Welcome to a Great Semester!

Class time:  _9:30-10:45am_ Tuesday and Thursday  
Class location:  _HSTC 317_  
Office: Room #436 in the Liberal Arts North Building  
Office Hours: MWF – 10-11am and Tuesday/Thursday – 3-4pm  

Instructor: Kathy McGough  
Email address: mcgoughkb@sfasu.edu  
Department daytime phone # (936) 468-6540 or (936) 468-4303  
Cell phone # (936) 615-2803  

ISBN 978-0-07-352391-0  
_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, the assessment management system selected by SFA to collect student work for core assessment.
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, 3 Exams, 1 Homework Assignment, 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 50 points
- Movie Analysis 50 points
- Speech Outline #1 100 points
- Speech Outline #2 100 points
- Exam #1 Chapters 1-6 100 points
- Exam #2 Chapters 7-12 100 points
- Exam #3 Chapters 13-19 100 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

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/.

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. We will follow SFA’s protocol for absences as follows:
MWF classes – after 9 missed classes you will FAIL the course
Twice a week classes – after 6 missed classes you will FAIL the course
Once a week classes – after 3 missed classes you will FAIL the course

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.
**LATE arrival to class:** Students who arrive **5 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 in order to make up work:**
*Students taking Communication Studies who miss a class due to a school sponsored event that coincides with class, or an illness that required medical attention, or a serious family emergency such as a funeral 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 (included in this Syllabus) 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 two weeks 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 to compensate for an eleventh hour emergency!!!

If you miss a Speech without a verified excuse, you will NOT be able to make it up. You only have FOUR graded speeches this semester, so DO NOT miss those classes! Write those dates on your wall!!

**IF YOU DO NOT HAVE YOUR SPEECH OUTLINE – YOU WILL NOT BE ALLOWED TO GIVE YOUR SPEECH!**
EXCUSED ABSENCE REQUEST FORM

Student Name: ___________________________ Best phone number: ______________________

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/medical 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: __________________
HOMEWORK ASSIGNMENT

“Personal Information Sheet”
DUE: _____________________ AT THE BEGINNING OF CLASS!!

Instructions:
1. Type an email message to me with the following 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 111.06 class at 9:30am on Tuesdays and Thursdays, the subject line must be:

   Smith, John, COM 111.06 at 9:30am Tuesday/Thursday

2. Your email message must begin with typing your cell phone number! Please include two different photographs of yourself. (You may use your Student ID and your Driver’s License photos.) If you use a group photo, be sure to designate which one in the group is YOU!

3. Then answer the following questions:
   Note #1: I will keep this information confidential, so feel free to write whatever you wish.
   Note #2: Here is the format to use: Number and type each of these questions - then provide your answers in complete sentences. 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 personally want to become a better speaker?
   3. Think back on your life and describe your proudest achievement?
   4. Up to this point, what has been the best time of your life?
   5. Describe what you feel is your main strength.
   6. Describe what you feel is your main weakness.
   7. Describe the single greatest quality you admire in your best friend.
   8. What are your personal first impressions of speaking in front of a class? Is this hard/easy for you?
   9. Describe one problem you are currently experiencing when it comes to speaking in front of others?
   10. What are your career plans/dreams 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. Single space your work. Double space between questions. If you do not follow the instructions exactly, points will be taken off.
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 late to a class you will not qualify for the Perfect Attendance points.** Also – **you may not leave class early and expect to get Perfect Attendance.** Do not come in late during a speech. Wait until the speaker has finished. 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! Remove your ear buds when you enter class.

**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, flip-flops 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 = ZERO.**
BIBLIOGRAPHY: 3 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.

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 coming to the classroom outside of class time. This will familiarize you with this particular computer equipment set up 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.

PREPARED VISUALS/PRESENTATION AIDS: “Prepared visual” aids (posters, charts, transparencies, something you create, etc.) can dramatically enhance your speech. Prepare visuals carefully and neatly; make sure writing and images are large enough to be easily seen from the 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 visuals used to be stapled to your outline.

Remember that you are to have THREE different types of Presentation Aids for every speech. An example would be if you showed a Video clip, and brought an object pertaining to your subject, and a poster. If you bring three photographs – this will be considered as ONE type of visual 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 part of 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.

NOTES: A MAXIMUM of THREE Note Cards is allowed! 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 guide what you are going to say. You are NOT ALLOWED to use full size paper as your notes. 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 up your note cards. Remember, your note cards are designed to keep you on track should you need a reminder of where you are in your speech.
Types of Visual/Presentation Aids
MUST USE AT LEAST THREE!

Presentation Aids “enhance” your message and “bring to life” the words you share!

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

Presentation Aids are worth 5 points each! If you do not include presentation aids in your speech – you will lose 15 points right at the beginning! Remember that what you “wear” is not a Presentation Aid. Your clothes are part of 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.)
Kathy McGough, COM 111

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 three 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!)
Speech Outline
THREE VISUAL/PRESENTATION AIDS
Paper Copies of Visuals
Kathy McGough, COM 111

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.

**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. 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.

Obtain or create a “handout” that relates to your topic to be given to each member of the audience.

**Staple** together in the following order:

Evaluation/Grading Sheet  
Speech Outline  
(3) Bibliography/Outside Sources in APA FORMAT  
**THREE VISUAL/PRESENTATION AIDS** - One can be your HANDOUT!  
Paper Copies of Visuals
Kathy McGough, COM 111  Assessment Assignment – uploaded to D2L

Speech #3 (Persuasive): Use Monroe’s Motivated Sequence

Time limit: 5 minutes  Your Speech must be recorded with your cell phone!

**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 encourage the audience 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. Speech must be uploaded for assessment to D2L.

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:

- RECORD ACTUAL SPEECH WITH YOUR CELL PHONE – Upload to D2L
- Evaluation/Grading sheet
- 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
Speech #4: Catastrophic/Memorable Event (Informative)

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 or memorable 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
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
COM 111 FALL 2018

Name: _______________________________
Course and section: _____________________

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, print this page and return it 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 three (3) 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. I will strive to attend every class during this semester, and I will play an active role in class participation.”

“I understand that class starts at _______________, and I must be in my seat at that time. If I arrive late I will not be qualified for Perfect Attendance.”

Printed name __________________________________________

Signature _____________________________________________

Cell Phone ____________________________________________

Today’s Date __________________________________________