Course Syllabus

Course Title: SPC 1600 Fundamentals of Speech


Course Location: West Campus, Valencia Community College

Office Location: Building 6 – Adjunct Offices (by appointment only)

Telephone: 407-433-6349 (Hours: 8:30 a.m. – 5:00 p.m. M-F)

E-mail: Please use the WebCT6 e-mail address for all correspondence


In addition to the text, you need to purchase a blank VHS video tape. We will video tape each speech during the semester, providing you with a video portfolio of progress and the material needed to self-evaluate one of your speech performances. You are also encouraged to purchase a packet of 3 x 5 index cards, as these will form the size of the notes you may take to the front of the room when delivering speeches.

INSTRUCTOR’S NAME: Donald R. Goss, MA

AVAILABILITY: Before and after class or by appointment

INSTRUCTOR BIO: Your facilitator, Donald Goss received a Bachelor of Science degree from the University of Southern Colorado in Mass Communication and a Master of Arts degree from the University of Northern Colorado in communication. Goss serves Valencia Community College as an Associate Faculty and is an adjunct instructor at the University of Central Florida. He serves the University of Phoenix as Area Chair for Liberal Arts where he facilitates classes in oral communication, intercultural communication, team building and conflict resolution, research writing, and communication in the virtual workplace. By profession, he is a communication consultant specializing in organization communication, team building and conflict resolution, as well as public relations planning and marketing communication. Goss is also actively involved as a speech coach working with corporate executives in presentation style and delivery.

COURSE DESCRIPTION: You will learn the skills and strategies necessary to prepare and deliver a variety of speeches. The course will give special consideration to adapting communication styles and content to diverse speakers and audiences. This course emphasizes how to compose meaningful and coherent messages; conduct responsible research on appropriate topics; and how to argue, develop, and polish effective presentation skills.

COURSE OBJECTIVE: You will develop the skills needed to provide you with fluency and poise in front of an audience.

LEARNING OBJECTIVES: From the moment we are born, we begin to make sounds and develop symbolic behaviors in order to get the responses we want. A specific goal of this course is to help you gain the responses you seek through oral communication. To do this, you must develop or sharpen your (1) research skills, (2) ability to select, evaluate, and organize materials, (3) language skills, (4) critical listening abilities, (5) creativity, and (6) fluency and poise in front of an audience. Various studies demonstrate that each of the competencies contribute in some way to self image, success as a student and in whatever career one chooses, and one’s potential to be an effective instrument of social and political change.

To achieve these goals, you will study the theory and practice of public speaking. Each of you will participate in class exercises and give a series of speeches, both graded and not graded or “developmental,” with critiques by class members and your facilitator.
Through the speeches, exercises and course material you will gain practical experience working with the four core competencies Valencia Community College has identified as learning outcomes: Think, Value, Act and Communicate.

**SOURCES OF INSTRUCTION:** Sources of instruction include the textbook along with any additional assigned materials. This might include lecture, discussion, student reports, out-of-class assignments, and in-class exercises.

**WEB ENHANCEMENT** - Like any traditional class, we will meet in the classroom twice a week. Our class will also utilize the tools available through Web CT6. Web CT6 is the location where you will take exams and submit formal outlines for your speeches. I have placed PDF copies of the grading rubrics along with full descriptions of speeches in folders on the courses home page. You can access the class by going to [http://webct6.valenciacc.edu](http://webct6.valenciacc.edu). You will need to use your Atlas user name and password to access Web CT6. Once there, you will note that I have placed all the optional assignments under the assignments tab. You will find the chapter tests under the assessment tab. I have coupled the assignments and assessments with the course calendar, which will reflect all due dates and deadlines. If you are not familiar with Web CT6, you will want to become acquainted with this computer-based tool early in the semester to ensure that you understand how to complete tests and written assignments.

**WITHDRAWAL: DROP DEADLINE MARCH 20, 2010**

**COURSE ASSIGNMENTS:** The course consist of speeches and examinations over the text chapters, lectures, and class discussions. Everyone must complete three speeches with their accompanying full sentence speech outlines during the semester. **The speech and outline portions of the course assignments constitute 60 percent of the total course grade.** The chapter exams and final make up the remainder of the points for the class.

1. **You cannot substitute other grades for that of the required speeches and outlines.** Failing to submit formal outlines and deliver all three speeches will result in a failing grade for the course.

2. **Once the due date and time for an assignment has passed, you may not submit the work for credit.** **DO NOT ASK FOR A WAIVER OF THIS REQUIREMENT, AS ONE WILL NOT BE GIVEN.**

**CHAPTER EXAMS** – Four exams will cover chapter material in the text, lectures, and class discussions. A final examination will be available to each of you during finals week on the date and time of your final for the course. The chapter tests are available to help you assess your grasp of the material under discussion. **There are no makeup dates available for missed exams.** (40 points per exam | 160 total points available | 160 point final examination)

**SPEECH ASSIGNMENTS**

- **STUDENTS WILL DELIVER ALL SPEECHES EXTEMPORANEOUSLY USING KEY WORD/PHRASE 3 X 5 INDEX CARDS– NOT MEMORIZED OR READ FROM A MANUSCRIPT.**

**PET PEEVE SPEECH**

*Select one the following options and present in a narrative form.*

There is something that you find irritating – a pet peeve. Are you bothered by smokers (or nonsmokers), barking dogs, dorm food, noisy neighbors, or an annoying sibling? Whatever it is, this is your opportunity to “sound off.” Open your speech with impact, making us sit up and take notice of your pet peeve. In the body of your speech, develop some reasons why this pet peeve bothers you—cite specific examples. Then close with impact. Make us share your frustration. The speech should be about 5 minutes in length. No outline is required, but you may use a note card or two if you wish. Your speech should be 4-5 minutes in length. You may use three or four note cards. I
must receive a formal outline prior to your speaking. (Time Limit: 4-5 minutes) Value: 105 points – 105 Points Speech | 20 Points Outline (Refer to the grading rubric for details on the speech evaluation criteria.)

INFORMATIVE SPEECH: This speech is aimed at getting the audience to understand some basically factual material that they either have not understood previously or have understood incompletely. The information presented in this speech should be new and useful to your audience. Trivial or obvious topics will receive a lower grade than significant ones. Audience analysis is important. If you speak on a topic about which your audience is already very knowledgeable, you will have little new information to provide them. On the other hand, if you pick a topic about which they have no knowledge, you must carefully adapt your explanation to their existing knowledge. You should avoid controversial topics in this speech, since what you may intend as informative speaking may be perceived as an attempt to persuade. Nevertheless, there is an element of persuasion involved in any informative presentation, as you must convince the audience of the importance of the information to their own lives. Your speech may involve describing, demonstrating, instructing, and/or explaining. At least three outside research sources are required for this assignment. You must cite your sources in your in your outline using APA style, as well as orally in your speech. Your speech should be 5-6 minutes in length. You may use three or four note cards. I must receive a formal outline prior to your speaking.

At least two prepared presentational aids are required. Use of the chalkboard does not count as a presentational aid. Time Limit: 5-6 minutes). Refer to the full speech descriptions for the details of how to prepare for this speech. Value: 130 points – 110 Points Speech | 20 Points Outline. (Refer to the grading rubric for details on the speech evaluation criteria.)

PERSUASIVE SPEECH: Using your knowledge of the process of persuasion, select a timely topic that has elements that are controversial and that you could debate. The topic you select should be one you feel strongly about; a topic that represents a need or problem that you can persuade the audience to take action on. Investigate the problem thoroughly using outside sources and organize your speech around an appropriate persuasive organizing pattern. Be sure that you support your arguments with information from your outside research (minimum of four outside sources), and that your sources are clearly cited. Practice your presentation until you are able to deliver it with the confidence and commitment needed to influence an audience. You must cite your sources in your in your outline using APA style, as well as orally in your speech. Your speech should be 6-7 minutes in length. You may use three or four note cards. I must receive a formal outline prior to your speaking. Refer to the full speech descriptions for the details of how to prepare for this speech. (Time Limit: 6-7 minutes). Value: 140 points – 120 Points Speech | 20 Points Outline (refer to grading rubric for details on the speech evaluation criteria.).

SPEECH TOPICS NOT ACCEPTED: The following topics are not permitted because the topic is worn (people already know about the issues) or it is unmanageable: Smoking; Seat-Belts; Abortion; Baking Cookies or any other food preparation; legalization of marijuana or other drugs; the use of steroids; tattooing; body piercing; capital punishment; gun control; the use of alcohol or drunk driving; dieting and nutrition, or the creation of an exercise program.

SPEECH TIME LIMITS: Speech time limits are set to ensure that you have practiced, planned, and organized your ideas to fit the allotted time. My expectations of delivery are that you should be able to deliver the assigned speech within the set time limits. I will not award any points for elements presented after the maximum time allowed. There will be a penalty of one-point per each 15 seconds or fraction thereof above or below the time limit.

SPEECH OUTLINES: Speech outlines are not an option. You must submit a formal sentence outline for each speech presented in the class. The outline is due one week prior to the designated week for speeches. Failing to submit an outline will negate your ability to deliver your speech for credit.

WRITTEN WORK: With the exception of in-class reaction and reflection papers, ALL WRITTEN WORK MUST BE TYPEWRITTEN using Times New Roman or Arial, in a font size of 12 points DOUBLE-SPACED. OUTLINES MUST USE 1.5 OR 2 LINE SPACING.
All writing must be college level. Up to 40% of each evaluation grade will be determined by the level of written Standard English.

**RESEARCH SOURCES:** I need to make one comment in regarding outside research and reference sources. I encourage you to use the databases that are available to you through the Valencia Community College library system. These are the most reliable sources available to you for support for your speeches. The one source that I will not accept as a valid source is *Wikipedia*. Due to the nature of the on-line encyclopedia and the lack of peer review integrity, I have determined the source is not reliable, nor can you depend on the validity of information retrieved from the source.

**PLAGIARISM:** Valencia Community College prohibits any kind of academic dishonesty. This includes, but is not limited to, plagiarism, cheating, furnishing false information, forgery, alteration or misuse of documents, misconduct during a testing situation, and misuse of identification with intent to defraud or deceive. All work submitted by students is expected to be the result of the students' individual thoughts, research, and self-expression. Whenever a student uses ideas, wording, or organization from another source, the source shall be appropriately acknowledged.

Students shall take special notice that the assignment of course grades is the responsibility of the students' individual professor. When the professor has reason to believe that an act of academic dishonesty has occurred, and before sanctions are imposed, the student shall be given informal notice and an opportunity to be heard by the professor. Any student determined by the professor to have been guilty of engaging in an act of academic dishonesty shall be liable to a range of academic penalties as determined by the professor which may include, but not be limited to, one or more of the following: loss of credit for an assignment, examination, or project; a reduction in the course grade; or a grade of "F" in the course. At the option of the professor, the campus provost may be furnished with written notification of the occurrence and the action taken. If such written notice is given, a copy shall be provided to the student.

Students guilty of engaging in a gross or flagrant act of academic dishonesty or repeated instances of academic dishonesty shall also be subject to administrative and/or disciplinary penalties which may include warning, probation, suspension and/or expulsion from the College.

The student may appeal action taken by the professor under the provisions of either Policy 6Hx28:10-13 Student Academic Grievances or 6Hx28:10-15 Student Rights of Appeal of Administrative Decisions as determined by the nature of the action taken.

**POLICIES**

**ATTENDANCE** – We are all adults. As your facilitator, I highly encourage you to be in class to get the full value of lectures, in-class activities, and supplemental material. That said, I do not have a formal attendance policy with the exception of speech days. For record keeping purposes, I will take attendance each class period. I merely ask students to use the same consideration of support they would want from fellow classmates on speech days so that everyone giving a speech benefits from having an audience to react to the speeches. I reserve the right to deduct points from anyone who is frequently absent on the days classmates are delivering speeches.

**PARTICIPATION** – You must determine your level of participation in the class. As previously noted, the only assignments everyone must do to pass the class are the three speeches, and formal speech outlines. Failing to complete all three speeches will result in a failing grade for the course. As an adult, you must then choose the level of participation you would like to have in the course.

**SPEECH ASSIGNMENTS** – The course calendar notes the dates for each formal speech you will give. We will determine the order for each speech by lottery one week prior to the due date for the speech. You should come to class prepared to present your speech regardless of where your name appears on the list of speeches. If you know that you cannot attend class on an assigned speech day, it is your responsibility to trade with another student. You are also responsible to let me know in a timely manner of that change. Keep in mind; *Speeches are an in-class activity. There are no makeup’s for in-class activities.*
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**CELL PHONES & PAGERS** – Please show courtesy to your fellow classmates and me by turning off your cell phone or PDA prior to entering class. I reserve the right to answer any cell phone calls that occur during the class.

**LATE ARRIVAL TO CLASS** - Please show courtesy when entering class late. Enter quietly so that your entrance does not create a disruption to the activities of fellow class members. If late for class on a speech day, look before entering so that you do not interrupt a fellow student’s speech. Please take care of personal bathroom needs prior to coming to class.

**GRADING SCALE** - I will determine your grade for the course based on your speech outlines, speeches, and scores on chapter exams and the final examination. Below you will find a copy of the grade calculator for the course.

### GRADE CALCULATOR

<table>
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<th>Speeches</th>
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<tr>
<td>Group PowerPoint® Presentations</td>
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<td>Speech 2 - Informative Speech</td>
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<table>
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<td>Speech 2 - Informative Speech</td>
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<td>Persuasive Speech Topic Proposal</td>
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<td>Speech 3 - Persuasive Speech</td>
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<td>Exam 3</td>
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### Grade/Points Needed

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<td>70-79.9 = C</td>
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<td>663</td>
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<td>60-69.9 = D</td>
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<td>59 Below = F</td>
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Week One

Foundations
- Explain the basic elements of the speech communication process
- Preparing for your first speech
- Recognizing the signs of communication apprehension

Course Assignments

1. Readings
   - Read: Chapter 1, pp. 12-18; Chapter 3, pp. 40-60; Chapter 4, pp. 70-71, 77-82

2. Non-graded Activities and Participation
   - Create a transactional model of communication
   - Complete and score the self-assessment on 72-73
   - Discussion of Artifact Speech

3. Discussion Questions
   **Chapter 1**
   - Why are you taking this class? What career do you plan to follow upon graduation? How will public speaking play a role in your career choice?
   - What experience do you have in public speaking? What went well? What went wrong? What did you learn from those experiences?
   - When looking at the transactional model of public speaking, what are the implications of each for the public speaker?
   - If communication is a transaction, what does this say about the need to understand your audience’s needs and purposes? What does this suggest about the importance of eye contact to reading feedback from your audience?

   **Chapter 3**
   - What makes a good public speech? Brainstorm and write down five characteristics of a poor speech.
   - Discuss the advantages and disadvantages of each type of delivery, e.g. manuscript, memorized, impromptu, and extemporaneous.
   - What is the basic philosophy behind giving extemporaneous speeches?

   **Chapter 4**
   - Write down the reasons you believe you dislike the idea of giving a speech.
   - What fears do you believe you have about public speaking – write them down.
   - Brainstorm ideas on how we all can cope with communication apprehension. What positive coping statements might we create to help us deal with our apprehension?
Week Two

Foundations
- Understanding speech organization
- The elements of delivery and how to use them

Course Assignments
1. Readings
   - Read Chapter 10, pp. 230-254; Chapter 12, pp. 295-324

2. Non-graded Activities and Participation
   - Developing a general and specific purpose
   - Developing a thesis statement and main points
   - Develop the framework for the speech outline body
   - Develop the introduction and conclusion
   - Practicing delivery techniques

3. Discussion Questions
   Chapter 10
   - Why is it important to outline your speeches
   - Brainstorm the different ways one could organize a speech
   - Based on comments from your text, why do you believe we feel it is important for you to use a full sentence outline when developing your speech outline?

   Chapter 12
   - What are the elements of good speech delivery?
   - What is nonverbal communication? Why is it important to effective public speaking?
   - What are the aspects of bodily action you should concentrate on in your speeches?
   - What are the guidelines for proactive delivery? Which three of these guidelines do you feel will be most important to you in your speaking?

Summary of Week Two Deliverables

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Week Three

Between Audience and Speaker

- Analyzing the audience
- Experiencing your first speech

Course Assignments

1. Readings
   - Read Chapter 7, pp. 140-145, pp. 158-168;
2. Graded Activity - Test 1 - chapters 1, 3, 4, and 10
3. Non-graded Activities and participation
   - Recognizing the diversity of your audience
   - Creating audience analysis questionnaire
4. Discussion Questions
   
   Chapter 7
   
   - Identify situations in which people’s actions are inconsistent with their attitudes - in other words, they believe one thing yet do another. What factors support such a division? Discuss situations in which people hold an attitude, yet fail to take action in support of the attitude. What role could communication play in responding to these rhetorical situations?
   - Create a model of your belief system including your core beliefs, authority beliefs, and representative derived beliefs on smoking. What does your belief system say about how susceptible you are to being influenced on the topic?
   - Discuss the topic of banning smoking in public regardless of location. What informative and persuasive functions are at work? For example, almost everybody has knowledge about the effects of secondhand smoke. However, how many people have been persuaded to ban smoking in public?

Summary of Week Three Deliverables

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<td>Jan 28-Feb 2, 2010</td>
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Week Four

Between Audience and Speaker

- Experiencing your first speech
- Examining the need for research
- Supporting your message

Course Assignments

1. Readings
   - Chapter 8, pp. 176-191, pp.197-198; pp 204-206; Read Chapter 9, pp. 210-226;
   - Read Verbal Footnoting: How to Verbally Credit Presentation Sources (Found in Course Materials Folder – Web CT-6)

2. Non-graded Activities and participation
   - Reflecting on how to build an argument
   - Understanding how to use supporting material
   - Complete Language Sensitivity instrument p. 267 – be prepared to discuss the results in class

3. Discussion Questions

   Chapter 8
   - Why is it important to draw on your own knowledge and experience in gathering materials for your speeches?
   - What are five major criteria for evaluating the soundness of research materials that you find on the Web?
   - Financial aid is important to most students. Individually, reflect on how you would go about finding information on different financial aid sources that could help you continue your education.

   Chapter 9
   - Why do you need supporting material for your speeches?
   - Rank supporting materials according to your personal preferences. Which do you feel is most valuable? Which second? Etc.
   - Stephen Toulmin’s model for reasoning, as applied to speeches, has three primary levels we need to use to create a logical argument. How do these three levels interrelate and what do they do to help us reason?
   - What is testimony? Explain the difference between expert testimony and peer testimony.
   - Each of the following statements violates at least one of the criteria for effective supporting materials. Identify the flaw (or flaws) in each statement.
     - In a random survey last month of 470 members of the Sierra Club, 98 percent of those interviewed opposed drilling for oil in the Alaskan wilderness. Clearly, then, the American people oppose such drilling.
     - In the words of one expert, “Mainstream medical care is not meeting the needs of many Americans. I encourage people to pursue alternative treatments such as acupuncture, chiropractic, and massage therapy.”
     - Statistics compiled by the National Education Association show that the median salary for teachers in our state is $48,835. This shows that teachers average almost $49,000 a year in salary.
According to a survey conducted for Verizon Wireless, most people prefer Verizon’s cellular service to that of Cingular, Nextel, or Sprint PCS.

There’s no reason insurance companies should charge higher rates for drivers under the age of 25. All my friends drive a lot and almost none of them have been in car accidents.

According to the *New York Times Almanac*, San Francisco has the highest per capita annual income of any U.S. city—$57,414. The lowest per capita annual income belongs to McAllen-Edinburg-Mission, Texas, at $13,344. The average per capita annual income for all U.S. metropolitan areas is $31,332.

As Sean Penn noted in a recent interview, the United States needs to change its foreign policy in the Middle East. Otherwise, Penn said, it will be impossible to bring about lasting peace in the region.

### Summary of Week Four Deliverables

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Week Five

Between Audience and Speaker

- Surveying your audience
- Using language effectively
- Presenting your message visually

Course Assignments

1. Readings

- Chapter 11, pp. 269-287; Chapter 13, pp. 332-353

2. Non-graded Activities and Participation

- Create a questionnaire that consists of three to five questions that you will administer to your audience this week for your informative speech. Refer to Chapter 7 and our discussions in week three for details on how to create the questionnaire. (Hint: place multiple questionnaires on one sheet of paper and cut to size to conserve on paper and cost)
- Working in groups of five people develop a PowerPoint® presentation that the group will present in class to practice using the technology and use of a visual in an oral presentation.

3. Discussion Questions

Chapter 11

- If language shapes our perceptions of reality, what are the implications for using exclusively male terms when generic language is intended?
- Arrange each of the sequences below in order, from abstract word to the most concrete word.
  - Housing complex, building, dining room, structure, apartment
  - Mona Lisa, art, painting, creative activity, portrait
  - Automobile, vehicle, Ferrari, transportation, sports car
- Each of the statements below uses one or more of the following stylistic devices: metaphor, simile, parallelism, repetition, alliteration, and/or antithesis. Identify the device (or devices) used in each statement.
  - “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)
  - “The vice presidency is the sand trap of American politics. It’s near the prize, and designed to be limiting.” (Howard Fineman)
  - “We should not demean our democracy with the politics of distraction, denial, and despair.” (Al Gore)
  - “America is not like a blanket – one piece of unbroken cloth, the same color, the same texture, the same size. America is more like a quilt – many patches, many sizes, and woven and held together by a common thread.” (Jessie Jackson)

Chapter 13

- Discuss the advantages and disadvantages of using presentational aids. Pay particular attention to the relationship between situational factors and the appropriate use of presentational aids. While many speeches are enhanced by presentational aids, are there obviously circumstances where such aids are not feasible or appropriate?
- Consider how you might use visual aids to explain each of the following:
  - How to perform the Heimlich maneuver to help a choking victim
  - The proportion of the electorate that votes in major national elections in the United States, France, Germany, England, and Japan, respectively
  - Where to obtain information about student loans
• The wing patterns of various species of butterflies
• The increase in the amount of money spent by Americans on health care since 1985
• How to change a bicycle tire
• The basic equipment and techniques of rock climbing

Select one of the topics above and create five PowerPoint® slides that would visually explain the information for a speech on that topic. Your group will present this presentation in week six.

**Summary of Week Five Deliverables**

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Week Six

Between Audience and Speaker

- Presenting your message visually
- Speaking to explain, educate, and describe

Course Assignments

1. Readings
   - Chapter 14, pp. 361-364; pp. 366-377

2. Non-graded Activities and Participation
   - Go to [http://www.engr.ncsu.edu/learningstyles/ilsweb.html](http://www.engr.ncsu.edu/learningstyles/ilsweb.html) and complete the *Index of Learning Styles Questionnaire* to gain an understanding similar to those of the authors of your text on how you learn. Bring the results to class and be prepared to discuss them in class. You will be broken into learning style groups so it is imperative that you complete this instrument.

3. Graded Activities and Participation
   - PowerPoint® presentations
   - Test 2 – Chapters 12, 7, 8, and 9

4. Discussion Questions

   *Chapter 14*

   - Discuss how a speaker will be most effective in helping you learn and understand any subject.
   - What are the four types of informative speeches discussed in the chapter? Give an example of a good specific purpose statement for each type.
   - Why must informative speakers be careful not to overestimate what the audience knows about the topic? What can you do to make sure your ideas don't pass over the heads of your listeners?
   - What should you do as an informative speaker to relate your topic directly to the audience?
   - Below is a list of subjects for informative speeches. Your task is twofold: (a) Select four of the topics and prepare a specific purpose statement for an informative speech about each of the four. Make sure that your four specific purpose statements include at least one that deals with its topic as an object, one that deals with its topic as a process, and one that deals with its topic as an event, and one that deals with its topic as a concept. (b) Explain what method of organization you would most likely use in structuring a speech about each of your specific purpose statements.

   - hobbies sports
   - science
   - education technology
   - animals music
   - cultural customs
   - media health

Summary of Week Six Deliverables

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Week Seven

1. Graded Activities and Participation
   - Experiencing informative speaking

Summary of Week Seven Deliverables

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Week Eight

Between Audience and Speaker

- Experiencing informative speaking (If needed)
- Understanding the ethical responsibilities of speakers and listeners
- Speaking to explain, educate, and describe
- Understanding the theories of public speaking

Course Assignments

1. Readings
   - Chapter 5, pp. 87-108; pp. 366-377; Chapter 2, 24-33

2. Non-graded Activities and Participation
   - Group discussions on ethics
   - Group discussions on communication theories

3. Discussion Questions

   Chapter 5
   - Provide answers to the opening question of the chapter, “Why care about ethics?” Direct your thoughts so that the concerns of both speakers and listeners are reflected.
   - How do you feel when you are deceived? Have you ever been “ripped off” by someone who sold you something that turned out to be worthless?
   - Do you trust politicians, journalists, teachers, others? Why or why not?
   - Discuss the reason you believe the best ethical standard for the public speaker is (a) relativism, (b) universalism, (c) utilitarianism, or (d) situational ethics. Define the version of ethics you endorse, and explain why you fell it is the best alternative for public speakers.
   - Consider the question of whether there can be any situation in which it is ethical to shock people into action through the use of especially horrifying or unpleasant images. Give examples to support your position.
   - In your view, what modern politician is most successful in eliciting feelings of goodwill and trustworthiness? Why do you feel this person is successful in doing so? Be prepared to discuss your example with the class.

   Chapter 2
   - What does Aristotle have to share with us when considering how to appeal to an audience?
   - What are the five variables a speaker should consider when preparing a speech? Which of these variables does the speaker control? Which are out of the speaker’s control?
   - Elaboration likelihood is not just for persuasive speaking; it shares what a speaker should consider when preparing a message. Discuss what you would consider as the most important consideration for a public speaker.
Week Nine

Spring Break
Week Ten

Between Audience and Speaker

- Understanding persuasion and persuasive techniques

Course Assignments

1. Readings
   - Chapter 15, pp. 384-401; Speaking of box, 402-404
   - Graded Activity - Test 3 - Chapters 11, 13, 14, and 5

2. Non-graded Activities and Participation
   - Group discussions on persuasion
   - Practicing persuasive techniques

3. Discussion Questions
   - Chapter 15
     - Is it ethical for one person to persuade another?
     - What is the most ethical approach for a speaker to take when trying to persuade an audience?
     - To what extent should a persuasive speaker reveal his or her true motives to the audience?
     - Are there any situations in which it would be ethical to distort the truth in order to persuade an audience?
     - Is it ethical for a speaker to use emotional appeals to sway listeners?

Summary of Week Ten Deliverables

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Week Eleven

Between Audience and Speaker

- Thinking and arguing critically

Course Assignments

1. Readings
   - Chapter 16, pp. 411-415; pp. 431; Speaking of box, 432

2. Non-graded Activities and Participation
   - Group discussions on argument creation
   - Evaluation of a persuasive speech
   - Practical application of knowing how to recognize argument fallacies

3. Discussion Questions

Chapter 16

- Discuss the D.A.R.E. speech by Mitch Bacci (pp. 412-413 of your text. Identify the argument fallacies contained in his speech. Why do you believe that the fallacies selected are correct?

Summary of Week Eleven Deliverables

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Week Twelve

Between Audience and Speaker

- Speaking for a lifetime
- Group process and group presentation techniques

Course Assignments

1. Readings
   - Chapter 17, pp. 440-451; Speaking of box, 449

2. Non-graded Activities and Participation
   - Group discussions on speaking on special occasions
   - Practical application of special occasion speaking
   - Practical application of group presentations and decision making

3. Discussion Questions

   Chapter 17
   - Discuss the role of introducer. What makes a good or bad speech introduction to the main speaker? What are the three purposes of this speech? What guidelines should you follow in preparing such a speech?
   - What are the three major traits of a good acceptance speech?
   - What is the fundamental purpose of a commemorative speech? Why does a successful commemorative speech depend so much on the creative and subtle use of language?

Summary of Week Eleven Deliverables

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Week Thirteen

Between Audience and Speaker
- Experiencing Persuasive Speaking

Course Assignments
1. Graded Activity
   - Persuasive Speech

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Week Fourteen

Between Audience and Speaker
- Experiencing Persuasive Speaking
- Final Review Game Show

Course Assignments
1. Ungraded Activities and Participation
   - Reviewing the semester for the final

2. Graded Activity
   - Persuasive Speech

Summary of Week Eleven Deliverables

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Week Fifteen

Final Preparations
- Final Review Game Show Round Two

Course Assignments
1. Ungraded Activities and Participation
• Reviewing the semester for the final