MATERIALS TO PURCHASE FOR THIS COURSE

- Scantron forms (two 100-question forms)
- 1 package of index note cards
- 1 blank VHS video tape (All speeches will be videotaped)


It does not matter to me if you purchase the new textbook or use the old one from the library.

COURSE DESCRIPTION:

This course is designed to improve speech efficiency, self confidence, and skill in planning, organizing, and delivering the kinds of presentations encountered in business organizations. This class will focus on public communication messages though the use of practical experiences in a variety of communication situations. Speech 111 provides you with the opportunity to improve your oral communication skills through performance, analysis of communication as a process, reading of the textbook and lectures.

COURSE OBJECTIVES:

Upon the completion of this course, the student should be able to:

1. Apply the principles of being audience-centered in effective public speaking.
2. Organize, and deliver informative and persuasive speeches appropriate to the audience and setting.
3. Critically analyze your own and others speeches.
4. Discuss and practice effective listening skills.
5. Demonstrate the ability to write an organized coherent outline.
6. Analyze both verbal and nonverbal elements of effective presentations (yours and your class mates).
7. Prepare and effectively deliver at least three public speeches.
8. Enhance spoken and written presentations with appropriate visual, audio, multimedia, and other aids.
9. Demonstrate improvement during the course in managing and overcoming speech anxiety.
10. Practice effective extemporaneous speaking in front of the audience.

SPEECH COMMUNICATION GENERAL EDUCATION OUTCOMES:

Outcomes are measurable activities and or assignments, which will be assessed. In this class, we will explore one of these outcomes.

As a result of successfully completing this class, students will be able to recognize the value, application, and ethical responsibilities of the communication process.
INSTRUCTOR PHILOSOPHY: (Learning Environment)

I love teaching this class! The confidence and skills gained in this class can help you in any field and any vocation. I look at our time together as an exciting adventure! Knowing how to organize your thoughts and articulate them clearly can dramatically make a difference in your life. You may not think so now but; you would be surprised how many different types of industry require public speaking. I value the opportunity to be a part of this experience. We all learn from each other. I look forward to what you will teach me, and what you will teach each other. Some suggestions to make your learning experiences more meaningful; do not procrastinate your speech preparation; also, create a full sentence typed outline for each speech. Take the time to reflect on ways you can improve by listening to the oral critiques in class as well as reading and thinking about the written ones after class. Take time to visualize your success. Practice numerous times before giving the speech in class. One last piece of advice –Yes You Can Do This!

CLASS PREPARATION AND PARTICIPATION: (Learning Environment/Instructional Design & Assessment)

Coming to class prepared and participation in class is mandatory for successful completion of the course. Preparation means completing any assigned work and the reading in your textbook before class and being prepared to ask questions, answer questions, and participate in a discussion about the readings, videos, or small group activities of the class session. Participation means being present the entire class period, participating fully in your groups, paying attention to what is going on in class, and being involved verbally and mentally in the class discussion. It also means demonstrating the skills you are learning in class. For example; listening skills, organization skills, peer review and critique skills and willingness to change areas of weakness to improve your speaking skills. The instructor values the participation of all class members; therefore, a class roll will be taken. Class participation can take a variety of forms. It could be small group activities, dyadic exercises, peer reviews, participative lectures, games, or writing activities. Points will be deducted for non-participation. Class participation scores are based on 1) the quality of each student’s contribution to the classroom discussion, 2) attendance, and 3) classroom conduct. In short, you cannot hide in the back of the class and not say anything. Full participation points must be earned. If a student comes to class each day, is polite, but does not make a strong effort to contribute, then that student will earn few participation points. Additionally, if a student arrives late, leaves early or chooses to complete homework for another class during our class session, or chooses to text during class, that student will earn few participation points. Nonparticipation and absences will hurt your grade at the end of the quarter. If you are struggling with shyness or speech apprehension please see me-this will be a great class for you! Please note just coming to class does not mean that you are participating in class!

Class Participation points will be taken each day. Please print! Your writing should be clear so that there is no chance for a mistake of identity. Students are not penalized for prior class participation points if they sign up late for the course.

All class activity roll sheets accounted for equal +30 points (The 30 points include 5 bonus points, the maximum with excused absences 25 points.)

- One class activity roll sheet uncounted and or non participation: +25
- Two class activity roll sheets uncounted and or non-participation: +20
- Three class activity roll sheets uncounted and or non-participation: +15
- Four class activity roll sheets uncounted and or non-participation: +10
- Five class activity roll sheets uncounted and or non-participation: +5
A NOTE ABOUT MISSING CLASSES: (Instructional Design/ Learning Environment)

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

CLASS ASSIGNMENTS: (Assessment)

✓ Birthday Speech+ Outline Research will be required. A visual aid is often helpful in the speech but is not required.
✓ Process Speech and Outline-A 4-6minute memorized speech to inform the audience about how to do something, or how something is made. This speech usually incorporates the use of a visual aid.
✓ Problem Solution Speech + Outline 5-7 minutes including a question and answer period from the audience.
✓ Projects as assigned

GRADING SYSTEM: (Assessment/ Instructional Design)

<table>
<thead>
<tr>
<th>Participation,</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech Critiques &amp; Misc.</td>
<td>25</td>
</tr>
<tr>
<td>Birthday Speech and Outline</td>
<td>100</td>
</tr>
<tr>
<td>Process Speech and Outline</td>
<td>125</td>
</tr>
<tr>
<td>Problem solution speech +</td>
<td>125</td>
</tr>
<tr>
<td>Research project</td>
<td>25</td>
</tr>
<tr>
<td>Midterm</td>
<td>60</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total points possible</strong></td>
<td><strong>585</strong></td>
</tr>
</tbody>
</table>

585-527 = A 100-90 = A
526-468 = B 89-80 = B
467-410 = C 79-70 = C
409-351 = D 69-60 = D

If projects are assigned or omitted because of time, the point total will be changed so that the same percentage standards are retained. All written work is due on or before the last day of lecture.

Midterm Exam Chapters 2, 6-8, 12 & 15 and Lecture material- All Chapters are based the1st ed.
Final Exam Chapters 3, 10-11 16 25, & 26 , and Lecture material

<table>
<thead>
<tr>
<th>Midterm Totals</th>
<th>Final Exam Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>60-54=A</td>
<td>100-90=A</td>
</tr>
<tr>
<td>53-48=B</td>
<td>89-80=B</td>
</tr>
<tr>
<td>47-42=C</td>
<td>79-70=C</td>
</tr>
<tr>
<td>46-36=D-</td>
<td>69-60=D</td>
</tr>
</tbody>
</table>

*NOTE: Sometimes a student will underestimate the amount of time needed to study for the test. There will be a make-up test for those wishing to raise their grades. If a student, for good reason,
misses the scheduled exam s/he will be expected to contact me to arrange for a make-up exam. Make-up exams will be in the Student Assessment Center HO-110. Times available for make-up testing: Monday, Wednesday, Thursday and Friday from 9:00 a.m. to 3:00 p.m. (Office closes at 5 p.m.). On Tuesdays, testing is available from 9:00 a.m. to 6:00 p.m. (Office closes at 8 p.m.) Tuesday’s and Thursday’s have very limited space available. All tests must be started no later than two hours prior to the office closing. If you have, more than two hours for an exam plan your test accordingly.

TIPS FOR SUCCESS : (Learning Environment/ Instructional Design)
1. Attend every class. Make sure to sign in.
2. Take detailed lecture notes. Not all material will be covered in the text.
3. Prepare your outlines in advance and be ready to peer review others in class.
4. Be ready to speak on the day you have selected.
5. Participate in class, ask questions, make comments, be present in the class.
6. Read the text before coming to class so you are prepared for class.
7. Study with others
8. You may not always agree with the opinions of others- that’s ok, listen anyways
9. Honestly and respectfully, evaluate others.
10. Have fun and laugh often.

ARTS AND COMMUNICATION DEPARTMENT STATEMENTS:

Disability Statement
Students who have emergency medical information the instructor should know of, who might need special arrangements in the event of evacuation, or students with documented disabilities who have special needs, should make an appointment with the instructor no later than the first week of the term. If additional assistance is required, the student should contact LBCC’s Office of Disability Services at 917-4789.

Plagiarism Statement
Do your own work! Using someone else’s work as your own or using information or ideas without proper citations can lead to your failing the assignment or the class. Bibliographies (called “Works Cited” in MLA or References in APA) and in-text citations are required whenever you use outside sources, including the Internet. I expect that you will complete your own original work, I also expect you to orally cite your sources in your speech as well. If you plagiarize a speech, you will fail the assignment. No excuses!

Incomplete Policy
Incompletes are not provided in lieu of a failing grade. A student will only receive an incomplete if 75% of the work has been completed in the course, and the student has maintained regular participation in the course both verbal and written. Incompletes are granted on a case-by-case basis, incompletes are not automatic. It is your responsibility to communicate with me if you find yourself unable to complete the course and you are past the drop date.

Instructor E-mail
Please include your name, class, and time we meet in your subject line. I will NOT open e-mail without a subject line. Please send e-mail to my e-mail provided. Contacting me by e-mail is the
quickest and easiest way to get a hold of me. Please be aware I don’t generally check my e-mail on Sundays. I will commit to returning your e-mail within 48/72 hours.

CRITIQUES: (Instructional Design/ Learning Environment)
Both the instructor and members of the class will provide written and oral critiques to all speakers. Your participation both written and orally helping your classmates to improve their speaking is important and will be considered in evaluating your class participation grade for the quarter. One final note on critiques; if you write that you hated your classmate’s speech that it was boring …keep in mind that your speech will be evaluated as well...

DIRECTIONS FOR SPEECHES: (Instructional Design)
On the day of your speech, you will hear your name called. Give your video tape to the student in the back, hand me your outline and a copy (CD) of your PowerPoint if used, and then write your name on the board.

WALKING IN LATE ON SPEECH DAYS: (Learning Environment)
If you walk in while another student is speaking, if you are chatting with another student, or if your cell phone rings while another student is speaking, you will receive an absence for that day No Exceptions! Please either wait (outside) until you see the student has completed their speech or hear the applause before entering the class.

NOTES ON MISSING YOUR SPEAKING DAY: (Assessment/ Instructional Design)
You will select speech dates at random. If you have a conflict, you are welcome to trade with a classmate. You will know well in advance of your speaking day. If you miss, a speech (I reserve the right to reduce the speech grade up to 20% of the grade) be prepared to deliver your speech on the day you return to class. If there is time after the regularly scheduled speakers, you will give your speech. If there is no time for a make-up, you will be called on to fill in when someone else is absent during their speaking time. Please note the later it gets in the term the less likely I will have time for make-up speeches; a make-up day is not guaranteed.

SIGNIFICANT EVENT THAT HAPPENED ON YOUR BIRTHDAY (Instructional Design)
Time limit: 4-6 minutes

This assignment will require some library research; the information required for this speech can be found in one or more of the following reference books in the library or online: Who’s Who, Facts on File, Information Please Almanac or a High School Year book. You will need to incorporate three different types of support material and three sources (which should be orally cited, included in the outline and in the bibliography)

1. Refer to the occasion of special event that occurred this could be international, national, and statewide or locally. Examples: the day that Israel became a nation, the day that President Kennedy was shot, the day that Mayor Vera Katz was sworn in or the date of the infamous Vanport flood.
2. Talk about the history and significance of the event;
3. What impact did this event have on you, your listeners, or society?
4. Optional: You may choose to keep your audience in suspense by not making the event public until the end of the speech. Have Fun with it; after all, it did happen on the day that “you” were born!

**You must hand in your full (typed) outline in complete sentences. It must follow the outline provided. I WILL ACCEPT NO LATE OUTLINES OR BIBLIOGRAPHIES. A speech without an outline will receive no higher than a C grade if all other criteria are met for a C speech (see criteria for grades).**

You should have three different sources for this speech, which should be included in the text of your outline, in a Reference page and orally cited. **If you are not familiar with APA style, you can go to [http://library.fortlewis.edu/reference/citing/default.asp](http://library.fortlewis.edu/reference/citing/default.asp), [http://www.citationmachine.net/](http://www.citationmachine.net/) or [http://www.calvin.edu/library/knightcite/](http://www.calvin.edu/library/knightcite/) You may also wish to utilize the excellent resources on campus in the writing lab or [http://lbcc.writingcenteronline.net/WCenterWebTools/OWL/owl.php](http://lbcc.writingcenteronline.net/WCenterWebTools/OWL/owl.php)**

Additionally, please note that Wikipedia should NEVER be used as a source in any speech for this class! On that note, consider your audience and what might or might not be accepted as a credible source. For example, unless you know the credibility of a Blogger, most readers would consider the writing suspect or mere opinion.

**THE STANDARD SPEECH OUTLINE TO BE USED IN THIS COURSE! (Assessment)**

**General Purpose: To Inform**

**Specific Purpose: To inform my audience…. (what do you want your audience to be able to do at the end of your speech?)**

**Organization Pattern**

**INTRODUCTION OF SPEECH**

I. Attention getting material

II. Relate to the audience (tell them why this is important to them)

III. Establish credibility (tell them why they should listen)

IV. Central idea may be combined with preview of the speech (What is the most important aspect of the speech and in which order will you discuss your main points)

*Note a preview is required. It may occur in the IV section of the intro. or, in the first transition into the body of the speech.*

**TRANSITION:**

**BODY OF THE SPEECH (Can have 2-5 main points)**

I. (What do I want to say? How can I order my main ideas?)

A. Support Material

   EXAMPLES
   
   1.
   2.

**TRANSITION: optional**

B. Support Material

   EXAMPLES
   
   1.
   2.

**TRANSITION:**
II. (Second main point in the body of the speech)
   A. Support Material
      EXAMPLES
      1.  
      2.  
   B. Support Material
      1.  
      2.  
         a.  
         b  

CONCLUSION OF SPEECH
I. Transition signal
II. Summarize main points & central idea of the speech
III. End memorably

NOTES TO AID STUDENTS
TRANSITIONS
   I. ADDITION-
      moreover  likewise  next
      further  also  first
      besides  too  finally
      and  in addition  last
      and then  equally important  initially
   II. COMPARISON-
      similarly, likewise, in like manner, in this vein, in the same way, and so forth.

* Note: The above outline has two main points. Two main points with support material is the minimum amount of main points you can have. Your speech may have more than two main points.

*NOTE ON USE OF THE OUTLINE:
The above outline format can be used with the Process and B-day speeches.

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A COMPLETE SPEECH OUTLINE SHOULD FOLLOW THE ABOVE FORMAT. THE OUTLINE SHOULD BE TYPED IN COMPLETE SENTENCES AND WILL REQUIRE AN APA FORMAT LIST OF REFERENCES. IF YOU ARE NOT FAMILIAR WITH APA, YOU MAY NEED TO COMPLETE SOME ADDITIONAL RESEARCH TO COMPLETE IT CORRECTLY. THE OUTLINE AND THE ATTACHED LIST OF REFERENCES IS DUE THE DAY OF YOUR SPEECH, NO EXCEPTIONS! ALL SPEECHES REQUIRE A TYPED OUTLINE; HOWEVER, YOU WILL BE GIVING AN EXTEMPORANEOUS SPEECH WITH THE USE OF LIMITED NOTECARDS.

SPEECH ABOUT PROCESSES (Instructional Design /Assessment)
Time limit: 4-6 minutes
1 note card or memorized speech, know your subject well!
A process is systematic series of actions that lead to a specific result of a product. Speeches about processes explain how something is made, how something is done, or something works. The list of topics is literally endless. All of us at some point in our lives will have either to explain or understand information given to us by others. This speech will require the use of a visual aid. You must hand in your full (typed) outline in complete sentences. It must follow the outline provided. I WILL ACCEPT NO LATE OUTLINES OR BIBLIOGRAPHIES. A speech without an outline will receive no higher than a C grade if all other criteria are met for a C speech (see criteria for grades).

### PROCESS SPEECH TOPICS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Topic</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to ski</td>
<td>How to build a birdhouse</td>
<td>Salmon fishing</td>
</tr>
<tr>
<td>How to play tennis</td>
<td>How to fly a plane</td>
<td>How to make a sand castle</td>
</tr>
<tr>
<td>How to fly a plane</td>
<td>How to become elected</td>
<td>How to make wine</td>
</tr>
<tr>
<td>How to make a sand castle</td>
<td>How to make snow ski</td>
<td>How to make clothes</td>
</tr>
<tr>
<td>How to tie a fly for a fish</td>
<td>How to sky dive</td>
<td>How to make pottery</td>
</tr>
<tr>
<td>How to save money</td>
<td>How to make money</td>
<td>How to make a dish</td>
</tr>
<tr>
<td>How to water ski</td>
<td>How to stop smoking</td>
<td>(cooking)</td>
</tr>
<tr>
<td>How to care for house plants</td>
<td>How to retire early and rich</td>
<td>How to give a massage</td>
</tr>
<tr>
<td>How to tune a car</td>
<td>Demonstration</td>
<td>Resuscitation of heart attack patient</td>
</tr>
<tr>
<td>Different types of sports zone defenses</td>
<td>Archery--careful</td>
<td>How to improve your vocabulary</td>
</tr>
<tr>
<td>How to play a sport</td>
<td>Backpack--what to buy</td>
<td>A topic of your choice</td>
</tr>
</tbody>
</table>

### VISUAL AID REQUIRED FOR PROCESS SPEECH

- Visual aids should truly aid the speech and audience understanding of the process.
- They should be large, visible, and as professional in appearance as possible.
- Volunteers from class, role-plays, overheads, actual objects, models, PowerPoint, short videos, photos are all options for visual aids.
- Be creative! Have fun!
- A list of items to avoid because of safety violations, college codes, or because it will just plain scare the pants off your audience will be provided.

A speech with out a visual aid will receive no higher than a C grade if all other criteria are met for a C speech (see criteria for grades).

### CRITERIA FOR GRADING SPEECHES: (Assessment)

The grade of “C” is the normal grade for a speech that meets all the basic requirements of the assignment satisfactorily. Specifically, for the grade of “C” a speech should:

- (a) conform to the type of assigned speech (inform, lecture, etc.);
- (b) conform to the time limit (a 4-6 minutes speech should not be shorter than 3 minutes and 30 seconds or longer than 6 minutes and 30 seconds);
- (c) conform to basic essentials of sound organization--a clear central idea adequately supported by main ideas;
- (d) conform to the special requirements for the assignments that maybe made by instructor, such as a number of supporting materials, etc.
- (e) conform to reasonable standards of intellectual achievement in the
development of subject and support of assertions;
(f) conform to reasonable standards of direct and expressive delivery;
(g) conform to reasonable standards of correctness in grammar,
pronunciation, and articulation;
(h) conform to the date for which the speech is assigned and is to be presented
(i) conform to the outline as presented in the syllabus and in class.
(j) conform to an extemporaneous style of delivery with limited note cards.

For the grade of “B”, the speech should meet the aforementioned standards AND IN ADDITION IT SHOULD:
(a) contain elements of vividness and special interest in style;
(b) be of more than average simulative quality in challenging the audience to think;
(c) demonstrate skill in understanding difficult concepts, or in
winning agreement from listeners initially disposed to disagree;
(d) establish report of a high order through style and delivery which
achieve especially communicative response from the audience.
(e) conform to the delivery style assigned.

For the grade of “A”, the speech should meet the aforementioned standards AND IN ADDITION it should:
(a) constitute a genuinely individual contribution by the speaker to the
thinking of the audience;
(b) achieve a variety and flexibility of mood and manner suited to the
multiple differentiations of thought and feeling demanded by the subject and by
the speaker;
(c) illustrate skillful mastery of transitions and of emphasis of the
speaker’s main ideas;
(d) achieve skillful mastery of progression of thought from resolution
that evolves naturally from the nature of the material presented by
the speaker;
(e) be delivered with ease, confidence and with superior poise.

Grade of “D” and “F” will result from speeches, which in relative degree fail to meet the standards outlined for the “C” speech.

POINT SYSTEM FOR SPEECHES : (Assessment)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>110</td>
</tr>
<tr>
<td>Superior</td>
<td>100</td>
</tr>
<tr>
<td>Excellent</td>
<td>90</td>
</tr>
<tr>
<td>Good</td>
<td>80</td>
</tr>
<tr>
<td>Fair</td>
<td>70</td>
</tr>
<tr>
<td>Unprepared</td>
<td>60</td>
</tr>
</tbody>
</table>

(Course Outline) (Instructional Design)

Subject to Change when I think, it makes good educational sense to do so. Course introduction
Review of Course Outline
Use of the Ungame
Why study speech?
Fear of Public Speaking
Positive thinking
Nonverbal communication
Effective Listening Skills
Responsibility of the Listener
Propositions
Speech Language
Common Ground
Why analyze the audience?
Intro to B-day speech

**ORGANIZATION AND OUTLINING OF A SPEECH**


Birthday Speeches presented in class
Birthday Speeches presented in class
Birthday Speeches presented in class

**THIS SERIES OF LECTURES WILL CONTAIN MATERIAL THAT WILL BOTH IMPROVE THE CONTENT OF THE SPEECH AS WELL AS MAKE THE CLASS BETTER AT CRITICAL LISTENING SKILLS.**

**CRITICAL THINKING SKILLS AND PRESENTATION SKILLS**

<table>
<thead>
<tr>
<th>Slanting</th>
<th>First Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics</td>
<td>The Power of words</td>
</tr>
<tr>
<td>Using visual aids</td>
<td>Several types of public speeches</td>
</tr>
<tr>
<td>Definition</td>
<td>Grab bag speech</td>
</tr>
<tr>
<td>Support Materials</td>
<td>Comburst</td>
</tr>
<tr>
<td>Intro to Process speech</td>
<td></td>
</tr>
</tbody>
</table>

**THIS SECOND SPEECH WILL BE EVALUATED BASED ON THE DELIVERY. DOES THE STUDENT PRESENT THE SPEECH OR SIMPLY READ THEIR SPEECH WRITTEN THE LAST MINUTES FROM NOTECARDS? DOES THE STUDENT MAINTAIN EYE CONTACT WITH THE AUDIENCE: DOES THE STUDENT PRESENT THE SPEECH WITH EXPRESSION OR REPEAT IDEAS WITHOUT VIGOR? DOES THE STUDENT’S USE OF VISUAL AIDS ADD TO THE PRESENTATION?**
Providing evidence
Building credibility
Stock issues

**YOUR LAST SPEECH WILL BE EVALUATED BASED ON YOUR ABILITY TO USE EVIDENCE IN A PERSUASIVE MANNER. DOES THE STUDENT EXPLORE THE PROBLEM AND PROPOSE A WORKABLE SOLUTION WITH LOGICAL REASONING AND EVIDENCE? DOES THE STUDENT MAINTAIN EYE CONTACT WITH THE AUDIENCE? DOES THE STUDENT USE EFFECTIVE PERSUASIVE TECHNIQUES? DOES THE STUDENT USE TOOLS OF LANGUAGE TO EFFECTIVELY PERSUADE THE AUDIENCE?**

### PROBLEM/SOLUTION SPEECH TOPICS

| 1. Domestic violence                           | 14. Feral Cat Population Increase |
| 2. Health Care                                | 15. Drinking and Driving          |
| 3. Obesity                                    | 16. Organ Donation                |
| 4. Patriot Act                                | 17. Hate Crimes                   |
| 5. Aids Research Funding                      | 18. Campaign contribution reforms |
| 8. Student Debt after college                 | 21. War on drugs                  |
| 9. Drop out rates of High School Students     | 22. Smoking on campus             |
| 10. Immigration                               | 23. Ethics violations             |
| 11. Hunger                                    | 24. Voting                        |
| 12. Homelessness                              | 25. A topic of your choice        |
| 13. Animal Testing                            |                                  |
PROBLEM /SOLUTION PERSUASION SPEECH OUTLINE

Time limit: 5-7 minutes

Outline for Problem/ Solution Speech
Name:
GP: To persuade
SP: To persuade my audience….

Introduction

I. Attention Getter
II. Relate to audience
III. Establish credibility
IV. Central idea may be combined with preview material

Transition:
(A Preview is required it must be in IV or in this transition)

Body

I. Define the Problem
   A. Seriousness of the problem
   B. Longevity of the problem (will not disappear on it’s own)
   C. Failure of the existing system to solve the problem

(transition)

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

(transition optional)

Conclusion

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

- Note you will need the following for an “A” grade.
- 6 different sources)
- The sources should be cited orally, should be included in the speech and included in an APA bibliography.
- 3 (different) tools of language
- Ethos, pathos and logos
- Be sure to indicate on the outline (highlight, underline, handwrite) the tool and the persuasive proof you are intending to use. Refer to the example passed out in class.

Extra Credit
Extra credit can often make the difference in getting the grade you want as far as point values. There will be several options for extra credit with varying point values attached. You are welcome to select three of them to be completed and turned in or electronically submitted (MS Word Only) by last day of instruction. You may hand in the assignment (hard copy), you may turn in a CD or you may send an e-mail attachment.

STANDARDS FOR PAPERS
The paper will be typed and double-spaced. Complete heading information including name, course, term and school on the upper left hand corner of the first page. Number pages and make sure your name is on each page. All assignments should be typed (12-point font) double spaced, and proofread for accuracy in both grammar and spelling. Unless otherwise noted, paper length should be 2-3 pages.

NOTE: Correct spelling, punctuation, and usage are always important. Points will be deducted for frequent errors. All extra credit is graded on a quality basis. If extra credit assignment is not up to instructor standard, points may be deducted. All extra credit must be completed before the last day of instruction. This means the last class before the final exam.

Option 1
Accessing the internet locate a speech from the past and write an analysis discussing the use of ethos, pathos and logos by the speaker. Include a printed copy of the speech that you selected. Helpful websites for locating speeches are as follows: (Value 3 pts)

http://douglass.speech.nwu.edu/index.html
http://www.historychannel.com/gspeech
http://www.gos.sbc.edu/
http://www.pbs.org/greatspeeches/timeline/
http://www.news.wisc.edu/misc/speeches
or go to www.mhhe/lucas9 , which has the top 100 speeches of all time, and select one there.

Option 2
For those of you who have taken an online class in the past or are currently taking one, write about your experience taking the class. Please send me an e-mail indicating you are interested in this for extra credit and I will provide you with the questions I would like you to address (Value 5 pts).

Option 3 PowerPoint
Create a PowerPoint presentation of test questions. Three questions per chapter (covering all of the chapters assigned in class). You should include a title slide, which includes: your name, the name of the course and textbook. You should also include title separator slide, which would include the chapter number followed by the first question. The first question slide would contain the question, the answer slide should have the answer, chapter and page number where you found it. Questions should be multiple choice, (following the example below). The CD would be due the last day of classroom instruction (Value 5 pts).

CHAPTER QUESTIONS: Example to be followed for PowerPoint Presentation

Slide 1: Title Slide Name and Chapter #
Slide2: Q1 (Multiple choice question)
Feedback may be all of the following EXCEPT...
A. AUDITORY
B. TACTILE
C. VISUAL
D. COGNITIVE

Slide 3: Answer Slide with Reference information

D. COGNITIVE REFERENCE: Chapter 2, pp. 8-9

Option 4 Syllabus Translation

For Non-native speakers or those who can speak another language fluently. Translate the course syllabus into another language. (USING MS WORD ONLY) The CD would be due the last day of classroom instruction. I will the post the course syllabus on the web for other students to access. (Value 7 pts).

Option 5 Service Learning

This option will require some out of class work. At least 8 hours outside of class would be spent volunteering in your community. There are lots of worthy causes who would be grateful for the assistance, to find one go to www.volunteermatch.org. You will write a paper about your experience as a volunteer. The paper should be at least 4 pages and should include 3 pieces of cited research in APA style. (Value 10 pts).

Tentative Course Calendar: Instructional Design

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Course Orientation Course Syllabus</td>
<td>Student Info. Sheet/ wed. Read syllabus</td>
</tr>
<tr>
<td>March 30-April 3</td>
<td>Chapters 2 &amp;8 “same”</td>
<td></td>
</tr>
<tr>
<td>Week 2:</td>
<td>Chapters 6 &amp;7 “same” Sample B-day Speech</td>
<td>Take home syllabus Quiz due/ Monday</td>
</tr>
<tr>
<td>April 6-10</td>
<td></td>
<td>Scrambled outline/ Wed. Luck O’ the Draw!/Friday</td>
</tr>
<tr>
<td>Week 3:</td>
<td>Chapters 12 &amp;15 “old” Chapters 11 &amp; 14 “new”</td>
<td>Prob. w/ SP Statement/ Monday</td>
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<tr>
<td>April 13-17</td>
<td></td>
<td>B-day speeches/ Wed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inservice- Friday no class</td>
</tr>
<tr>
<td>Week 4:</td>
<td>Review Lecture notes and chapters for</td>
<td>B-day speeches</td>
</tr>
<tr>
<td>April 20-24</td>
<td>midterm</td>
<td>B-day speeches</td>
</tr>
</tbody>
</table>
|            |                                               | B-day speeches Class period following speech Self Eval 1.
<table>
<thead>
<tr>
<th>Week 5:</th>
<th>Chapter 11 “old”</th>
<th>Review for Midterm /Wed Midterm/ Friday</th>
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<tbody>
<tr>
<td>April 27-May 1</td>
<td>Chapter 10 “new”</td>
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<thead>
<tr>
<th>Week 6:</th>
<th>Chapter 16 “old”</th>
<th>Review midterm</th>
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<tbody>
<tr>
<td>May 4-8</td>
<td>Chapters 15 “new”</td>
<td>Luck O’ the Draw!/ Monday</td>
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<td>Process Speeches</td>
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<td>Process Speeches</td>
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<thead>
<tr>
<th>Week 7:</th>
<th>Chapter 25 “same”</th>
<th>Process Speeches</th>
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</thead>
<tbody>
<tr>
<td>May 11-15</td>
<td></td>
<td>Process Speeches</td>
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<td>Class period following speech Self Eval 2</td>
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<tr>
<th>Week 8:</th>
<th>Chapter 26 “same”</th>
<th>Research project</th>
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<tbody>
<tr>
<td>May 18-22</td>
<td></td>
<td>Problem Solution Speeches</td>
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<td></td>
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<td>Problem Solution Speeches</td>
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<tr>
<th>Week 9:</th>
<th>Chapter 3 “same”</th>
<th>Memorial Day –Monday No class</th>
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<tbody>
<tr>
<td>May 25-29</td>
<td></td>
<td>Problem Solution Speeches</td>
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<td></td>
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<td>Problem Solution Speeches</td>
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<tr>
<th>Week 10</th>
<th>Review Chapters &amp; Lecture material for the Final Exam</th>
<th>Problem Solution Speeches</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 1-5</td>
<td>Review for Final Exam</td>
<td>Review for Final Exam</td>
</tr>
<tr>
<td></td>
<td>Class period following speech Self Eval 3</td>
<td>Class period following speech Self Eval 3</td>
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</tbody>
</table>

The Day of the Review is the Final Day for any Extra Credit. I will not accept anything on the day of the final.

**School Closure Days**
- April 17-Inservice
- May 25- Memorial Day

**Final Exam**
- Wednesday 8:00-9:50 June 10