

## COJO 2010 PUBLIC SPEAKING

**COURSE INSTRUCTOR** \_\_\_\_\_

**CONTACT INFORMATION** \_\_\_\_\_

**OFFICE HOURS** \_\_\_\_\_

**CLASS MEETING TIMES** \_\_\_\_\_

### INTRODUCTION

Welcome to Public Speaking. This course provides an introduction to effective public speaking and offers students an opportunity to learn the fundamental principles of developing and evaluating public messages and a forum for practicing public speaking skills.

### COURSE FULFILLS COM2 -USP REQUIREMENT

This course fulfills the Communication 2 (COM2) requirement for the 2015 University Studies Program. Students will develop written, oral, and digital communication as appropriate to specific disciplines and courses at the introductory, intermediate, and advanced level. Through repeated instruction, practices, and feedback, the communication sequence will emphasize and progressively develop transferrable skills for students' academic work and future professions. As an intermediate COM2 course, this course will emphasize foundational oral and digital communication skills. The course will also continue to build on writing skills.

### Com2 Learning Outcomes

As demonstrated at the intermediate level (*Com2*) (3 Credits):

1. Develop and share written, oral, and digital messages through a variety of assignments that include discipline-based or interdisciplinary purposes (informing, persuading, reporting), forms (presenting informative/persuasive messages, memo style), and audiences (conducting audience analysis and understanding how attitudes, beliefs, values and other characteristics influence the speaking situation, argument structure, language and delivery).
2. Find, analyze, evaluate, and document information appropriately using a variety of sources.
3. Understand the different purposes of written, oral, and digital messages and employ appropriate organizational strategies, including developing thesis statements and main ideas.
4. Make effective use of multiple drafts, revisions, progressive assignments, computer technology, peer and instructor comments, and collaboration in the achievement of a final work of communication.
5. Observe the accepted conventions including spelling, grammar, organizational structure, punctuation, delivery and documentation in oral, written, and digital messages.
6. Deliver prepared presentations in a natural, confident, and conversational manner, displaying nonverbal communication that is consistent with and supportive of the oral message.
7. Interact effectively with audience members, engage opposing viewpoints constructively, and demonstrate active listening skills.

### REQUIRED TEXTS

1. *A Concise Public Speaking Handbook*, 5th Ed., by Steven and Susan Beebe (Writing chapters added).
2. *Speaking Out: A Public Speaking Workbook*, 8th Ed.

Students are responsible for reading and understanding all materials assigned in the texts, even if they are not directly covered in class. Bring both texts to every class.

## ATTENDANCE

Attendance is mandatory. This course emphasizes performance as well as content; you can't do public speaking without a "public." All absences are unexcused unless a UNIVERSITY or MEDICAL EXCUSE is provided. Discuss with your instructor any anticipated absences, such as University trips, BEFORE you are absent. Make-up work will only be allowed for excused absences and must be completed within one week. No late work is accepted.

Twenty (20) points will be deducted from your grade for each unexcused absence over three (3) for a class meeting three times a week. Thirty points (30) will be deducted from your grade for each unexcused absence over two (2) for a class meeting twice a week. Sixty points (60) will be deducted from your grade for each unexcused absence over one (1) for summer classes. Three tardies equal one (1) unexcused absence. No make-up allowed for unexcused absences.

## GRADING

The grade earned will depend on the amount and quality of work the student chooses to do. Your final grade will be based on the percentage of total available points that you earn.

<b>Assignments</b>	<b>Points</b>	<b>Com2 – Learning Outcomes</b>
Introductory Speech Oral presentation (10 points) Written outline (10 points)	20 pts	1,3,5,6,7
Second Speech: Process Written organization and oral delivery (30 points) Oral presentation (10 points) Written outline (10 points)	50 pts	1,3,4,5,6,7
Third Speech: Informative Written organization and oral delivery (50 points) Oral presentation (30 points) Digital communication (10 points) Written outline (10 points)	100 pts	1, 2,3,4,5,6,7
Fourth Speech: Persuasive Fact/Value or Policy Written organization and oral delivery (95 points) Oral presentation (30 points) Digital communication (15 points) Written outline (10 points)	150 pts	1, 2,3,4,5,6,7
Midterm Exam	100 pts	
Final Exam	100 pts	
Critiques (1 video, 1, self, 3 peer)	50 pts	1,4,5
Written Informative Memo	50 pts	1,2,3,4,5,7
Library Assignment	20 pts	2,5
Assignments and quizzes	60 pts	3,5,6,7
Total	700 pts	

### **EXTRA CREDIT**

Each student may earn 5 extra-credit points by participating actively in a speech workshop prior to speeches 2, 3, 4, or working on their speech in the Oral Communication Center (5 points total for one visit). There are 20 possible extra credit points total.

A	Excellent	700-630
B	Good	629-560
C	Average	559-490
D	Poor	589-420
F	Failing	419–below

### **ORAL COMMUNICATION ASSIGNMENTS**

During the semester you will give four extemporaneous speeches. Speeches will focus on: audience analysis, selecting and narrowing your topic, determining purposes, developing central ideas, generating main points, gathering supporting materials, patterns of organization, rehearsal and delivery. Public speaking is a formal, professional activity and students are expected to dress appropriately. Visual aids may be required in speeches and should be appropriately chosen to enhance speech content. However, illegal and/or dangerous items are prohibited in the classroom (e.g., no liquor, drugs, drug paraphernalia, firearms or weapons, explosive devices, etc.).

### **WRITING COMMUNICATION ASSIGNMENTS**

Over the course of the semester you will have five writing assignments. Four of the writing assignments will be in conjunction with your introductory, process, informative, and persuasive speeches. Students will submit two (2) copies of a typed, full-sentence preparation outline with each of these speeches. You will have the opportunity to create drafts of your outlines, receive feedback in workshops and submit a final copy with your presentation. Outlines will increase in scope, as elements are added to consecutive speeches (range from 1-5 pages in length). Written outlines are designed to help you organize, develop and support your arguments. Written outlines are invisible when delivering a speech, but are essential for organizing ideas. Outlines are only 10 % of your speech grade. However, a well-organized written outline translates into a well-organized oral presentation. Remember approx. 70% of your speech focuses on organization. For the final writing assignment, students will research and write an informative memo (1-2 pages in length). The assignment will require locating, evaluating sources and synthesizing research material. APA citations will be used in citing research material. The memo will be the starting point for your final persuasive speech.

### **DIGITAL COMMUNICATION**

Assignments will require you to use digital communication. You will be required to use technology to locate, evaluate and synthesize research for your presentation. Assignments must be typed and turned in as a professional document. Finally, you will utilize presentation software (power point) in conjunction with delivery of your oral assignments.

### **SPEECH DATES**

Will be assigned by the instructor and any changes in schedule must be approved with the instructor. If you miss an assigned speech time you will receive no points for that speech. Make-up speeches will be available ONLY WITH A UNIVERSITY OR MEDICAL EXCUSE. For anticipated absences make arrangements prior to the absence.

### **OUTLINES AND GRADE SHEETS**

You must submit two (2) copies of a typed, full-sentence preparation outline and two (2) copies of the grade sheet from this workbook PRIOR to delivering each speech. One copy will be kept on file, one will be returned to you with your grade and instructor's comments. You can't speak from your preparation outline, and should prepare brief delivery notes to use when giving your speech.

## CRITIQUES

Each student will conduct a self-critique (their own recorded speech), and a peer critique for speeches 2, 3, and 4. Written feedback must be descriptive (a mirror of what you observed in the speaker). Feedback needs to be specific, provide a clear detailed description of what was observed. Begin and end with positive feedback (negative in the middle). Constructive feedback provides suggestions or alternatives for improvement. Use “I language” in providing feedback. It allows you to own your criticism. Finally, focus on realistic feedback (a speaker cannot change the sound of their voice or height).

## EXAMINATIONS

Two non-cumulative, equally weighted multiple choice exams covering the texts and lectures will be given. Make-up exams will be given only if a UNIVERSITY OR MEDICAL EXCUSE is presented. Make-up exams must be completed within one week of an excused absence.

The final exam schedule is determined by the University of Wyoming each semester to minimize overlap of final exam dates/time. You are required to attend the final exam meeting time assigned by the university to your section of COJO 2010. Do not schedule any travel (i.e. airline tickets) before or during your scheduled final exam date/time.

The final exam schedule can be found at: [http://www.uwyo.edu/registrar/class\\_schedules/spring2014/sp14front.pdf](http://www.uwyo.edu/registrar/class_schedules/spring2014/sp14front.pdf)

## MISCELLANEOUS ASSIGNMENTS

Class assignments may include quizzes, impromptu speeches, and other exercises. These assignments may be unannounced and cannot be made-up unless you have a University or Medical excuse. Out of class assignments are due at the beginning of class on the date specified by the instructor.

## Academic Dishonesty

University Regulation 802, defines academic dishonesty as “an act attempted or performed which misrepresents one’s involvement in an academic task in any way, or permits another student to misrepresent the latter’s involvement in an academic task by assisting the misrepresentation.” Borrowing a speech or outline in whole or part, copying, or turning in the same speech as someone else, even if you worked on it together, is academic dishonesty. Cut and pasting any part of your speech or taking it directly from another work such as an article or internet site is dishonesty. Misrepresenting the extent to which you rely on sources for speech material is academic dishonesty, so clearly cite all sources in your outline and speech so we understand which ideas and words are yours and which are someone else’s. **Academic Dishonesty is cause for failure of the course, no exceptions.** Do your own work and cite your sources.

## CLASSROOM ETIQUETTE

Be a courteous listener and participant. It is important to offer each other our support and attention. Don’t talk, read papers, sleep, or walk into class while someone else is speaking. Turn off all electronic devices such as cell phones and music players before class begins. Laptops may be used with instructors’ permission only for class notes or activities. No surfing the internet, text messaging, etc., while class is in session. If you are disrupting the class you will be asked to leave.

## STUDENT DISABILITIES

If you have a physical, learning, or psychological disability and require accommodations, please let the course instructor know as soon as possible. You will need to register with, and provide documentation of your disability to, University Disability Support Services (UDSS) in SEO, room 330 Knight Hall, 766-6189, TTY: 766-3073.

**The course directors are responsible for policies outlined in the syllabus. Instructors and students will be held accountable to course policies. Course schedules are tentative. If changed, you will be notified in a timely manner.**

## COURSE DIRECTORS

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## COJO 2010 Public Speaking

### TENTATIVE COURSE SCHEDULE

Spring 2014-- M-W-F

Week 1	1/13	M	Course Syllabus and Introductory Exercises
	1/15	W	Overview of Communication (Oral, Written, Digital)
	1/17	F	Read Packet Intro. and Chapter 1: Speaking in Public
			Chapter 4: Improving Your Confidence;
			Chapter 2: The Audience Centered Speech Making Process
Week 2	1/20	M	Equality Day (no class)
	1/22	W	Finish Chapter 2
			Chapter 8: Developing Your Speech
	1/24	F	Chapter 3: Ethics and Free Speech
			Chapter 5: Listening
Week 3	1/27	M	<b>SPEECH #1 INTRODUCTORY SPEECHES</b>
	1/29	W	Chapter 6: Analyzing Your Audience
	1/31	F	Chapter 11: Organizing Your Speech
Week 4	2/3	M	Chapter 14: Outlining & Editing Your Speech
	2/5	W	Chapters 11 & 14, continued
	2/7	F	Chapter 22: Informative Speaking
Week 5	2/10	M	Chapter 12: Developing an Introduction
			Chapter 13: Developing a Conclusion
	2/12	W	Discuss elements of an effective written critique/ Speech workshop
	2/14	F	<b>SPEECH #2</b>
Week 6	2/17	M	<b>SPEECH #2</b>
	2/19	W	<b>SPEECH #2</b>
	2/21	F	<b>FIRST EXAM</b> Packet reading and Ch 1-6, 8, 11-14, 22
Week 7	2/24	M	Chapter 16: Methods of Delivery
			Chapter 17: Nonverbal Communication
			Chapter 18: Verbal Communication
	2/26	W	Chapter 9: Gathering Supporting Material
			Chapter 10: Supporting Your Speech
			Research writing-planning research (32-35)
	2/28	F	Research Day (Coe Library)
Week 8	3/3	M	Chapter 20: Selecting Presentation Aids
			Chapter 21: Designing and Using Presentation Aids
	3/5	W	Speech workshop
	3/7	F	<b>SPEECH #3</b>
Week 9	3/10	M	<b>SPEECH #3</b>
	3/12	W	<b>SPEECH #3</b>
	3/14	F	<b>SPEECH #3</b>
Week 10	3/17---3/21		Spring Break (No Class)
Week 11	3/24	M	Chapter 23: Understanding Principles of Persuasive Speaking (Assign Memo)
	3/26	W	Chapter 24: Using Persuasive Strategies
	3/28	F	Continue chapter 23-24
Week 12	3/31	M	Policy and Persuasion
	4/2	W	Writing in college (1-13)
	4/4	F	Writing college papers (22-29)
Week 13	4/7	M	Editing for Clarity (145-152)
	4/9	W	Peer workshop feedback (Memo)
	4/11	F	Moving from written communication to oral communication (Memo due)
Week 14	4/14	M	Policy and Persuasion
	4/16	W	Policy and Persuasion, continued
			Chapter 7: Adapting to Your Audience as You Speak
	4/18	F	Easter Break, no class
Week 15	4/21	M	Speech workshop
	4/23	W	<b>SPEECH #4</b>
	4/25	F	<b>SPEECH #4</b>
Week 16	4/28	M	<b>SPEECH #4</b>
	4/30	W	<b>SPEECH #4</b>
	5/2	F	<b>SPEECH #4</b>

Final Exam Week May 5<sup>th</sup> – May 9<sup>th</sup>. **Final Exam** - Covers Chapters 7, 9, 10, 16, 17, 18, 19, 20, 21, 23, 24 and all notes (written communication) and discussion. See Final Exam Schedule for day and time. March 28<sup>th</sup> -- last day to withdraw from semester classes - no late withdrawals.

## COJO 2010 Public Speaking

### TENTATIVE COURSE SCHEDULE

Spring 2014 T-R

Week 1	1/14	T	Course Syllabus and Introductory Exercises
	1/16	R	Overview of Communication (Oral, Written, Digital) Read Packet Introduction and Chapter 1: Speaking in Public Chapter 4: Improving Your Confidence
Week 2	1/21	T	Chapters 2: The Audience Centered Speechmaking Process Chapter 8: Developing Your Speech
	1/23	R	Finish Chapter 8 Chapter 3: Ethics and Free Speech Chapter 5: Listening
Week 3	1/28	T	<b>SPEECH #1 INTRODUCTORY SPEECHES</b>
	1/30	R	Chapter 6: Analyzing Your Audience Chapter 11: Organizing Your Speech
Week 4	2/4	T	Chapter 14: Outlining and Editing Your Speech Chapter 22: Informative Speaking
	2/6	R	Chapter 12: Developing an Introduction Chapter 13: Developing a Conclusion
Week 5	2/11	T	Discuss elements of an effective written critique/ Speech workshop
	2/13	R	<b>SPEECH #2</b>
Week 6	2/18	T	<b>SPEECH #2</b>
	2/20	R	<b>First Exam</b> Packet readings and Packet reading and Ch 1-6, 8, 11-14, 22
Week 7	2/25	T	Chapter 16: Methods of Delivery Chapter 17: Nonverbal Communication Chapter 18: Verbal Communication
	2/27	R	Chapter 9: Gathering Supporting Material Chapter 10: Supporting Your Speech Research Day (Coe Library)
Week 8	3/4	T	Chapter 20: Selecting Presentation Aids Chapter 21: Designing and Using Presentation Aids Speech workshop
	3/6	R	<b>SPEECH #3</b>
Week 9	3/11	T	<b>SPEECH #3</b>
	3/13	R	<b>SPEECH #3</b>
<b>3/18—3/20</b>			
Week 10	3/25	T	<b>Spring Break (No class)</b> Chapter 23: Understanding Principles of Persuasive Speaking (Assign Memo)
	3/27	R	Chapter 24: Using Persuasive Strategies
Week 11	4/1	T	Persuasion, continued
	4/3	R	Writing in college (1-13) ,Writing college papers (22-29)
Week 12	4/8	T	Editing for Clarity (145-152)
	4/10	R	Peer workshop feedback (Memo)
Week 13	4/15	T	Moving from written communication to oral communication (Memos due)
	4/17	R	Policy and Persuasion
Week 14	4/22	T	Policy and Persuasion, continued; Chapter 7: Adapting to Your Audience as You Speak Speech workshop
	4/24	R	<b>SPEECH #4</b>
Week 15	4/29	T	<b>SPEECH #4</b>
	5/1	R	<b>SPEECH #4</b>

Final Exam Week May 5<sup>th</sup> – May 9<sup>th</sup>. **Final Exam** - Covers Chapters 7, 9, 10, 16, 17, 18, 19, 20, 21, 23, 24 and all notes (written communication) and discussion. See Final Exam Schedule for day and time.  
March 28<sup>th</sup> -- last day to withdraw from semester classes - no late withdrawals.

## ASSIGNMENT

### SPEECH #1: INTRODUCTION

Name \_\_\_\_\_ Section \_\_\_\_\_ Date \_\_\_\_\_

**Assignment:** Each student will prepare, rehearse, and present a brief introduction speech.

The purpose of this assignment is to give students a brief and positive experience in giving a prepared speech and a chance to get to know each other. Students will apply the information in the readings and lecture to preparing their first speech.

Students or the class as a whole may choose from the following two assignments:

1. Students should select an object that represents a significant aspect of their background, personality, values, ambitions, etc. Using the chosen object as a point of departure, each student should develop a 1 minute speech that explains how it relates to his or her life. For example, a journalism major might choose a newspaper as a way to explain her professional goals. A new student might choose an electronic planner as a vehicle for discussing the challenges of balancing the demands of a first semester student. If possible students should bring the object to class.
2. Students should select a particular custom that relates to a significant aspect of their cultural background. Students will develop a 1 minute speech explaining this custom. Possible topics could include social customs, family traditions, holidays, clothing, food, religious traditions, etc. Students should be creative in finding ways to illustrate how the custom of their culture they choose to explain relates to their personal lives.

**Outline:** You should prepare a brief, typed (1 page) preparation outline and speaking notes. Please bring two copies of your outline to class. Attach copies of your outline to the grade sheets on pages 55 and 57. Page 52 provides a description of the specific elements that will be included in your outline.

**Delivery:** Focus on an extemporaneous delivery, conversational rather than memorized or read. Connect with your audience through eye contact, and avoid distracting vocal or physical behaviors.

**Time Limit:** Each person will have 1 -1 1/2 minutes to present speech #1.

**Grade:** This assignment is worth 20 points (10 points for speech/10 points for outline). You must turn in a typed outline and present the speech to earn the points. Key elements to include on your outline are included on the following page. Your instructor will return comments to help you prepare for your first critically graded assignment.

# SPEECH EVALUATION FORM

## SPEECH #1: INTRODUCTION

Name \_\_\_\_\_ Section \_\_\_\_\_ Date \_\_\_\_\_

	POOR (0 points)	AVERAGE (1-point)	EXCELLENT (2-points)	
INTRODUCTION (attention-getter and preview)				
BODY (main points, support, signposts)				
CONCLUSION (summary and clincher)				
DELIVERY (vocal and physical delivery)				
TIME LIMIT (1 minute)				
TOTAL POINTS SPEECH				/10
TOTAL POINTS WRITTEN OUTLINE				/10
TOTAL POINTS SPEECH #1				/20
Comments:				



## ASSIGNMENT

### SPEECH #2: PROCEDURE SPEECH

Name \_\_\_\_\_ Section \_\_\_\_\_ Date \_\_\_\_\_

**Assignment:** Each student will prepare, rehearse, and present a brief procedure speech.

A procedure is a systematic series of actions that leads to a specific result or product. Speeches about procedures explain how something is made, how something is done, or how something works. (See page 337 in your text.) At the end of this informative speech, your audience should be able to describe the procedure. No outside sources are to be used in speech #2. The educational goal of this speech is for you to prepare a brief speech that includes all of the elements of the introduction, body, and conclusion of a speech as discussed in class. Be sure to demonstrate a clear purpose, central idea, and main points. A simple and clear chronological organizational pattern is the key to effective procedure speeches.

Generally, time is limited and topics should be relatively simple. Try to choose a topic of interest to the class, rather than something they likely know. A few examples: How to use the citation machine; How to check your credit report; How to secure your computer from privacy invasions; How to make your own Christmas cards.

**Outlines:** You must turn in two copies of a typed preparation outline following the guidelines presented in class. Please attach a copy of the grade sheet in this packet to each outline. You may not speak from a preparation outline and should prepare a speaking outline (note cards) for this brief speech. For this speech, your outline will constitute 20% of your grade. All outlines are due prior to speaking. If you show up to speak without your outlines, you will not be allowed to speak and will receive a zero for the assignment.

**Delivery:** Focus on an extemporaneous delivery, conversational rather than memorized or read. Connect with your audience through eye contact, and avoid distracting vocal or physical behaviors.

**Time Limit:** Each person will have 2½–3½ minutes (or as specified by the instructor) to present speech #2.

**Time Limit Penalty:** You will be penalized by 3 points if you are 30 seconds under or over the time allocated.

**Visual Aids:** Optional, but should be simple in nature and easy to set up and take down.

After 30 seconds over the time limit, you will have to immediately stop speaking, which may also result in a loss of points in your conclusion.

**Grade:** This assignment is worth 50 points.

**Speaking Date and Time:**

**Special Instructions from Instructor:**

**SPEECH EVALUATION FORM**

**SPEECH #2: PROCEDURE**

Speaker \_\_\_\_\_ Topic \_\_\_\_\_

Points	None 0	Poor 5	Average 7	Good 8	Excellent 10
Introduction gained attention, credibility, and connected to audience					/10
Topic, central idea, and preview clear; purpose suited to assignment					/10
Main points clear and develop central idea					/10
Organizational pattern well planned with effective signposts					/10
Language and support clear and concrete					/10
Effective conclusion with summary and closure					/10
Delivered extemporaneously with effective eye contact and use of notes					/10
Physical and vocal delivery effective, no distractions					/10
Written outline (20)					/20
Total points	___ X . 5 = ___				
Time _____ (Under 2 or over 4 minutes –3 points)					
Speech Grade					
Comments:					

## ASSIGNMENT

### SPEECH #3: INFORMATIVE SPEECH

Name \_\_\_\_\_ Section \_\_\_\_\_ Date \_\_\_\_\_

**Assignment:** Each student will prepare, rehearse, and present an informative speech on a topic of his/her choice. Topics are limited to those approved by the instructor.

In preparing this speech, you are to incorporate your own knowledge with research material to inform the audience about your topic. You must use *at least three* cited sources both in your speech and in your outline. All internet sources, except journal and approved references, must include a hard copy of the information handed in with your outline and reference page.

Your speech should demonstrate the concepts and principles of effective speech preparation and speaking discussed in this class and your text. The educational goal of this speech is for you to prepare a speech that includes all of the elements of the introduction, body, and conclusion of a speech as discussed in class. Be sure to demonstrate a clear purpose, central idea, and main points. Include sign post in appropriate locations. This speech emphasizes oral and written citations. It is important your research be represented in your preparation outline, delivery outline and stated orally during your presentation. A topical, spatial, or chronological organizational pattern is the key to effective informative speeches

The speech should be delivered extemporaneously, not memorized or read to the audience. Prepare a well-supported and organized message demonstrating the principles and concepts taught in this course and focus on communicating that message to your audience.

**Time Limit:** Each person will have 4–5 minutes (or as specified by the instructor) to present speech #3.

**Time Limit Penalty:** If 1 minute over or 30 seconds under the time limit, you will be penalized 5 points. After 1 minute over the time limit, you will have to stop speaking. This will affect your speech grade in a variety of ways. For instance, you may receive no credit for your conclusion.

**Outlines:** Two typed copies of your speech preparation outline are due prior to your speech. *Late outlines will not be accepted.* If you don't turn in the outlines, you will not be allowed to speak or earn points for the speech. You may not speak from a full sentence preparation outline, so prepare brief speaking notes to remind you of your points during the presentation.

**Grade:** This assignment is worth 100 points.

**Speaking Date and Time:**

**Special Instructions from Instructor:** Please decide on a topic as soon as possible. You will need to have a topic on the day your class visits the library. Please enter your topic on the top of the library exercise (page 35).

**SPEECH EVALUATION FORM**

**INFORMATIVE SPEECH #3**

Speaker \_\_\_\_\_ Topic \_\_\_\_\_

Points	None 0	Poor 5	Average 7	Good 8	Excellent 10
<b>INTRODUCTION</b>					
Gained attention, credibility, and connected to audience					/10
Purpose, central idea, and preview clear, challenging, and informative					/10
<b>BODY</b>					
Main points clear, arranged in logical and organized pattern					/10
All points adequately supported, adequate and credible references cited					/10
Language and signposts clear, vivid, personal, and appropriate					/10
<b>CONCLUSION</b>					
Summarized main points and central idea, supported purpose, and provided closure					/10
<b>DELIVERY</b>					
Delivered confidently in a natural and extemporaneous style, appropriate use of notes					/10
Appropriate vocal characteristics, rate, volume, and pronunciation					/10
Appropriate eye contact, expression, gestures, posture, and appearance					/10
Written outline (10)					/10
Speech Time _____ Penalty ( -5 points over 6 minutes and under 3½)					
<b>TOTAL POINTS</b>					
Comments:					

## ASSIGNMENT

### INFORMATIVE MEMO

Name \_\_\_\_\_ Section \_\_\_\_\_ Date \_\_\_\_\_

**Scenario:** You have been asked by your instructor to persuade your class members to consider, adopt or act upon a social issue. Before persuading your class members, your instructor has asked you to research the issue and summarize your findings in a memo. Your memo should provide a brief description/background of the social issue, identify the arguments for and against the issue and provide an argument why a specific action should be considered or adopted by your classmates. This is a chance to provide an overview of the topic, analyze the issue and provide arguments why the class should support or adopt a specific stance.

Memos are used to send information within an organization. They are typically used if you have an important message to be delivered. Memos are often filed for future reference within the workplace.

**Assignment:** Each student will select/research a social issue of their choice and write memo (1-2 pages in length) on this issue. Students will select a topic that has a strong stance (for or against). Examples of social issues may include capital punishment, obesity, smoking, alcohol use, transportation, poverty, homelessness or depression. Please follow the memo format in your book and include those items discussed in class. The memo should be addressed to your classroom instructor. Be sure and include the key elements of a memo: Title, Sender, Addressee, Date, Subject, Header, Clear Explanation of Contents (“Orientation”), clear separation of ideas, page numbers are included. You will need to cite at least 6 credible references in this memo and attach a reference page (APA format). This memo will be a starting point for your final presentation (Speech 4).

## Rubric for Memo Analysis

<b>Heading Contents</b>	
<p>Heading includes the following elements:</p> <ul style="list-style-type: none"> <li>• Name, address, city, state, zip code.</li> <li>• <b>Date:</b> Memo was sent.</li> <li>• <b>TO:</b> First name (or initial) and last name of recipient or organization.</li> <li>• <b>FROM:</b> First name (or initial) and last name of sender, title.....include a handwritten initial.</li> <li>• <b>SUBJECT:</b> Summarizes the central idea</li> <li>• Tabbed and aligned with each other</li> </ul>	/ 5
<b>Format and Overall Structure</b>	
<ul style="list-style-type: none"> <li>• Does the document adhere to the format guidelines provided for memos?</li> <li>• Is the purpose of the memo clearly indicated in the opening sentence/paragraph?</li> <li>• Does the design of the memo facilitate easy navigation and focus on the major objectives of the memo? <ul style="list-style-type: none"> <li>○ Headings used as needed to separate sections of memo.</li> <li>○ Body explains supports and justifies ideas in the memo.</li> <li>○ Charts, bullets, lists, numbers and paragraphs may be used.</li> <li>○ Information presented clearly in a logical manner.</li> <li>○ Body is written using correct spelling, word usage, grammar and punctuation.</li> </ul> </li> </ul>	/ 15
<b>Analysis, Depth, Specificity/Use of Digital Communication</b>	
<ul style="list-style-type: none"> <li>• Does the document indicate a strong understanding of audience analysis and document design?</li> <li>• Are claims developed and supported with research and evidence?</li> <li>• Develop and support main argument with details and supporting evidence? <ul style="list-style-type: none"> <li>○ Claims are supported with research.</li> </ul> </li> </ul>	/ 10
<b>Summary Paragraph</b>	
<ul style="list-style-type: none"> <li>• Written in paragraph form.</li> <li>• Information summarized in a logical manner.</li> <li>• Condenses the main ideas of the memo into a summary.</li> <li>• Includes any call to action or desired action.</li> </ul>	/10
<b>Clarity, Accuracy, and Precision</b>	
<ul style="list-style-type: none"> <li>• Is the document's wording clear and precise, avoiding general or ambiguous phrasings?</li> <li>• Free of errors in spelling, word usage and pronunciation.</li> <li>• Use of at least 6 credible sources of information. Sources cited in correct APA format. Reference page attached to memo.</li> </ul>	/ 10
<b>TOTAL</b>	<b>/50</b>

## ASSIGNMENT

### SPEECH #4: PERSUASIVE FACT/VALUE OR POLICY SPEECH

Name \_\_\_\_\_ Section \_\_\_\_\_ Date \_\_\_\_\_

**Assignment:** Students will build on the social issue they researched for their informative memo to prepare, rehearse, and present a persuasive speech. The speech should use the research gained from the informative memo. Students will persuade their audience of this position using a proposition of fact, value or policy.

A **proposition of fact** focuses on whether something is true or false, a **proposition of value** asserts that something is better than something else, right or wrong, good or bad. For example, you may persuade your audience that global warming is/is not occurring, or you may persuade your audience that capital punishment is (or is not) immoral. In preparing this speech, you should plan to prove the truth or falsity of your proposition, or motivate your audience to adopt the value judgment of your proposition

A **proposition of policy** advocates a specific action—changing a policy, procedure, or behavior. Speakers may either seek passive agreement or immediate action from the audience, though it is wise to seek action if there is an appropriate action to take. For example, you may try to persuade your audience that the Federal government should provide more funding for public schools or you may try to persuade your audience to vote for a special tax to support public schools.

This speech requires skillful use of the methods of persuasion. Special emphasis should be given to evidence and reasoning. Audience analysis and adaptation are particularly important in persuasion. You must use *at least 8 credible sources*. All internet sources, except journal and approved references, must include a hard copy of the information handed in with your outline and reference page. Your speech should demonstrate the concepts and principles of effective speaking discussed in this class and your text. The speech should be delivered extemporaneously, not memorized or read to the audience.

Topics are limited to those approved by the instructor.

**Time Limit:** Each person will have 5–7 minutes (or as specified by the instructor) to present speech #5.

**Time Limit Penalty:** If 1 minute over or 30 seconds under the time limit, you will be penalized 5 points. After 1 minute over the time limit, you will have to immediately stop speaking. This will affect your speech grade in a variety of ways, for instance, you may receive no credit for your conclusion.

**Outlines:** Typed speech outlines are to follow the format given by your instructor. All outlines are due prior to your speech. *Late outlines will not be accepted.*

**Grade:** This assignment is worth 150 points.

Visual Aids are **REQUIRED**.

**Speaking Date and Time:**

**Special Instructions from Instructor:**

You should not read your memo. Your memo will be used as a starting point for developing your proposition, organizing your main ideas and supporting your arguments. You may have to do additional research to support your claim.

**SPEECH EVALUATION FORM**

**SPEECH #4: PERSUASIVE FACT/VALUE/POLICY**

Speaker \_\_\_\_\_ Topic \_\_\_\_\_

Points	None 0	Poor 5	Average 7	Good 8	Excellent 10
<b>INTRODUCTION</b>					
Attention-getter effective, previewed main points					/10
Credibility established and topic adapted to Audience					/10
Proposition of fact, value or policy clear challenging, and persuasive					/10
<b>BODY</b>					
Main points clear, organized in logical and persuasive pattern					/10
All points well supported, adequate evidence, and credible references cited					/10
Language clear, vivid, personal, and appropriate					/10
Signpost and visual aid clear and effective					/10
Effective reasoning, logical and emotional persuasive appeals					/10
Policy clear; addressed need, plan and practicality					/10
<b>CONCLUSION</b>					
Summarized main points					/10
Supported persuasive proposition, call to action and provided closure					/10
<b>DELIVERY</b>					
Delivered confidently in a natural and extemporaneous style, appropriate use of notes					/10
Appropriate vocal characteristics, rate, volume, and pronunciation					/10
Appropriate eye contact, expression, gestures, posture, and appearance					/10
Written outline (10)					/10
Speech Time _____ Penalty ( -5 points over 8 minutes and under 4½)					
Total Points					/150
Comments:					