Welcome to a Great Semester!

Class time: WEDNESDAY evenings from 6:45pm-9:15pm
Class location: Ferguson #375
Office: Room #436 in the Liberal Arts North Building
Office Hours: 2:00pm-4pm on Tuesdays and 1pm-4pm on Wednesdays

Instructor: Kathy McGough
Email address: mcgoughkb@sfasu.edu  DO NOT USE D2L EMAIL
Department daytime phone # (936) 468-6540
Cell phone # (936) 615-2803

*Communication 111 Workbook, Stephen F. Austin State University*
Please bring these books to class each time we meet.

Course Description: This class will provide theory and practice in oral communication and analysis of communication as a function of public address, as well as a practical resource to help students of public speaking connect with their listeners and provide public speaking skill development.

General Education Core Curriculum Objectives:
This course has been selected to be part of State University’s core curriculum. The core objectives established by the THECB – The Texas Higher Education Coordinating Board – has identified six objectives for all core courses. They are:
* Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
* Communication Skills – to include effective development, interpretation and expression of ideas through written, oral and visual communication
* Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
* Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
* Personal Responsibility – to include the ability to connect choices, actions and consequences to ethical decision-making
* Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities

ASSESSMENT of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through Live Text, the assessment management system selected by SFA to collect student work for core assessment. Live Text accounts will be provided to all students enrolled in core courses through the university technology fee. You will be
required to register your Live Text account, and you will be notified how to register your account through your SFA email account. If you forward your SFA email to another account and do not receive an email concerning Live Text registration, please be sure to check your junk mail folder and your spam filter for these emails. If you have questions about Live Text call Ext. 1267 or email SFALiveText@sfasu.edu. Ask to speak to Jennifer Stringfield.

Program Learning Outcome:
After completing COM 111 students will be able to demonstrate competence in logical and critical thinking.

Student Learning Outcomes: After completing COM 111 students majoring in Communication Studies will be able to recognize the central role of freedom of expression and inquiry in a diverse and democratic society and will meet or exceed the General Education Core Curriculum Objectives. For additional information on meaningful and measurable learning outcomes see the assessment resource page: http://www.sfasu.edu/assessment/index.asp

Requirements: 4 Speeches, 2 Exams, 1 Homework Assignment in two parts, 1 Movie Analysis and 2 Graded Outlines. You should complete reading assignments on the Calendar due date. Exams will require Scantron Forms #882 and #2 pencils with good erasers.

Assignments:
- Speech #1 100 points
- Speech #2 100 points
- Speech #3 100 points
- Speech #4 100 points
- Homework Assignment – two parts 100 points
- Speech Outline #1 100 points
- Speech Outline #2 100 points
- Exam #1 Chapters 1, 2, 3 and 11-17 100 points
- Exam #2 Chapters 4-10 and 18-20 100 points
- Movie Analysis 100 points

TOTAL 1000 points

FINAL Grade Scale:
- 900-1000 = A
- 800-899 = B
- 700-799 = C
- 600-699 = D
- 599 and below=F

Academic Integrity: Students in this class are expected to read and abide by the university policy on academic integrity. If a student is found in violation of this policy, he/she will be subject to receiving a failing grade for this course, and the violation will be reported to the university authorities. Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component or a class; (2) the falsification or invention of any information, including citations, on an assigned exercise;
and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if it were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Acceptable Student Behavior**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities:** To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www/sfasu.edu/disabilityservices/](http://www/sfasu.edu/disabilityservices/).

**Attendance Requirements:** Because a significant portion of the learning in this class is based on participation and observation, part of your grade for the course will be determined by your attendance and active participation in class. It is the student’s responsibility to check with the teacher and sign in on the class role if they are late to class.

**Reward for Perfect Attendance:** Students taking Communication Studies courses who have perfect attendance will be rewarded. Simply put, students with no absences, when their bodies are physically present for each class period, from the beginning of class to the end of class, will receive 10 bonus points to the final total points. One Excused absence per semester with proper documentation and approval will be allowed.
**LATE arrival to class**: Students who arrive 15 minutes or more after the class has started will not qualify for the “Perfect Attendance Reward.” *Leaving before the class is officially over will also disqualify the student from the Perfect Attendance Reward.*

**LATE WORK** will not be tolerated. Since students know all of the assignments ahead of time – there will be no LATE WORK. Any work turned in after the Due Date will receive a **ZERO**.

**Excused Absence Request Procedure**: Professors will not hear or recognize oral excuses.
*Students taking Communication Studies courses who desire to receive no penalties for missing class and/or make up missed work are required to follow the **Excused Absence Request procedure**/go to the Office of Rights and Responsibilities and report your absence.*
*Before having unexcused absences excused and completing make up work, the Excused Absence Request procedure must be completed and approved.*
*Students are expected to complete the form and provide the required documentation prior to discussing attendance with the professor. **Written documentation verifying the absence must accompany** the Excused Absence Request Form. Acceptable documentation includes: doctor/medical paperwork, written acknowledgement of participation in a university sponsored event, and family emergency records.*
*Completed forms and supporting documentation are to be turned into the professor at the next class period after the missed class. **No exceptions will be made. This means at the beginning of the next class period after the missed class!**
*An Excused Absence Request form will **not** be considered approved until the professor has completed the identified sections, signed the form, and returned a copy to the student. Students should not consider completing a form as an automatic approved excuse for missing class. It is only an appeal for making an absence excused versus unexcused.*

**Notes**: A missed speech due to “forgetting,” being unprepared, or an unexcused absence will receive a “0” speech grade and **NO “make up” will be given**. Keep all graded materials throughout the semester so we will have a basis for discussion. If you want to review exams and graded assignments, you must do so before the end of the semester. All grades will be posted as soon as possible on D2L.

**LATE WORK** will not be tolerated. Don’t come to class without your paperwork – don’t give any excuses about your printer not working or your computer crashing. You need to have your work prepared a few days **AHEAD** of the due date!!

If you miss a Speech Night you will **NOT** be able to make it up. You only have **FOUR** speech nights this semester, so **DO NOT** miss those nights! Write those dates on your wall!!
EXCUSED ABSENCE REQUEST FORM

Student Name: ______________________ SID#: ___________________

Course Name _____________________ Course #: __________________ Section #: _________

Course meeting time ___________________ Date this form submitted: ____________________

Exact date(s) you were absent: MONTH ________ DAY(S) _________________________

In the space below, explain clearly, with sufficient detail, the legitimate reason(s) for missing class. Attach your doctor/medial paperwork, written proof of participation in a university sponsored event, or family emergency documentation to the back of the form. Written documentation must accompany the request form.

THIS REQUEST FORM AND SUPPORTING DOCUMENTATION MUST BE TURNED IN AT THE BEGINNING OF CLASS FOLLOWING THE MISSED CLASS PERIOD. YOU MAY NOT COME TO CLASS (AFTER MISSING A CLASS PERIOD) WITHOUT THIS FORM AND SUPPORTING DOCUMENTATION AND EXPECT TO EXPLAIN THE CIRCUMSTANCES BY WHICH YOU MISSED CLASS.

Provide a clear explanation as to why your absence should be excused:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(continue on the back of this page if you need more space to explain)

PRINT your name: ____________________________

Provide your signature here: ______________________ Date: ________________

Completing the request form does not guarantee approval. It is the exclusive right of the instructor to approve or deny the request.

Instructor Use Only:

Request has been: _______ APPROVED _______ DENIED

________________________________________________________________________

________________________________________________________________________

Instructor’s Signature: ___________________________ Date: ________________
COM 111.030  FALL 2017

Name ________________________________

ACKNOWLEDGEMENT FORM

Instructions: After you have read this entire Syllabus, Attendance policy, Absence information, Academic Integrity Policy, Speeches information, Exams schedule, Calendar, and required assignments, please fill this out and return to Kathy McGough. Thank you.

“I have received the Syllabus, Calendar, and the Excused Absence Request Form for this class. I have had an opportunity to ask questions and discuss course requirements with Kathy McGough, Instructor. I have read and I understand the Syllabus, Calendar, Attendance Policy, Late Arrival Policy, Late Work Policy, Excused Absence requirements, Academic Integrity Policy, Acceptable Student Behavior, required work, grade requirements, and the importance of classroom participation. I have read the description of the four (4) speeches required in this course. I know that there are two (2) exams, and two (2) graded outlines, one (1) Homework Assignment and one (1) Movie Assignment. I will do my best to be an asset to this class, and I will give my best for each presentation.”

“I understand that my assignments are due at the beginning of class. If I have computer problems, because I waited until the due date to print off my work, I understand that I will not be able to ask for special privileges to turn in late work.”

Printed name ________________________________

Signature _______________________________________

Cell Phone _______________________________________

Today’s Date _________________________________
Kathy McGough  
COM 111.030  
“Personal Information Sheet”– Homework Assignment PART A  
DUE: ______________________ AT THE BEGINNING OF CLASS!!

**Instructions:** Type 1 or more pages (write as much as you like). Begin by typing your name in the top right corner. Skip about 10 spaces (to give yourself room to scotch tape the photographs or get fancy and print from your computer). Then use your computer’s word processing to write your paper. Include 2 different photographs of yourself. You are welcome to copy your student ID photo and your driver’s license photo, or any two different poses will do. If you are in a group – make sure you circle YOU! Print out a copy and have it ready to hand in on due date. Don’t be late. Losing 50 points hurts!

**Note #1:** I will keep this information confidential, so feel free to write whatever you wish.

**Note #2:** Do not answer on this handout; prepare a word processed paper.

**Here is the format to use:** Number and type each of these questions - then provide your answers. Do not use one or two word/phrase short answers. Be specific and think about what you have to say. Use proper grammar and punctuation. Points will be taken off for errors.

1. Tell me about yourself. Who are you? What 3 things make you unique?
2. Why do you think this course will be helpful to you?
3. Describe your proudest achievement?
4. Up to this point, what has been the best time of your life?
5. Describe your one strength; describe your one weakness.
6. Describe the single greatest quality you admire in your best friend.
7. What are your career plans after you leave SFA?

Remember, the whole point of this is for us to get to know each other. I will share things about myself with you throughout the semester. So, please write about anything you wish. What would you like me to know about you, so that I will understand who you really are? Completion of this assignment will account for up to 50 points to your participation grade. Single space your work. Double space between questions. If you do not follow the instructions exactly, points will be taken off.
“Email/Contact Information” Homework Assignment PART B
DUE: ______________________ AT THE BEGINNING OF CLASS!!

**Instructions:**
1. Write an email message to me with contact information. **DO NOT USE D2L EMAIL.** My email address follows: mcgoughkb@sfasu.edu

On the subject line, identify yourself by writing your last name, first name, course and number, and class meeting time all on the Subject Line. **Example**, if your name is John Smith, and you are taking the COM 111.030 class at 6:45pm on Wednesday nights, the subject line must be:

   **Smith, John, COM 111.030 at 6:45pm Wednesday**

2. **Your email message must begin with typing your cell phone number!** Then answer the following 5 questions. Please number and type each question, and then provide your answer. Do not give one word/phrase answers – think about what you have to say. Be specific and give details.
   1. What are your personal first impressions of speaking in front of a class? Is this hard/easy for you?
   2. How would you describe one problem you are currently experiencing when it comes to speaking in front of others?
   3. Who is someone you think is a good speaker, and what are the qualities that he/she possesses?
   4. Tell about any “public speaking” experience that you have had.
   5. Why do you personally want to become a better speaker?

3. One purpose of this assignment is to check the email procedure and begin sharing impressions, perceptions, and ideas. You will receive a response from me for each email that you send. If you do not receive a response from me, please resend your email until you do. Completion of this assignment will account for up to **50 points** to your participation grade. **If you do not follow the instructions exactly, points will be taken off.**
SUGGESTIONS FOR SUCCESSFUL COM 111 SPEECHES:

1. **Preparation & delivery practice** – What you say is important; how you say it is often just as important or perhaps more important. Inadequate preparation is obvious; so, come to class prepared. Preparation and delivery practice are two major success keys. Practicing in front of the mirror will be beneficial.

2. **Topics** – The advantages, disadvantages, relevancy, recency, and salience of topic selection are important decisions. Select topics carefully; some ideas have become “worn” with frequent use and popular discussion via mass media. If you select such topics, you will need to be innovative in how you present them because most people have heard the obvious. The routine and ordinary generally should be avoided. Discuss uncertainties about topic appropriateness with me early, so if a different topic is needed you will have time to adequately prepare.

3. **Memorization** – memorization is risky because nervousness often causes temporary memory breaks resulting in an ineffective speech. I do not recommend memorization of entire speeches, however, introductory and conclusion statements may be memorized if you choose to do so.

4. **“Source” or “outside source”** refers to a recognized authority, expert, or professional. Do not attempt to use a boyfriend, girlfriend, roommate, relative, friend, etc. I will not consider them a professional “outside source” unless their specific credentials deem them so.

5. **“Supporting evidence”** includes statements from a newspaper, magazine, journal article, or book. You could interview an SFA faculty member, and then quote what they said as evidence. **DO NOT** use the internet only for ALL of your sources. You will actually need to go into the SFA Library to find a book or other materials for your topic.
ROUTINE COM 111 COURSE PROCEDURES: These are designed to make this course more efficient.

1. NO OUTLINE – NO SPEECH. If you do not have an outline you may not give your speech. You will receive a ZERO. Speeches that require a “graded outline” will result in TWO ZEROS. This will dramatically affect your grade! An Outline shows that you did your work!

2. Do not use paper clips; please staple top left corner.

3. Notebook paper is NOT ACCEPTED for any assignment. Handwritten work is NOT ACCEPTED; use computer word processing.

4. Save all class materials as you will need them to discuss your progress in class, your grade, etc. Please note: you must pick up all class materials within 2 weeks after the last class day; after that time, they will be destroyed.

5. No live creatures are allowed. Do not bring weapons of any kind, knives, guns of any type – not even “plastic” or “play” guns, drugs, fire, or anything even potentially dangerous. No violence, explicit sexual references or nudity is allowed in audio-visuals. Do not use any “shock” or “scare” tactics in your speeches. If you have even the slightest doubt about what would be appropriate to use in your speech, be sure to check with me first!

6. Avoid coming late to class. If you are more than 15 minutes late to a class you will not qualify for the Perfect Attendance points. Also – you may not leave class early. Do not come in late during a speech. Wait until the speaker has finished (since the maximum time limit is 5 minutes, you will wait only a short time). Also, do not walk in front of the entire room; select a desk near the side of the room nearest the door. Be nice; be considerate of others.

7. Cell Phones must be turned off during class; students who fail to turn off cell phones resulting in class disturbance will not be tolerated . . . period!
COM 111 GENERAL REQUIREMENTS: relevant to ALL Speeches; read carefully.

**APPEARANCE:** wear clothing appropriate for an important job interview (e.g., IBM Corporate Offices). **THIS MEANS YOU NEED TO DRESS UP IN YOUR NICEST CLOTHES.** (Young men wear suits or slacks and dress shirt with tie – borrow a tie if you don’t have one – I keep a supply of ties in my office!) No caps/hats unless they are appropriate to the topic. **(Ladies wear a business suit or dress/skirt – hem of skirt should be at or just above the knee).** No shorts or T-shirts allowed. SFA has a “Career Closet” on the 3rd floor of the Rusk Bldg. if you need to borrow an outfit.

**OUTLINE:** type your name, Speech #, and date in top right corner, follow the Work Book example; use exactly the same format; use complete sentences; use “circular theme technique” (by restating in Conclusion something previously emphasized in Introduction). Speech outlines must be typed, and a reference list must always accompany the outline of speeches that require sources. Outlines are due at the beginning of class on your speech due date. STAPLE top left corner; do not use paper clips or plastic covers. Remember . . . NO OUTLINE = NO SPEECH.

**BIBLIOGRAPHY:** 5 points for each source – **Do not use only internet sources!** You must list different, published, written sources found at SFA Steen Library with the SFA Call Numbers at the end of each citation item. Use the format style found in the Work Book “Reference List” and the “APA Style Guide.” Our textbook will not count as a book source. You should orally refer to your sources in your speech. This adds credibility. All of the sources mentioned orally must be listed in your Bibliography, but you are not required to cite all of the Bibliography items in your speeches.

**OUTSIDE SOURCES:** You may have an outside source: an authority, expert, or professional with supporting evidence. Note: your neighbor, friend, roommate, relative, will not be considered a professional unless their credentials deem them so. You should indicate significant sources of information within your presentation to enhance your credibility. Use the phrase “according to X source, dated . . . .”

**TIME:** Speeches will range from 3 to 5 minutes in length. We will have a timer in the classroom. It is important that everyone has equal time to speak. If you fall short or continue beyond the time limit, your grade will be influenced. Practice timing carefully; it is part of being properly prepared.

**POWER-POINT REQUIREMENTS:** Power-Point or Prezi may be used, but you are required to have a back-up of at least 2 transparencies of your power-point content (to be used in case there are any computer problems). **Note: I am not your computer technician.** Make sure your materials will run on the classroom computer by having at least one rehearsal ahead of time. This involves you coming to the classroom outside of class time. This will familiarize you with this particular computer equipment before your speech date. We will not take up class time for you to figure out how to load or use the computer. If you experience computer problems, you MUST be prepared to give your speech without the computer and/or power-point.

**COVER PAGE:** The “Cover Page” must be typed and should include: (1) your name (in top right hand corner); speech title (create a title that helps us remember your speech content); course name and number, and meeting time, and date. Please do not use folders, booklets, plastic folders, binders, etc.
PREPARED VISUALS/PRESENTATION AIDS: “Prepared visual” aids (posters, charts, transparencies, etc.), something you create, can dramatically enhance your speech. Prepare visuals carefully and neatly; make sure writing and images are large enough to be easily seen from back of room; this means 44 point size (or larger), in BOLD print for titles on transparencies and 28-point size (or larger) for text. Note: remember to make a “paper copy” of all transparencies used and facsimile copies of all visuals used. It might be better to have the print size even larger. The point is to have visuals where the print can be EASILY SEEN by those in the last row of the room.

For posters, use WHITE CARDBOARD with BLACK ink for the best contrast results, and use letters that are at least 2 inches tall.

Remember that you are to have THREE different types of Presentation Aids for every speech. An example would be if you used a UTube video, an object pertaining to your subject, and a poster.

If you bring three photographs – that will be considered as ONE type of visual aid.

If you use a Power Point or Prezi presentation and you include a video within your power point presentation – this counts as ONE type of Presentation Aid.

Each type of visual/presentation aid is worth 5 points. If you do not have any visual aids accompanying your speech, it will result in a loss of 15 Points.

What you are wearing is NOT a presentation aid. It is considered as your “appearance.”

COPIES OF VISUALS/PRESENTATION AIDS: Three different kinds of visuals/presentation aids are required in every speech. Prepare an EXTRA paper copy of all visuals/aids you use; you can make photocopies of your transparencies or you can sketch by hand any visuals such as posters, etc. that are too big to photocopy. I will review these when grading your speech. Staple these extra paper copies to the end of your Speech/Outline. Do not expect to use your “copies” during your speech and then turn them in after your speech. Missing Copies of Visuals/aids will result in a loss of 5 points.

TOPIC APPROVAL: You must get your topics approved for all speeches. Topics must be appropriate and avoid duplication. You are encouraged to review all the speech assignments and get all your topics approved early in the semester to maximize preparation time. All topics not initially designated are first come, first approved. This is to prevent multiple students delivering speeches on the same topics.

NOTES: Note cards are to be used sparingly. Note cards may only contain key words and phrases – no sentences. No outlines are to be used, no notes on paper, no paper of any kind – period. I WILL REVIEW YOUR NOTE CARDS! DO NOT READ FROM YOUR NOTE CARDS! You may glance at your cards to refresh your memory! You are NOT ALLOWED to use full size paper as your note cards. This means that you will not be permitted to bring a copy of your outline to the podium.

Do not let us see your note cards during your speech. Do not hold your note cards.
Types of Visual/Presentation Aids
MUST USE AT LEAST THREE!

1. Objects (things that you bring to enhance your speech)
2. Models (when objects are too large to bring into class)
3. Graphs (to make statistics clear Bar, Line or Pie Charts)
4. Maps (to make a point geographically)
5. Photographs (many photographs count as one type)
6. Drawings, paintings (when photographs aren’t available)
7. Poster boards (to organize your main points)
8. Chalkboards and Whiteboards (to write important terms, etc.)
9. Videos, DVDs, YouTube, and Visual Power
10. Handouts (that you refer to in your speech and give out)
12. Audio clips (to add interest and make memorable)

They are worth 5 points each! No presentation aids and you lose 15 points right at the beginning! Remember that what you “wear” is not a Presentation Aid. Your clothes are your “appearance.” If you want to emphasize a T-shirt, etc. – don’t wear it – bring it to show the audience. You either “dress up” or wear “Topic Appropriate” dress to show your appearance. (Explain why your attire refers to your topic.)
Speech #1 (Informative): Three to Me

Time limit: 3 minutes

Purpose: to inform, make clear, explain; make memorable.

Grade: Concentrate your efforts in three main areas: The Introduction, The Body, and The Conclusion! Grab our attention in the beginning! Try to engage the audience! Then give us the information in the Body. Finally, “Wow” us with your conclusion! Make it something we will remember! I will look for a carefully prepared outline, a well organized presentation, described clearly with good eye contact and interaction with the audience. Good vocal quality and clarity must be used in all speeches. Visual aids must be used in all speeches. Since this speech is about the three people who mean the most to you, it would be best to have a photo of each of your three people. These photos should be large enough for the students in the back of the room to see plainly. Photos count as “one” type of visual aid. You must have at least THREE KINDS of visual aids in every speech you give all semester, and each one is worth 5 points!

This is an informative, self-introduction speech; an opportunity to describe yourself and the people who have molded you and made you who you are. Choose three people who have meant the most to you either positively or negatively, and who have made you into the person you are today. Use creative, original methods of introducing yourself. Merely saying, “Hello, my name is Sue Smith, and I’m from Houston, and the thee people in my life are . . .” is NOT what I have in mind. That is NOT enough of an introduction. Grab our attention! Carefully determine what makes you special and why and how we will remember who you are.

One way to be creative and original is to provide specifics about who you are by clearly stating the qualities you have that you received from each individual in your speech. Describe those qualities in detail using examples from your life. (If one of your people taught you how to cook, you may want to bring a mixing bowl and spoon along with some chocolate chip cookies for the whole class. If one of your people taught you how to sing and play guitar, you can play us a song.) Photos of the three people in your speech will help to introduce them to your audience. (Make sure the photos are large enough for the people in the back row to see!)

Hint: Try to make your speech so memorable that the audience will be able to remember something about your speech at the next class period.

ATTIRE: Remember to “Dress UP” for your speech. This means dress shirt and tie for men (coats and suits) and dresses, skirts or pant suits for women. No shorts. No T-shirts.

Staple together in the following order:
Evaluation/Grading Sheet – from Workbook (There are four in your Workbook – one for each speech!)
Cover Page
Speech Outline
THREE VISUAL/PRESENTATION AIDS
Paper Copies of Visuals
Speech #2 (Informative): Choose an SFA or Nacogdoches Organization, or a National Service or Charitable Organization

Time limit: 3 minutes

This is an informative speech in which you inform your audience by describing, explaining and providing interesting specific information you have discovered in your research efforts.

**Purpose:** to inform, make clear, explain; make memorable.

**Grade:** Again, concentrate your efforts on your Introduction, your Body, and your Conclusion! I will look for a carefully prepared outline and a well-organized presentation, containing interesting information described clearly to all audience members.

**Sources:** If you have difficulty finding SFA publications related specifically to your topic **broaden your topic.** Think of a “bull’s eye” type target; the smallest circle is your specific topic, but as you add “rings” to make the next larger circle, you become more and more general. Suppose your topic was Tipton Ford. It would be difficult to find books or articles specifically on “Tipton Ford,” but many publications about “Ford car” and/or “automobiles” would be easily found and relevant to your speech.

**Suggestions:** The UC generally has a list of SFA organizations; **on-line:** go to SFA Home Page, and then click on “students,” then “student activities,” and then “student organizations.” Most SFA “major” areas have their own clubs (e.g., biology club, communication club, etc.); and you can use the local telephone book. The **Nacogdoches Chamber of Commerce** would also be a good source for information about local businesses. You may also choose a **National Service or Charitable Organization.** This would be a good time to include a **handout** given to every audience member relative to your topic. Select carefully and perhaps select something related to your career interests.

Your **Topic** can focus on any organization, company, or service at **Stephen F. Austin State University or in Nacogdoches or a National Service or Charitable Organization. Please DO NOT choose from the following topics: fraternities, sororities, or religious organizations. Your organization should be one that any member of our class could join.**

**Staple** together in the following order:

- Evaluation/Grading Sheet
- Cover Page
- Speech Outline
- (3) Bibliography/Outside Sources in APA FORMAT
- **THREE VISUAL/PRESENTATION AIDS - One can be your HANDOUT!**
- Paper Copies of Visuals
Speech #3 (Persuasive): Use Monroe’s Motivated Sequence

Time limit: 5 minutes  This speech will be recorded on your phone or computer to be downloaded to LIVE TEXT after your speech.

**Topic:** You may choose from a predetermined list of topics or you may determine your own topic to be approved by the teacher for this persuasive speech.

**Purpose:** The purpose of this speech is to inform your audience about your topic, persuade your audience to follow your thoughts and guidelines based on your research, and finally to make the decision to agree with your findings.

**Grade:** I will look for a carefully prepared outline and a well-organized presentation. Vocal quality and emphasis on your topic will be especially prevalent in this speech. Determination and dedication to your cause will enhance your goal of persuading your audience.

**Specific CORE CURRICULUM Instructions:** You are to use MONROE’S MOTIVATED SEQUENCE, a five step organizational plan, using the problem-solution pattern and the cognitive-dissonance approach.

1. Attention
2. Need
3. Satisfaction
4. Visualization
5. Action  Remember to list STEPS in your OUTLINE!  3 points each

**SPECIFIC CLASS REQUIREMENTS** (in addition to General Requirements)  3 points each

1. Orally, in your speech refer to **1 quotation from an expert** on your topic. Be sure to include this source in your Bibliography. Identify the expert information in your Bibliography by circling that source and writing “quotation” beside the circle.
2. Orally, in your speech refer to **1 statistical statement** about your topic. Be sure to include this source in your Bibliography. Identify the source of your statistics by circling that source and writing “statistic” beside the circle.

**Staple all your papers together** in the top left corner, in the following order:
Evaluation/Grading sheet
Cover Page
GRADED SPEECH OUTLINE – **with all five steps of Monroe’s Motivated Sequence listed**
(5) Bibliography/Outside Sources – **Circle the sources that contain the “quotation from an expert” and the “statistical statement” and indicate where the quotation came from and where the statistic came from.**  3 points each
THREE VISUAL/PRESENTATION AIDS
Paper Copies of Visuals  5 points each
COM 111 Core Assessment Speech Assignment
Your Persuasion Speech

Purpose: This speech is designed to give you experience in persuading an audience using accurate, concise, and clear information.

Instructions and Explanation: The Monroe’s Motivated Sequence Speech is a persuasive speech in which you will ask your audience to change or maintain a specific attitude or behavior. We will use the Motivated Sequence as the organizational pattern for this speech, so begin by reading the description of the motivated sequence in Public Speaking Playbook. Your speech outline is dictated by the structure of the motivated sequence: you will have an introduction (attention), three main points (need, satisfaction, and visualization), and a conclusion (action).

The elements of your introduction are basically the same as they have been for the previous speeches. You are responsible for creating a speech outline consistent with the instruction provided in the COM 111 Workbook.

It is absolutely crucial that you establish relevance with your audience and credibility for yourself. Establish relevance by stating in your introduction why this topic should be of importance to your audience. Public speaking is audience-centered: if you can’t figure out why your topic is relevant and important for your audience, you may want to find another topic. Before you go looking for another topic, though, ask someone in your audience’s demographic why they might find the topic important and of interest.

You must also establish credibility in your introduction. Credibility is communicated to demonstrate why the audience should listen to you, in particular, speak on the given subject. If you are not an expert on the subject, you may use information from research, cite that research, and thus, demonstrate your competence in collection and using quality sources about the subject. You may add to this by describing what brings you to this topic – tell your audience what it is, whether it’s a personal experience you’ve had, an experience of you family or friends, or something you have come to care about deeply. Maybe you watched coverage of a natural disaster on the news and decided to donate money to the Red Cross or to become a volunteer. Maybe you have a family member or friend who has or had a particular disease. Maybe you improved your quality of life by changing a particular attitude or behavior. Whatever you motivation is for being interested in this topic, it needs to be included in your introduction.
“ANSVA”

Your First Step is to get the audience’s **ATTENTION**. Be creative and enthusiastic! Engage your audience and make them want to hear what you have to say.

As the section on the motivated sequence in your textbook explains, your next main point establishes a **NEED**. To establish a need you may describe and analyze a problem pertinent to your audience/context. Show them that it relates to them.

Your third main point lays out a plan to satisfy that need, **Satisfaction**. In other words, you propose a realistic and beneficial solution to address the need.

Your fourth main point shows your audience what will happen when your plan is or is not adopted through **Visualization**, using either positive or negative motivation. This is an opportunity for you to use vivid language, strong evidence, and present sound cause-effect reasoning.

Your conclusion will include an **ACTION** step, where you will specifically and directly ask your audience to change or maintain an attitude or behavior. You should know what your action step will be relatively early in your research process so that your research heads toward that goal.

**Outline Workshop Instruction and Teamwork:** An outline workshop is part of the process of developing your Motivated Sequence Speech in this class. You will work with groups of four and will review and critique each other’s outlines, conducting a discussion of how successfully each student meets the goals of the speech. The criteria will include the steps of the Motivated Sequence, relevance to the audience, establishing the speaker’s credibility, sufficient and appropriate supporting evidence, and an explicit and appropriate action step. At the end of class, you will be asked to complete a short reflection paper on the merits and demerits of your own contribution and others’ contributions to the teamwork involved in the outline workshop where you will discuss what ideas you contributed, how you constructively facilitated others’ ideas, how you synthesized ideas for and with the group, how successful you and your team was in developing and implementing the ideas generated, and how you helped motivate each other to complete the task. You will also discuss how you fostered constructive team climate and responded to conflicts if and when they arose. The outline workshop will occur one class meeting prior to the presentations in order to assist students with feedback on needed edits.
Core Curriculum Speech Presentation Requirements:

You must speak for 5 minutes.

You will record your speech to be uploaded to LIVE TEXT on the night of your speech.

You must use and cite a minimum of five credible published sources. Only TWO can be internet or web-based sources.

You must use at least three different types of research sources. For example, if you use the minimum five sources, the requirement must be demonstrated by using two magazine articles, two newspaper articles, and one web site.

You must use clear oral and written source citations.

You must turn in a properly formatted and typed formal outline and reference list. You must note each step of the Motivated Sequence in your outline. This means you will type each step by the sentence that exemplifies that particular step. (Attention) (Need) (Satisfaction) (Visualization) (Action) These words will actually be printed in your outline!

You must use an extemporaneous delivery style.

Product/Work Being Assessed

1. Speech Outline
2. A Power Point, Prezi, or other visual presentation that will be part of the speech delivery
3. Speech Delivery
4. Short reflection of own and group members’ teamwork contribution
Speech #4: Catastrophic Event (Informative)  Group A and Group B

Time limit: 5 minutes

**Topic:** You are to choose from a predetermined list of topics of actual catastrophic events or one that you have approved with the instructor.

**Purpose:** The purpose of this speech is to describe a true catastrophic event and make the event “come alive” in the minds of your audience. Be creative as you become the “storyteller” or “reporter” of your topic.

**Outline:** No “Monroe Motivation Sequence Steps” in your outline! Also, in your Bibliography, you do not have to circle where your expert witness information or your statistic came from.

**Grade:** I will look for a carefully prepared outline and a well-organized presentation. Vocal quality and emphasis on your topic will be especially prevalent in this speech. Description and colorful portrayal of the event will enhance your delivery.

**Specific Instructions:** Provide information to your audience showing authenticity of your event (film clips, newspaper articles, commentaries, etc.) You may enhance or expand the general topic to make your speech more appropriate to your audience.

**Attire:** Don’t forget to DRESS UP!

**Staple** in the top left corner, in the following order:

Evaluation/Grading sheet  
Cover Sheet  
GRADED SPEECH OUTLINE – You DO NOT list “Monroe’s Motivation Steps” in this outline because this is not a Persuasion Speech.  
(5) Bibliography/Outside Sources  
THREE VISUAL/PRESENTATION AIDS  
Paper Copies of Visuals
# WEDNESDAY EVENING CLASS – COM 111.030 – FALL 2017

**6:45pm Room #375**

## AUGUST

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
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</table>
| 30   | Welcome & Get Acquainted | Distribute Syllabus and Calendar  
Assign Homework – two parts - Due in 2 weeks |

## SEPTEMBER

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>6</td>
<td>PART 1, Chapter 1, 2 &amp; 3</td>
<td>Intro to Public Speaking, First Speech &amp; Ethics</td>
</tr>
</tbody>
</table>
| 13   | PART 5, Chapter 11-17 | “Presenting Your Speech” (12th class day)  
Homework Assignment Due (100 pts) |
| 20   | SPEECH #1 | “Three to Me” (100 pts) |
| 27   | EXAM #1 | Chapters 1, 2, 3 and 11 through 17 (100 pts)  
Assign Movie “The King’s Speech” - Due in 3 weeks  
Discuss PARTS 2, 3, 4 and 6  
Chapter 4-10, 18 |

## OCTOBER

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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>4</td>
<td>SPEECH #2</td>
<td>“Nacogdoches/SFA/Nat’l Organization” (100 pts)</td>
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<tr>
<td>11</td>
<td>Part 7 Ch 19 &amp; 20</td>
<td>Groups Persuasion Workshop/Live Text/Outlines</td>
</tr>
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</table>
| 18   | SPEECH #3 Group A | “Monroe’s Persuasion Speech” Recorded  
w/Graded Outline #1 (200 pts)  
Movie Due (100 pts) |
| 25   | SPEECH #3 Group B | “Monroe’s Persuasion Speech” Recorded  
w/Graded Outline #1 (200 pts) |

## NOVEMBER

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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>Class Workshop</td>
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<tr>
<td>8</td>
<td>SPEECH #4 Group B</td>
<td>“Catastrophic Speech” w/Graded Outline #2 (200 pts)</td>
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<tr>
<td>15</td>
<td>SPEECH #4 Group A</td>
<td>“Catastrophic Speech” w/Graded Outline #2 (200 pts)</td>
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<tr>
<td>22</td>
<td>THANKSGIVING</td>
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<tr>
<td>29</td>
<td>Impromptu Speeches</td>
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## DECEMBER

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<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>6</td>
<td>Dead Week – Review – Make up – Average Grades – Review for Final</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Final Exam</td>
<td>Chapters 4-10 and 18-20 (100 pts)</td>
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