# Course Description

This is a course in public speaking with an emphasis on informative, argumentative, and persuasive skills along with the sharpening of students’ ability to listen and analyze. Prerequisite: ENG101

COM 101 is an accelerated public speaking course designed to help students understand, practice, and improve their public speaking skills through a variety of exercises. Students will learn how to develop and deliver effective speeches confidently, improve their researching and writing skills, enhance their listening and analytical abilities, and to evaluate their own and peer speeches constructively. The course will provide students with various speaking opportunities that vary in length and topic.

# Course Outcomes (CO)

* **CO1**: Create effective speeches that maintain audience attention.
* **CO2**: Generate creative introductions and solid conclusions.
* **CO3**: Use technology to support the purpose of a speech.
* **CO4:** Demonstrative scholarly research skills when supporting presentations.

# Program Learning Outcomes (PLO)

* **PLO1**: Express an appreciation and understanding of a variety of aesthetic, literary, cultural and ideological traditions.(ULO 2, 3)
* **PLO2**: Engage meaningfully in a community of scholarship through inquiry, research and the communication of ideas. (ULO 2, 4)
* **PLO3**: Evaluate historical, political, economic and scientific data while recognizing the interrelatedness of events and processes. (ULO 1, 2, 3, 4)
* **PLO4:** Demonstrate an understanding of the impact of technology on society. (ULO7)
* **PLO5**: Reflect upon the relationship of the Divine to the human experience. (ULO 2, 3, 4)
* **PLO6**: Examine and understand the dynamics of individual and group behavior. (ULO 2, 4)
* **PLO7**: Demonstrate an understanding of quantitative reasoning. (ULO 1, 2, 4)
* **PLO8**: Engage in constructive activities of service to the community in light of the Gospel tradition as experienced through the Mercy charism that shapes the College. (ULO 2, 3, 4)

**University Learning Outcomes (ULO)**

* **ULO1**: Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3**: Personal and Social Responsibility
* **ULO4**: Integrative and Applied Learning
* **ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

**Student Expectations**

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Lucas, S. E. (2012). *The art of public speaking* (11th ed.). New York, NY: McGraw-Hill.

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# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Speech Topics Selection | 25 |  |
| Discussion: Public Speaking Phobias | 25 |  |
| Elevator Speech | 75 |  |
| Discussion: Elevator Speech Peer Review | 25 |  |
| Sample Speeches | 25 |  |
| **Week 2** |  |  |
| Discussion: Introduction for a Speech | 50 |  |
| Discussion: Best Speech | 50 |  |
| Speaking to Inform | 100 |  |
| Discussion: Speaking to Inform Peer Review | 25 |  |
| **Week 3** |  |  |
| Discussion: Television Program | 50 |  |
| Story with a Point | 100 |  |
| Discussion: Story with a Point Peer Review | 25 |  |
| Internet Research Worksheet | 25 |  |
| **Week 4** |  |  |
| Discussion: Speech Analysis | 50 |  |
| Discussion: Stylistic Devices | 25 |  |
| Commemorative Speech | 100 |  |
| Discussion: Commemorative Speech Peer Review | 25 |  |
| **Week 5** |  |  |
| Discussion: Course Reflection | 25 |  |
| Fact, Value, Policy Worksheet | 25 |  |
| Speaking to Persuade | 100 |  |
| Discussion: Speaking to Persuade Peer Review | 25 |  |
| Persuasive Speech Self-Assessment Worksheet | 25 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Range** |
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 82-80 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 59 |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| Week One: Introduction to Public Speaking | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine common phobias associated with public speaking. | | CLO1 | |
| * 1. Demonstrate the qualities and components of an effective speech. | | CLO1, CLO2, CLO4 | |
| * 1. Explore the major similarities between public speaking and everyday conversation. | | CLO1, CLO2, CLO4 | |
| * 1. Demonstrate the ability to select a speech topic with a focused purpose. | | CLO1, CLO2, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200-to 250-words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100-to 150-words to two of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback, located on Blackboard. | |  |  |
| **Readings**  **Read** the following:   * Ch. 1, 2, 4, & 5 of The Art of Public Speaking. * [The 10 Biggest Public Speaking Phobias And How To Overcome Them](http://www.businessinsider.com/10-biggest-public-speaking-phobias-2011-2?op=1) * [6 Tips for Perfecting Your Elevator Speech](http://www.entrepreneur.com/article/228070) * [Crafting an Elevator Pitch](http://www.mindtools.com/pages/article/elevator-pitch.htm) | | 1.1, 1.2, 1.3, 1.4 |  |
| **Live Audience Speech Preparation**  For Weeks 2, 4, and 5, you are expected to give a speech in front of a live audience. Plan to record yourself giving a speech in front of at least two other people which can include your coworkers, family members, friends, and so on.  You may use a webcam, smartphone, or any other type of video recording device that allows you to save the recording on a computer as an MP4 file. | | 2.1, 2.2, 2.3  4.1, 4.2  5.1, 5.2 |  |
| **Speaking to Perform Speech Preparation**  Next week you will record this speech. In preparation for this assignment start working on your assignment preparation worksheet and two outlines. | | 2.1, 2.2, 2.3 |  |
| **Discussion: Student Orientation**  This activity is a way for your instructor to get to know you. It is important that your instructor understands your academic concerns, and your current knowledge or experience in giving speeches.  **Respond** to each section below:   * What is your name, major, and class year (for example, freshman, sophomore, and so on)? * What reason(s) do you have for taking this class? * Do you have any specific goals for improving your speaking? What are they? (What would you like to learn how to do? What problems would you like to overcome?) * What classes in speech and related fields (such as journalism or English composition) have you had here or at other schools? * What kinds of speaking experiences have you had in your classes, jobs, religious organizations, extracurricular activities, and so on? * When did you give your last speech? What was the topic? * What are your career plans? Will public speaking be important to your career? How so?   **Submit** your responses by 11:59 p.m. (Eastern time) on Sunday.  (Material adapted from *Instructor’s Manual to Accompany The Art of Public Speaking*,11th ed. Copyright © 2011 McGraw-Hill. Adapted with permission.) | | N/A | Discussion: one post = **1 hour** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course.  Note: A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Speech Topics Selection**  You will be responsible for preparing three major speeches throughout this course: informative, commemorative, and persuasive. This exercise will help generate speech subjects and give you an overview of interests from your fellow classmates.  **Review** the following assignments and **post** your topic choice for each of the following speeches by 11:59 p.m. (Eastern time) on Sunday:   * Informative: Week 2 Story with a Point * Commemorative: Week 4 Commemorative Speech * Persuasive: Week 5 Speaking to Persuade | | 1.4 | Discussion: one post = **1 hour** |
| **Discussion: Public Speaking Phobias**  **Read** [The 10 Biggest Public Speaking Phobias And How To Overcome Them](http://www.businessinsider.com/10-biggest-public-speaking-phobias-2011-2?op=1).  **Complete** [Fear of Public Speaking Phobia Test Yourself](http://www.speech-topics-help.com/fear-of-public-speaking-phobia.html#.U1A89leVLvB).  **Pos**t a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers.   * What was your score? What do you think makes you nervous about the process of public speaking? What other previous experiences (e.g. perform at theater, speech, sports, etc.) caused you to feel the same nervousness? What did you do to overcome the fear? How can you apply this strategy to public speaking?   *Note*. Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least twostudents explaining how you may or may not relate to their fears and what you learned from their strategies on overcoming the fear. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1 | Discussion: one post and replies to two other posts = **1 hour** |
| **Elevator Speech**  There are occasions outside the classroom on which you might give a speech of self-introduction (such as an interview, job fair, social gathering, and so on).  **Read** the following:   * [6 Tips for Perfecting Your Elevator Speech](http://www.entrepreneur.com/article/228070) * [Crafting an Elevator Pitch](http://www.mindtools.com/pages/article/elevator-pitch.htm)   **Write** a manuscript of your speech and record a 30-second speech that introduces yourself.  **Include** the following content within your speech:   * Name * Education * Experience * Professional goals   **Submit** your manuscript and video file or a link to your hosted video by 11:59 p.m. (Eastern time) on Thursday.  **Post** your video file or a link to your hosted video in the Elevator Speech Peer Review discussion forum by 11:59 p.m. (Eastern time) on Thursday. | | 1.2, 1.3, 1.4 | Internet research and Feedback Review = 1.5 hour |
| **Discussion: Elevator Speech Peer Review**  **Resource:** Speech Evaluation Form  **Review** your classmates’ videos.  **Respond** to two classmates explaining what you found interesting about their speech and attach a completed speech evaluation form.All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.2, 1.3, 1.4 | Discussion: one post and replies to two other posts = **1 hour** |
| **Sample Speeches**  **Examine** the two sample speeches and commentary “There’s an App for That” and “Fork in the Road” on pp. 72–73 in Ch. 4 of *The Art of Public Speaking*.  **Choose** one of the speeches to review in-depth.  **Answer** the following questions based on the chosen speech:   * How does the opening paragraph gain the attention of the audience, introduce the subject of the speech, and preview the main points to be discussed in the body? * How clearly is the body of the speech organized? What does the speaker do to help listeners follow the progression of ideas? * How does the speaker conclude? Does the conclusion reinforce the central theme of the speech?   **Submit** your answers in a single Word document by 11:59 p.m. (Eastern time) on Sunday. | | 1.2, 1.4 | Problem Solving = 3hr |
| **Total** |  |  | **9.5 hrs.** |

# Faculty Notes

**Course Setup**

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Make sure to monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and monitor and post regularly to build engagement.

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: Speaking to Inform | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine methods to gain attention in an introduction and to fulfill the functions of a conclusion. | | CLO1, CLO2 | |
| * 1. Construct a preparation outline and a speaking outline. | | CLO1, CLO5 | |
| * 1. Deliver an informative speech. | | CLO1, CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 9, 10, 11, & 15 of *The Art of Public Speaking*. | | 2.1, 2.2, 2.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Introduction for a Speech**  **Complete** Exercise #2 from “Exercises for Critical Thinking” on p. 203, in Ch. 10 of *The Art of Public Speaking* for your speaking to inform speech due this week.  **Post** your introduction by 11:59 p.m. (EST) on Thursday.  **Respond** to at least two students indicating if their introduction grabbed your attention, suggestions for improvement, and if their post gave you any ideas for improving your own. All responses must be posted by 11:59 p.m. (EST) on Sunday. | | 2.1 | Discussion: one post and replies to two other posts = **1 hour** |
| **Discussion: Best Speech**  **Read** [Speech Critiques](http://sixminutes.dlugan.com/video-critiques/).  **Search** the web for videos of speeches (such as on YouTube, TED.com, and so on). Browsing through videos online will help you become a better speaker. You will notice that some clips will get your attention and you will quickly stop watching others. Take note of speeches that grabbed your attention and how the speaker maintained your attention. Likewise, write down the reasons you decided not to watch other clips in their entirety.  **Choose** the best 2- to 3-minute speech. This can be a clip of a longer speech or a speech in its entirety. Types of speeches can include your personal choice, Steve Jobs, Martin Luther King, Jr., President Obama, someone delivering a best man speech or delivering a maid of honor speech, a student delivering a speech for a commencement or class, a comedian, and so on.  **Post** a link of the speech and a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers.   * What grabbed your attention * Likes and dislikes about the speaker’s delivery * Strengths of the speech * Weaknesses of the speech * What you learned from watching this and other speeches   + What you can do similarly   + What you should avoid doing   *Note*. Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least twostudents sharing what you learned from their findings. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.2, 1.4, 2.1, 2.2 | Problem Solving and Discussion: one post and replies to two other posts = **4 hour** |
| **Speaking to Inform**  **Resource**: Preparation Worksheet  Creating an informative speech requires planning and structure. The better prepared you are, the better the speech. This planning requires different steps to help you form and build ideas to organize your speech. This assignment is a three-part assignment involving a preparation worksheet and outlines, all leading to the actual speech.  **Read** the Speaking to Inform document for the assignment details.  **Submit** your preparation worksheet, both outlines, and your video file or a link to your hosted video by 11:59 p.m. (EST) on Thursday.  **Post** your video file or a link to your hosted video in the Speaking to inform peer review discussion forum by 11:59 p.m. (EST) on Thursday. | | 2.1, 2.2, 2.3 | Library research and Feedback review = 2.5 hour |
| **Discussion: Speaking to Inform Peer Review**  **Resource:** Speech Evaluation Form  **Review** your classmates’ videos.  **Respond** to two classmates explaining what you found interesting about their speech and attach a completed speech evaluation form.All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.1, 2.2, 2.3 | Discussion: one post and replies to two other posts = **1 hour** |
| **Total** |  |  | **8.5 hrs.** |

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| Week Three: Speaking to Make a Point | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify appropriate resources for researching speech content online and in the library. | | CLO3, CLO4 | |
| * 1. Use examples and statistics to emphasize a point in a speech. | | CLO1, CLO2, CLO3, CLO4 | |
| * 1. Use the major characteristics of effective speech delivery.   2. Identify the advantages and types of visual aids for use in speeches. | | CLO1, CLO2, CLO3  CLO1, CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 7, 8, 13, & 14 of The Art of Public Speaking. * [Make a Powerful Point with your Speech](http://www.gingerpublicspeaking.com/powerful-point-speech) * [PechaKucha 20x20](http://www.pechakucha.org/faq) | | 3.1, 3.2, 3.3, 3.4 |  |
| **Videos**  **Watch** the following:   * [Pecha Kucha on Presenting a Pecha Kucha](http://youtu.be/L31SwpN1dAc) (6:59) * [Creating a Pecha Kucha Presentation Using PowerPoint](http://youtu.be/l9zxNTpNMLo) (6:13) * [Setting 20 Second Time for Pecha Kucha PowerPoint](https://youtu.be/YGVCKCn6jBc) (3:22) * [PowerPoint 2010 Tutorial – Record Narration for a SlideShow](https://youtu.be/QFmntINu_cI) (4:39)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 3.1, 3.2, 3.3, 3.4 | Video = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Television Program**  **Watch** a how-to television program (such as a cooking show, home improvement show, and so on) or the weather portion of a local newscast.  Notice how the speaker uses visual aids to help communicate the message, and how the speaker maintains the audiences’ interest.  **Post** your analysis of the program that includes the following:   * Short description of the program * Kinds of visual aids used * How the visual aids enhance the clarity, interest, and retainability of the speaker’s message * What the speaker would have to do to communicate the message effectively without visual aids   **Respond** to two students’ program descriptions stating any new or interesting ideas for visual aids that you might want to implement in a speech delivery.  *Note*: Initial answers to the question are due by 11:59 p.m. (EST) on Thursday. All responses must be posted by 11:59 p.m. (EST) on Sunday.  (Material adapted from *The Art of Public Speaking*,11th ed. Copyright © 2011 McGraw-Hill. Adapted with permission.) | | 3.4 | Problem Solving and Discussion: one post and replies to two other posts = **4 hours** |
| **Story with a Point**  **Resources:**   * [Pecha Kucha on Presenting a Pecha Kucha](http://youtu.be/L31SwpN1dAc) (6:59) * [Creating a Pecha Kucha Presentation Using PowerPoint](http://youtu.be/l9zxNTpNMLo) (6:13) * [Setting 20 Second Time for Pecha Kucha PowerPoint](https://youtu.be/YGVCKCn6jBc) (3:22) * [PowerPoint 2010 Tutorial – Record Narration for a SlideShow](https://youtu.be/QFmntINu_cI) (4:39)   Using images to tell a story is a powerful way to convey meaning and feelings. When you add your voice to the image, more of the senses are involved in capturing audience attention. In this assignment, you will create a presentation of 20 images with 20 seconds of voice recordings for each.  **Read** the Frequently Asked Questions from the [PechaKucha 20x20](http://www.pechakucha.org/faq) website to understand the concept behind using 20 images accompanied with 20 seconds of voice recordings. For examples, click **Watch** on the top left-hand side of the site to have a better understanding of the concept.  **Create** a similar style of presentation using Microsoft PowerPoint. Include the following structure and content within your presentation:   * 20 slides of images * Exactly 20 seconds of voice recording for *each* slide (do not go over the 20 seconds) * Tell a story with a point   *Note*. Only images or quotes should be on the slides, not bullet points or heavy wording. The focus should be on the pictures.  **Cite** images taken online according to APA guidelines.  **Submit** your video file or a link to your hosted video by 11:59 p.m. (EST) on Thursday.  **Post** your video file or a link to your hosted video to the Story with a Point Peer Review discussion forum by 11:59 p.m. (EST) on Thursday. | | 3.1, 3.2, 3.3, 3.4 | library research and Feedback Review = 2.5 hour |
| **Discussion: Story with a Point Peer Review**  **Resource:** Speech Evaluation Form  **Review** your classmates’ videos.  **Respond** to two classmates explaining what you found interesting about their speech and attach a completed speech evaluation form.All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.1, 3.2, 3.3, 3.4 | Discussion: one post and replies to two other posts = **1 hour** |
| **Internet Research Worksheet**  **Complete** the Internet Research Worksheet to evaluate the sources you plan to use for your Commemorative Speech due Week 4.  **Submit** your completed worksheet by 11:59 p.m. (Eastern time) on Sunday. | | 3.1, 3.2 | Library Research = 2hr |
| **Total** |  |  | **10.5hrs** |

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| Week Four: Speaking from a Manuscript | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Apply appropriate language methods for clearer delivery of speeches. | | CLO1, CLO2 | |
| * 1. Assemble a commemorative speech using creative language. | | CLO1, CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Reading**  **Read** Ch. 12 & 18 of *The Art of Public Speaking*. | | 4.1, 4.2 |  |
| **Speaking to Persuade Speech Preparation**  Next week you will record this speech. In preparation for this assignment start working on your assignment preparation worksheet and two outlines. | | 5.1, 5.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Speech Analysis**  **Read** Martin Luther King’s “I Have a Dream” speech pp. A2–A4 in the “Speeches for Analysis and Discussion” section after Ch. 19 of *The Art of Public Speaking*.  **Analyze** the speech by identifying the methods King uses to make his language clear, vivid, and appropriate. Look particularly at King’s use of familiar words, concrete words, imagery, and rhythm.  **Share** your analysis within the discussion board.  **Respond** to the findings of two students sharing how you may or may not have found the same analysis.  *Note*: Initial answers to the question are due by 11:59 p.m. (EST) on Thursday. All responses must be posted by 11:59 p.m. (EST) on Sunday. | | 4.1 | Problem Solving and Discussion: one post and replies to two other posts = **4 hours** |
| **Discussion: Stylistic Devices**  **Complete** Exercise #3 from “Exercises for Critical Thinking” on p. 237, in Ch. 12 of *The Art of Public Speaking*.  **Answer** points a, b, c, and d.  **Create** a stylistic device yourself, after answering each point. Identify the device, the statement, and the type of speech you see this benefitting.  **Respond** to two students on whether you share the same answers and what you thought about the stylistic device they posed.  *Note*: Initial answers to the question are due by 11:59 p.m. (EST) on Thursday. All responses must be posted by 11:59 p.m. (EST) on Sunday. | | 4.1 | Discussion: one post and replies to two other posts = **1 hour** |
| **Commemorative Speech**  Commemorative speeches are a way to pay tribute to someone or something. These types of speeches can inspire and unite the audience, generate meaning and respect, or share memories and dedications. The goal of this speech is to inspire, commemorate, or pay tribute, not to inform.  **Prepare** a 5-minute speech paying tribute to a person, group, institution, thing, idea, or event using creative language to celebrate achievements or the accomplishments of whom or what you are commemorating.  **Prepare** a manuscript that adheres to the description in Ch. 18 of *The Art of Public Speaking*.  **Use** at least one language device (metaphor, simile, alliteration, repetition, parallelism, antithesis, and so on) and indicate the language device in parenthesis within your document.  **Cite** the sources used according to APA guidelines.  **Plan** to video record yourself speaking to an audience of at least two other people. These people can be coworkers, family members, friends, and so on.  **Present** your speech by reading from the manuscript and making eye contact with the audience. Visual aids are optional.  **Post** your video file or a link to your hosted video to the Commemorative Speech Peer Review discussion forum by 11:59 p.m. (EST) on Thursday.  *Note*. The camera should show you speaking in front of a live audience (i.e. we should see the back of the audiences’ heads with the camera showing your front side). You may use a webcam, smartphone, or any type of video recording device that allows you to save the recording on a computer. | | 4.1, 4.2 | Library research and Feedback Review = 2.5 hour |
| **Discussion: Commemorative Speech Peer Review**  **Resource:** Speech Evaluation Form  **Review** your classmates’ videos.  **Respond** to two classmates explaining what you found interesting about their speech and attach a completed speech evaluation form.All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | |  | Discussion: one post and replies to two other posts = **1 hour** |
| **Total** |  |  | **8.5hrs** |
| **Notes** |  | | |

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| Week Five: Speaking to Persuade | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the methods of persuasion. | | CLO1, CLO3 | |
| * 1. Compose an effective persuasive speech. | | CLO1, CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Reading**  **Read** Ch. 16 & 17 of *The Art of Public Speaking.* | | 5.1, 5.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Course Reflection**  **Reflect** on the public speaking skills you have obtained over the past few weeks.  **Pos**t a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers.   * Do you feel more confident about speaking? Are you more comfortable speaking in front of others (small or large groups)? How can you apply your public speaking skills to your personal and professional life? If you use to have public speaking fears, are you able to overcome them?   *Note*. Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least twostudents sharing challenges and strategies to overcome public speaking phobias. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1, 1.3 | Discussion: one post and replies to two other posts = **1 hour** |
| **Fact, Value, Policy Worksheet**  **Complete** the Fact, Value, Policy Worksheet.  **Submit** the completed worksheet by 11:59 p.m. (Eastern time) on Sunday. | | 5.1 | Problem Solving = 3hr |
| **Speaking to Persuade**  **Resource**: Persuasive Speech Preparation Worksheet  Understanding and knowing how to use the methods of persuasion is an important skill in life. The better prepared you are, the better the speech. This planning requires different steps to help you form and build ideas to organize your speech. This assignment is a three-part assignment involving a preparation worksheet and outlines, all leading to the actual speech.  **Read** the Speaking to Persuade document for the assignment details.  **Submit** your speech video file or a link to your hosted video, both outlines and the preparation worksheet by 11:59 p.m. (EST) on Thursday.  **Post** your speech video file or a link to your hosted video in the Speaking to persuade peer review discussion forum by 11:59 p.m. (EST) on Thursday.  *Note*. You are graded on establishing eye contact, formulating a specific purpose, beginning with an attention-grabbing introduction and ending with a strong conclusion, including at least three main points and using connectives within the speech properly. You must turn in both outlines along with your recording. | | 5.1, 5.2 | Library research and Feedback Review = 2.5 hour |
| **Discussion: Speaking to Persuade Peer Review**  **Resource:** Speech Evaluation Form  **Review** your classmates’ videos.  **Respond** to two classmates explaining what you found interesting about their speech and attach a completed speech evaluation form.All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | |  | Discussion: one post and replies to two other posts = **1 hour** |
| **Persuasive Speech Self-Assessment Worksheet**  **Complete** the Persuasive Speech Self-Assessment Worksheet.  **Submit** the completed worksheet by 11:59 p.m. (Eastern time) on Sunday. | | 5.1, 5.2 | Reflection Activity = 1hr |
| **Total** |  |  | **8.5** |
| **Notes** |  | | |

# Breakdown of Academic Instructional Equivalencies

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Week 1** |  |  |
| Required |  | 8.5 |
| Supplemental |  | 1 |
|  |  |  |
| **Week 2** |  |  |
| Required |  | 8.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 10.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 8.5 |
| Supplemental |  |  |
|  |  |  |
| **Week5** |  |  |
| Required |  | 8.5 |
| Supplemental |  |  |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 44.5 |
| **Total Supplemental Hours** |  | 1 |
| **Total Hours** |  | 45.5 |