SP 210-1
INTRODUCTION TO PUBLIC SPEAKING

Dr. Mike Ingram                    Fall 2017 – Tue/Thur 9:30 to 10:50 am
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Teaching Assistant: Morgan Cunningham mcunningham20@my.whitworth.edu

Course Objectives: By the end of the term you should be able to:

1. Formulate and develop a central idea with different types of logic and evidence in an organized manner.

2. Select important and timely subjects as speech topics.

3. Demonstrate improved listening skills.

4. Articulate how audience responses affect speakers.

5. Demonstrate improved verbal and non-verbal delivery skills.

6. Demonstrate improved ability to evaluate speeches given by others.

7. Demonstrate increased self-confidence as you overcome nervousness and fears of public speaking!


Total possible points for the class:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
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<tbody>
<tr>
<td>Demonstration</td>
<td>50</td>
</tr>
<tr>
<td>Informative</td>
<td>60</td>
</tr>
<tr>
<td>Actuate</td>
<td>75</td>
</tr>
<tr>
<td>Current Events</td>
<td>100</td>
</tr>
<tr>
<td>4 Outlines</td>
<td>40</td>
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<td>Cumulative Quizzes</td>
<td>120</td>
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<tr>
<td>Participation</td>
<td>45</td>
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<tr>
<td>Speaker Critique</td>
<td>30</td>
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<tr>
<td>Self-Evaluation</td>
<td>30</td>
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<tr>
<td>Total</td>
<td>550</td>
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(excluding additional homework)
# WORKING COURSE PLAN FOR SPEECH 210

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 7</td>
<td>Introduction to Course</td>
<td></td>
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<tr>
<td></td>
<td>*Perform: Speech of Introduction, Impromptu Speaking</td>
<td></td>
</tr>
<tr>
<td>Sept 12</td>
<td>Models of Communication &amp; Communication Apprehension</td>
<td>1, 2</td>
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<tr>
<td>Sept 14</td>
<td>Speech Structure &amp; Outlines, Informative Speaking</td>
<td>8, 14</td>
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<tr>
<td></td>
<td>*Pre-speech file/disc/drive due</td>
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<tr>
<td>Sept 19</td>
<td>Selecting &amp; Researching Topics</td>
<td>4, pg 54-57</td>
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<tr>
<td>Sept 21</td>
<td>Introductions &amp; Conclusions, Audience Analysis</td>
<td>3, 7, pg 100-104</td>
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<td></td>
<td>*Demonstration Topic due to Dr. Ingram</td>
<td></td>
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<tr>
<td>Sept 26</td>
<td>Visual Aids</td>
<td>11</td>
</tr>
<tr>
<td>Sept 28</td>
<td>Language, Delivery</td>
<td>9, 10</td>
</tr>
<tr>
<td>Oct 3</td>
<td>To Be Announced</td>
<td></td>
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<tr>
<td>Oct 5</td>
<td>Skill Building Day</td>
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<tr>
<td>Oct 10</td>
<td>*Perform: Speech of Demonstration</td>
<td></td>
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<tr>
<td></td>
<td>*Informative Topic due to Dr. Ingram</td>
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<tr>
<td>Oct 12</td>
<td>*Perform: Speech of Demonstration</td>
<td></td>
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<tr>
<td>Oct 17</td>
<td>Finding and Evaluating Evidence, Ethos and Credibility</td>
<td>5, pg 51-54</td>
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<tr>
<td>Oct 19</td>
<td>Finding and Evaluating Evidence, Ethos and Credibility</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(Oct 21,22 Whitworth Speech and Debate Tournament)</td>
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<tr>
<td>Oct 24</td>
<td>*Perform: Speech to Inform</td>
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<tr>
<td>Oct 26</td>
<td>*Perform: Speech to Inform</td>
<td></td>
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<tr>
<td>Oct 31</td>
<td>Persuasion</td>
<td>15, 16</td>
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<td></td>
<td>*Actuate Topic due to Dr. Ingram</td>
<td></td>
</tr>
<tr>
<td>Nov 2</td>
<td>Fallacies &amp; Reasoning</td>
<td>12, 13</td>
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<tr>
<td></td>
<td>*Speaker Evaluation due</td>
<td></td>
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<tr>
<td>Nov 7</td>
<td>Persuasion, Criticism &amp; Speech Evaluation</td>
<td>15, 16</td>
</tr>
<tr>
<td>Nov 9</td>
<td>Skill Building Day</td>
<td></td>
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</tbody>
</table>
Nov 14  *Perform: Speech to Actuate
Nov 16  *Perform: Speech to Actuate
         *Current Events Analysis Topic due to Dr. Ingram
Nov 21  *Perform: Speech to Actuate
Nov 23  *No Class – Thanksgiving Holiday – Give thanks to the Lord God
Nov 28  Listening  6
Nov 30  First Amendment
Dec 5   *Perform: Current Events Analysis
Dec 7   *Perform: Current Events Analysis
         *Speaker Evaluation for extra credit due

Thursday, Dec 14, 8-10 am is the final exam time (which I did not select)
         *Perform: Current Events Analysis

“STRUCTURE IS YOUR FRIEND!”
POLICIES: IN GENERAL:

Expectations: The class atmosphere should embody respect for your fellow human beings as we travel this road together. The class atmosphere should value critical thought and your best efforts. Please come prepared to participate as the quality of our discussion depends upon faithful reading of our common materials.

Due dates: No late work will be accepted. Assignments are due at the beginning of class. Quizzes cannot be made up. This is the real world. When speakers accept speaking assignments, they are obligated to be ready to speak on that date at that time. If you are not prepared to speak, you receive a zero on that speech.

Attendance and Participation: You will be expected to attend each class having read all the assigned chapters. The enthusiasm you bring to all projects will affect your enjoyment of the class, what you learn, and your final grade. Discussion is vital to the learning process and I want to hear your input in class. You will be penalized points for each absence. Please clear absences with me in advance for participating in a university sponsored activity. Call or email me right away if you are ill.

Blackboard: Please log onto the site and check announcements. I will post the syllabus, relevant handouts, class information and some PowerPoint documents for your edification.

Format: Please type all homework assignments and papers. Use 12 pitch font and a standard format like Arial, Cambria or New York Times.

Grading: Ingram’s scale of percentages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-89%</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>83-87%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>73-77%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>68-69%</td>
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<tr>
<td>D</td>
<td>63-67%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>F</td>
<td>59-0%</td>
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</table>

Help: If you are having trouble in the course or want help on a speech, please come by the office and talk with me. If my office hours conflict with your schedule, please see me in class for an appointment. I will be happy to listen to your speech and help you with it before the day you are assigned to speak. Please take advantage of the office hours for further instruction on improving your speaking skills.

Quantity of Time for Class Preparation: The time spent in class preparation may be just as important as the time in class itself, and each course is a valuable part of your education. Therefore, expect to average between six and nine hours each week in class preparation time for this three-credit course. The syllabus outlines due dates for assignments and tests. Please schedule your preparation time anticipating that items for this class may come due at the same time as items for other classes, both in and out of your major. The quantity of time spent preparing for each class generally correlates to the final grade earned.
Allow yourself enough time for thoughtful, unhurried reading of the text. Reading to "beat the clock" and complete the book in time for class is useless. Read with an open but not empty mind to understand and evaluate class ideas. Please make the time to prepare for speeches ahead of time. You might be able to cram for exams and write papers the night before they are due, but preparing a speech is something different. Your lack of preparedness will be **painfully obvious to you and the class**, so save yourself the embarrassment and poor grade. Make the time to prepare a good speech.

**Technology:** Your text messaging, checking Facebook or personal email, and doodling during meetings would at best be perceived as inattentive and at worst be perceived as highly disrespectful in a professional setting. You may feel adept at multi-tasking but those activities distract you and others from the job at hand. Meanwhile, using the Internet to check on an idea or concept being discussed would be seen appropriate and helpful.

Therefore, please use your laptop and pen for things that will be helpful in class, including note-taking and research. Turn off your cell phone, Blackberry, and other electronic devices. Please know that your choices on how you use your laptop will impact your participation points.

**POLICIES: UNIVERSITY BOILERPLATE:**

**Academic Honesty:** Please note that I take extremely seriously the university’s policy on the need for academic honesty in all your work. I refer you to the Whitworth Catalog, and the current Student Handbook, where guidelines on plagiarism and other forms of academic dishonesty are spelled out. Any form of dishonesty in an assignment will lead to a zero on the assignment, and I reserve the right to give a grade of F for the course as well.

Academic dishonesty includes, but is not limited to:

- Plagiarism. (Copying work written or published by others).
- Fabricating interviews or sources. (Making up people or events and passing them off as real. This includes making up quotes.)
- Looking at or copying another student’s work, or allowing another student to look at or copy your work.
- Talking or otherwise communicating with another student during quizzes.

**Safety Statement:**
Whitworth University cares about your welfare in the event of an emergency. During the first week of this course, please familiarize yourself with safety information posted in this classroom.
**Accommodations:** Whitworth University is committed to providing its students access to education. If you have a documented physical or mental/psychological impairment that impacts your ability to learn and perform to your potential in the classroom, contact the Office of Educational Support Services (ESS) in Student Life to identify accommodations that can help mitigate barriers to your success. Students must contact ESS each term in order for faculty/staff to be notified of your accommodations. Services are not retroactive. Contact information: Katie McCray, Coordinator for Educational Support Services, Phone: 509.777.3380. Email: kmccray@whitworth.edu

**Title IX:** Whitworth University faculty members are committed to the well-being of each student. It is common for students to discuss non-course related issues with faculty and, when possible, faculty will keep such conversations strictly confidential. However, because federal law views faculty members as mandated reporters of any incidents of sexual misconduct, if a student informs a faculty member of an issue of sexual harassment, sexual assault, or discrimination, the faculty member is required by federal law to bring it to the attention of the Title IX Coordinator, Rhosetta Rhodes. The Title IX Coordinator will make the student aware of all options and resources available to them under Whitworth University policies and under the law.

There are Whitworth University employees whom federal law does not view as mandatory reporters, to whom a student could speak without the conversation being reported to the Title IX Coordinator. These include counselors in Counseling Services, health center staff, and any of the university chaplains on the staff of Campus Ministries. Contact Information Rhosetta Rhodes, Title IX Coordinator, Vice President for Student Life and Dean of Students Phone: 509.777.4536 Email: titleixcoordinator@whitworth.edu

Campus Counseling Center: 509-777-3259; Schumacher Hall
Campus Ministries: 509-777-4345; Seeley G. Mudd Chapel

**Non-discrimination:** Whitworth University is committed to delivering a mission-driven educational program that cultivates in students the capacity to engage effectively across myriad dimensions of diversity. Whitworth University is committed to the fair and equal treatment of all students in its educational programs and activities. The University does not discriminate against students based on race, color, national origin, sex, gender identity, sexual orientation, religion, age, or disability and complies with all applicable federal or state non-discrimination laws in its instructional programs.

**Fair and equal treatment:** Whitworth University professors strive to treat all students fairly and equally, applying the same rigorous standards and expectations to each of our students and working to invite students from all backgrounds into the challenges and rewards of our academic disciplines. Students who have concerns about classroom fairness should contact Associate Provost Brooke Kiener, McEachran Hall 220, 509.777.4657, bkiener@whitworth.edu.
POLICIES: ABOUT SPEECHES AND ASSIGNMENTS:

**Notecard Format**: Students must restrict all note cards to two 4"x 6" cards. Students using more than two cards or using larger cards will be docked a letter grade. **Do not read to us.**

**Time Limits**: It is very important that you maintain the time limit on speeches. For each minute or fraction thereof that you go over or under the time limit, the final grade of that speech will be lowered by 5% of the total possible points.

**Outlines**: Each speech must be accompanied by a **typed** outline, which is to be turned into me on the class period that you are to speak. It MUST outline the speech you deliver in class and follow the syllabus format. The outline is a skeleton of your speech that must include a bibliography of at least three sources that you quote in the speech.

**Oral Citations**: *This is critical.* IN ALL SPEECHES ORALLY CITE YOUR SOURCES OF EVIDENCE. Tell me where you got this information and why we should believe you and the source. For example "David Gerrold, noted writer of *The Guide to Star Trek* was quoted in the January 20th edition of *Time* as claiming that *Star Trek: First Contact* was the best Star Trek movie ever made." This provides the class with:
- The name of person you are citing
- His or her qualifications to speak on this issue
- The source of the information for our reference.
- You may NOT use relatives as sources.

**Suggestions**: Tell the class why they should know about the subject. You may use humor in your speeches. Look around the room and talk to everyone. Remember, public speaking is like standing up and talking to your friends. If you use interviews, give the class a legitimate reason why they are being cited. Justify the selection of this source by providing a strong qualification. There are some potential speech topics that may be banned.

**Quizzes**: Rather than have exams, the class will have weekly Cumulative Quizzes over the reading and lecture notes. You need to know everything all the time to help you retain course knowledge and prepare for excellent work on your graded speeches. They will usually follow this sort of format:
1. What is the key difference between public speaking and conversation?
2. Identify two ethical obligations of public speakers to their audiences.
3. From the text: Define feedback.
4. In two sentences explain how public speaking skills can contribute to your leadership abilities.
**Speech Conferences:** During the first week of class you will record a five minute speech on a format I can access and give the file/disc/flash drive to me that has audio and video. This “pre-speech” will serve as a baseline to measure your progress. *One file/disc/flash drive per speaker only. This should be a persuasive speech calling for more federal aid to the poor, the reduction of general education requirements at Whitworth, or reasons to join a particular campus organization. This should include audio and video in a format I can read on the university computer system. An outline is not required for this speech.

Later your Actuate will be recorded in class. Each person will watch their performance and write a self-evaluation of the Actuate following the format in the syllabus. This self-evaluation is due within 36 hours after you give your speech in class. The self-evaluation will both analyze your performance on the Actuate, and discuss points of improvement from both the “pre-speech” and the Actuate.
SPECIFIC ASSIGNMENTS **Clear all topics with Dr. Ingram ahead of time**

**DEMONSTRATION SPEECH**

50 points

Time Limit: 3-7 minutes

Assignment: This speech should explain or demonstrate an idea or a concept to the audience. This is a "how-to" speech. Visual aids are required and they must enhance your speech. Imagine this as a "show and tell" about a process.

Past examples have included: changing a bike tire, sewing a button, cleaning jewelry, baking a cake, using skiing equipment, hitting a tennis ball, putting chains on a tire, making espresso, using a chain saw to fell trees, and cutting stained glass.

**SPEECH TO INFORM**

60 points

Time Limit: 4-8 minutes

Assignment: This speech requires you to explain, describe, or investigate a topic of interest. You are taking information and making it relevant to the audience. This speech must have at least three sources of information, excluding yourself. The speech MUST NOT be persuasive. Visual aids are optional.

Since 2016 was the 100th anniversary of the National Park Service, all class speeches to inform will center on the national parks. Select one of the national parks or national monuments for your speech. You might select a related topic with a broad focus, like how the NPS is organized, how parks come to receive their designation, or current issues facing all parks. You might pick specific parks like Glacier, Crater Lake or the Great Smoky Mountains.

**SPEECH TO ACTUATE**

75 points

Time Limit: 6-10 minutes

Assignment: You are to PERSUADE the audience to action on a particular issue. You must have an IMMEDIATE and TANGIBLE objective for the audience to perform within four days after hearing your speech. The class should be able to determine the effectiveness of your speech by objectively measuring the desired result.

This speech will require you to use all that you have learned in the course. Reasoning skills will be very important as you persuade the class to accept your premises. The subject must be a significant one, and you must have at least three sources of information, excluding yourself. Visual aids are optional.
The class will ask you at least three questions at the end of this speech. This will give you a chance to demonstrate more of your knowledge and to gain experience fielding questions.

Past examples have included: reading the Bible, picking up litter on campus, listening to country music, taking more leisure time for yourself, watching *Doctor Who*, going to Chapel, vacation in Idaho, learn French, donating blood, getting involved with a particular campus activity, donate money to a cause, or volunteering to help the homeless.

**CURRENT EVENTS ANALYSIS** 100 points

**Assignment:** This speech requires you to choose a regional, national, or international topic of interest. It must be a significant topic with some political orientation. You must present the recent history of the event and why it is important for the class to know. Picture it as a briefing that you are making. Visual aids are optional.

This speech MUST PERSUADE the audience to accept a particular point of view. The speech must have at least three sources of information, excluding yourself. The topic must be recent, as in the last three months. You must draw some critical conclusions from your speech. It must be PERSUASIVE and not simply informative.

Your speech must analyze a specific event, not an overarching theme. For example: You may not speak on ‘racism is bad.’ You may discuss racism connected to a recent speech, confrontation between people, implications of a new law or repeal of a law, comments by a public official, or some other tangible and verifiable event that transpired in the past 90 days.

The class will ask you at least three questions at the end of this speech. This will give you a chance to demonstrate more of your knowledge and to gain experience fielding questions.

Current examples could include: The political situation in Syria, Trump’s tweets, the future relationship of the United Kingdom and the European Union, new advances on cloning, future of human space exploration, growth of China’s military presence in the Pacific, reducing carbon footprints, legal challenges to race based college admissions, and the battle against urban poverty.

Follow the format in the syllabus for the self-evaluation paper that you will write after completing this speech.

*Note: (When the course has a TA) You MUST deliver your Actuate to the TA **BEFORE** giving it in class. This is a requirement in order to earn credit for the speech. The TA will distribute a sign-up sheet near the speaking dates.
Sample outline – follow this for your presentations in complete sentences (as in declarative sentences with both subjects and verbs)

Thesis: The region of Provence has great cultural importance.
Purpose: To inform the class about the rich cultural importance of a nearby region.

Introduction: (Discuss "Star Trek" and how we need to go where no one has gone before, state purpose, preview points)

1. Main point Provence is influential in French cuisine.
   a. Sub point The region is known for excellent seafood.
      1. There are amazing fish dishes.
      2. There are wonderful shellfish entrees.
   b. Sub point The region is known for creative use of olives.

   ---transition---

2. Main Point Provence is influential in French arts.
   a. Sub point Several art festivals are held there each year.
   b. Sub point Several music festivals are held there each year.

   ---transition---

3. Main Point Provence is influential in French alcohol.
   a. Sub point The region is known for pastis.
   b. Sub point The region is known for three different AOC designations.

CONCLUSION: (Review main ideas, restate purpose, tieback the intro, and get audience to want to see Provence)
Bibliography: MLA style of at least three cited sources


Picard, Jean-Luc. Personal interview. 17 February 2013.

The following MLA bibliography format will be accepted (unless you tell me in advance your major requires a different style and you use that style).

Books


Interviews
Sanders, Barb. Personal interview. 17 February 2014.


Journals

Magazines

Newspapers

Online sources


Pamphlets
SPEAKER EVALUATION

*You may do another one for extra credit.

You will listen to a speaker and write a detailed essay that evaluates the speaker and speech. You must see the speaker in person during this term. You must attend a live speaking event such as a church service, special lecture series, Speakers & Artists speaker, etc. This speech must be at least 20 minutes long and should have an audience of at least 10 people.

You may NOT evaluate a professor's lecture, faculty guest lecture, play/performance of literature, small group discussion/presentation, or a televised/videotaped speech. Student presentations are NOT suitable for this assignment.

This four page paper is typed in essay form and free of grammatical and typographical errors. Address these items in your essay:

1. Provide the name of the speaker, the subject of the speech, speaker's qualifications to speak on this topic, the date, and describe the setting and occasion.

2. Give a brief summary of the speech with the central idea and the specific purpose(s) of the speech.

3. Evaluate the introduction and how the speaker got your attention.

4. Evaluate the evidence the speaker used in support of arguments and statements. Provide specific examples of that support.

5. Evaluate the speaker's use of emotional and ethical appeals. Provide specific examples of that support.

6. Evaluate the speaker's vocal qualities and use of vocal variety. Comment on specific vocal skills and/or deficiencies.

7. Evaluate the speaker's nonverbal qualities and use of gesture, eye contact, and bodily movements.

8. Explain why you believe the speaker was or was not communicating with you.

9. Evaluate the conclusion and how the speaker ended the speech.

10. End with a general statement of evaluation of the speaker and the speech. Did the speaker accomplish the purpose of the speech?
SELF-EVALUATION

After delivering your Actuate you will submit this reflective essay within 36 hours of your speech. This three page paper is typed in essay form and free of grammatical and typographical errors. Address these items in your essay:

1. Give a brief summary of the speech with the central idea and the specific purpose(s) of the speech. Describe your qualifications to speak on this topic and what you did to create or sustain ethos.

2. Evaluate the introduction and how you got the attention of the audience.

3. Evaluate the evidence you used in support of arguments and statements. Provide specific examples of that support.

4. Evaluate your use of emotional and ethical appeals. Provide specific examples of that support.

5. Evaluate your vocal qualities and use of vocal variety. Comment on specific vocal skills and/or deficiencies.

6. Evaluate your nonverbal qualities and use of gesture, eye contact, and bodily movements.

7. Explain how you know that you were or were not communicating with the audience.

8. Evaluate the conclusion and how you ended the speech.

9. End with a general statement of evaluation of the speaker and the speech. Did you accomplish this purpose of the speech?

10. Reflect back on the “pre speech.” Explain three ways you have grown as a speaker since that first speech.

11. Finally identify two strengths of this presentation, and two things you will work on before the final speech.
Grading criteria for speeches follows these lines:

**An A speech includes:**
A significant and interesting topic  
Citing at least three superior sources of high quality evidence  
Superior reasoning and insight, superior argumentation  
Superior delivery that displays fluency, effective hand gestures, stepping with purpose, excellent eye contact, creating a dynamic presentation  
Clear structure to your argumentation including an effective introduction and conclusion  
Establishment of your credibility, integrity of research, and the Triangle of Relationships  
Superb use of vivid and descriptive language, clear definition of terms  
Semi-professional visual aids used effectively (when used)

**A B speech includes:**
An interesting topic  
Citing three good sources of quality evidence  
Valid reasoning and perspective, excellent argumentation  
Good delivery that displays some fluency, good hand gestures, stepping with purpose, most of the time, good eye contact, creating an energetic presentation  
Good structure to your argumentation including good introduction and conclusion  
Establishment of your credibility or integrity of research  
Effective use of descriptive language, clear definition of terms  
Good visual aids (when used)

**A C speech includes:**
A dated topic or one with partial interest to the class  
Citing two sources of acceptable evidence  
Some good reasoning and perspective, valid argumentation  
Reading from cards with some delivery stumbles, and a consistent speaking voice creating a good presentation, and some effective nonverbal communication  
Some effective structure to your argumentation, problems with intro and/or conclusion  
Some credibility or integrity of research  
Some language issues, definition and terms need clarity  
Fair visual aids (when used)

**A F speech includes:**
A topic that is trite or inappropriate for the class or assignment  
What is evidence? Circular reasoning, weak reasoning and argumentation  
Bad delivery- with many fillers, ineffective nonverbal communication, little eye contact  
What is structure? What are intros and conclusions?  
Lost credibility or no integrity in research  
Unprofessional or inappropriate use of language  
Visual aids (when used) with typos, wrinkles, or food on them
INTRODUCTION
gets attention, builds interest
specific purpose & preview

ORGANIZATION
main points established
clear transitions
logical pattern

CONTENT
three sources cited
quality of research
argument evidence & strength
appropriate language
definition of terms

AUDIENCE ADAPTATION
considers audience interests / attitudes
source credibility

DELIVERY
volume               gestures               movement               visual aids
poise                vocal variety           eye contact            umms & ahhs

CONCLUSION
indicates approach of ending
reviews & restates objective

WHAT TO DO BETTER NEXT TIME
Course Number: SP 210  Course Name: Introduction to Public Speaking

This course will focus on the following Communication Studies departmental goals:

3. **Demonstrate the public speaking and presentation skills required to excel in an entry level communications-related job.**
   Students will be able to gather information and present it to diverse audiences. Students will be comfortable and confident in delivering successful oral presentations that inform or persuade their listeners. Students will be able to represent themselves and their own viewpoints, as well as the viewpoints of others. Students will demonstrate preparation at each stage of the speaking process: in generating ideas, gathering information, focusing their thoughts coherently and logically, preparing a draft, rehearsing delivery, using visual aids, polishing a final presentation, and critiquing their own performance.

5. **Demonstrate the critical thinking skills required to excel in the intellectual, professional and personal dimensions of life.**
   Students will be able to apply higher level thinking skills to human communication situations. Higher level thinking skills include: application of communication principles in the classroom, and beyond; analysis of the parts, organization, arrangement, relationships and principles of communication; synthesis of parts of communication to produce unique communication messages; and evaluation of communication by making appropriate quantitative and/or qualitative judgments of communication; practice defining, resolving and defending sound ethical decisions.

**General Education Objectives:**
Courses in this area equip students to create, organize, share and receive clear oral and written messages. Upon completion of the oral communication aspect of the general education curriculum students should be able to:

1. Create, organize, and share clear messages with the ability to adapt to situational needs.

2. Interpret, decode, and respond successfully to messages.

3. Create civic communication that is respectful, weighs ethical obligations and constraints, and manages conflict effectively.
Questions of right and wrong arise whenever people communicate. Ethical communication is fundamental to responsible thinking, decision making, and the development of relationships and communities within and across contexts, cultures, channels, and media. Moreover, ethical communication enhances human worth and dignity by fostering truthfulness, fairness, responsibility, personal integrity, and respect for self and others. We believe that unethical communication threatens the quality of all communication and consequently the well-being of individuals and the society in which we live. Therefore we, the members of the National Communication Association, endorse and are committed to practicing the following principles of ethical communication:

We advocate truthfulness, accuracy, honesty, and reason as essential to the integrity of communication.

We endorse freedom of expression, diversity of perspective, and tolerance of dissent to achieve the informed and responsible decision making fundamental to a civil society.

We strive to understand and respect other communicators before evaluating and responding to their messages.

We promote access to communication resources and opportunities as necessary to fulfill human potential and contribute to the well-being of families, communities, and society.

We promote communication climates of caring and mutual understanding that respect the unique needs and characteristics of individual communicators.

We condemn communication that degrades individuals and humanity through distortion, intimidation, coercion, and violence, and through the expression of intolerance and hatred.

We are committed to the courageous expression of personal convictions in pursuit of fairness and justice.

We advocate sharing information, opinions, and feelings when facing significant choices while also respecting privacy and confidentiality.

We accept responsibility for the short- and long-term consequences for our own communication and expect the same of others.