?

Thesis: That may not sound great, but actually I'm a lot like my old 1968 VW Bug.

Preview: Tonight I'd like to discuss the similarities between my car and me. First, I've got a lot of miles on me. And second, I'm very reliable.

Organized Points with Relevant Support:

- I. Like my bug, which has 180,000 miles on it, I have traveled a lot.
 - A. I've seen most of the U.S.
 - 1. States I've seen
 - 2. States I've lived in
 - B. I've also been abroad.
 - 1. Examples of the 5 countries I've visited.

Transition: Although I've logged a lot of miles and moved around a lot, like my old Bug, I'm very reliable.

- II. My friends find me very reliable and trustworthy.
 - A. They can rely on me to tell them the truth.
 - 1. Story of best friend's bad wedding
 - B. They can rely on me to help out.
 - 1. Story of the big move

Signal the End: In conclusion....

Summary: If you see me driving my old VW, remember that the guy driving it has been around the lot a time or two – logged a lot of miles – and, he's a guy you can rely on, just like he relies on his trusty old car.

Create Finality: If you need someone with experience that you can trust, I'm your man.

INFORMATIVE SPEECH

Grading Criteria

You will give a 5-7 minute speech (worth 90 points) which has the following characteristics:
[see Chapter 13]

1. Extemporaneous (delivered from notes; not memorized or read)
2. Informative (not persuasive)
3. Has an identifiable introduction, body & conclusion as specified below:
 - A. The Introduction must:
 - Get Audience Attention
 - State Speaker's Thesis
 - Establish Positive Ethos: What makes you knowledgeable to speak about this topic?
 - Motivate Audience to Listen: Why is this speech important to them?
 - Preview the Main Points
 - B. The Body must have:
 - Clear Main Points (logically organized)
 - Effective Transitions between Main Points
 - Variety of Relevant Supporting Material/Evidence (at least 3 different types)
 - C. The Conclusion must:
 - Signal the End
 - Summarize Main Points
 - Reinforce Speaker's Thesis/Specific Purpose
4. Delivered in a style which includes:
 - A. Frequent and Well-distributed Eye Contact
 - B. Appropriate, Controlled Gestures
 - C. Varied Vocal Cues
 - D. Appropriate Visual Aids (required)
5. The Q&A section must:
 - A. Be handled professionally (repeating each question that is asked before you answer it to ensure that all audience members know what was asked, etc.)
 - B. Showcase the extent of the research you conducted for the speech
 - C. Showcase your ability to think on your feet and
 - D. Demonstrate that you have a good rapport with the audience.

PERSUASIVE SPEECH

Grading Criteria

You will give a 7-10 minute speech (worth 100 points) which has the following characteristics:

1. Extemporaneous (delivered from notes; not memorized or read)
2. Persuasive (attempts to change the listeners' attitudes, beliefs, values, and/or behavior)
3. Has an identifiable introduction, body conclusion as specified below:
 - A. The **Introduction** must:
 - Get audience attention effectively
 - State speaker's thesis
 - Establish positive ethos: What makes you knowledgeable to speak about this topic?
 - Motivate audience to listen: Why is this speech important to them?
 - Preview main arguments (main points)
 - B. The **Body** must have:
 - Coherent structure/Appropriate organizational pattern
 - Logic & reasoning (Logos)
 - Clear main arguments (main points)
 - Well-developed reasoning (Sub-points and evidence) – No fallacies
 - Variety of relevant supporting material/evidence with oral footnotes (“According to...”)
 - Effective transitions between main arguments
 - Additional persuasive appeals
 - Identification with audience (Ethos)
 - Emotional appeals (Pathos)
 - Effective language choices
 - C. The **Conclusion** must:
 - Signal the end of the speech
 - Clearly summarize the main arguments (main points)
 - Reinforce the speaker's thesis/specific purpose
 - Make the final appeal
4. Delivered in a style which includes:
 - A. Frequent and well-distributed eye contact
 - B. Appropriate controlled hand gestures and purposeful movement
 - C. Varied vocal cues and No vocalized pauses
 - D. Effectively used visual aids (required)

Additional Assignments Explained

Peer Feedback/Class Participation

You will provide constructive feedback to your peers for each major speech in the class: Introductory Speech, Informative Speech, and Persuasive Speech. The feedback will be both written and verbal. You will be given a feedback form each speech night that you will complete for each speaker – other than yourself – and you will hand that form to the appropriate peer at the end of class so he/she can use it when completing his/her self-analyses and improvement plans. Reacting to the peer feedback you received is a major portion of your grade for each self-analysis and improvement plan. You will also receive points for providing that peer feedback (forms will have your name on them and will be turned in with each speaker's self-analysis and improvement plan so I will see who provided peer feedback and who did not). You will also receive points for class participation. Class participation is self-explanatory, but just in case – I define it as active and respectful listening, responding to questions asked of you, asking questions of the instructor and peers, and fully participating in all class activities. Please note: If you use your cell phones, laptops or any other electronic device in class during lectures/discussions or peer speeches I will deduct points from your class participation grade.

Self-Analyses and Improvement Plans

These three assignments will require you to watch the recordings of your Introductory Speech, Informative Speech and Persuasive Speech, analyze and critique your performances, respond to the peer feedback you received and identify any specific improvements you would make in your future presentations. How should each self-analysis and improvement plan look: Typed one-page paper, single-spaced, font size no larger than 11 point, and one-inch margins top, bottom, right and left.

Speech Performance Labs

These activities will give you more practice speaking in front of an audience and are targeted to improve your performance over the course of the semester.

They are geared to help you:

- enhance your own personal speaking style,
- blunt the power of that negative, nasty little voice (NLV) in your head, and
- work on any aspects of speech performance you wish to improve
 - eliminate vocalized pauses,
 - slow down a nervous/fast speaking rate,
 - eliminate “public reading” and confidently deliver by voice, or
 - confidently make eye contact with and move toward the audience

Critical Listening Assignments

You will critically listen to two speeches (chosen and assigned by Professor Bookwalter) and write a rhetorical analysis essay about each. Note these two assignments are essays, not papers. A one-page essay will suffice. One page = single spaced, font size no larger than 11 point, and one-inch margins top, bottom, right and left.

Each one-page essay must include analysis/discussion of:

- The rhetorical situation: Audience, Speaker, Speech, Occasion
- Ethos
- Pathos
- Structure/Style

Mid-Term Exam and Final Exam

The mid-term exam (worth 50 points) and the final exam (worth 100 points) will have a mix of the following types of questions:

- Multiple choice
- True/false
- Fill in the blank
- Short answer

Students will be given the opportunity to recommend exam questions throughout the course of the semester. Whether or not to accept and use those questions is at the instructor's discretion.