Welcome to Comm 204 – Hybrid (f2f & online)
Introduction to Public Speaking

Hello and WELCOME to your selected communication course!

“Effective communication” of all forms has become a notable necessity, regarded by businesses as the “most desired trait and skill” looked for in employees. Not only are businesses demanding and in need of this noted skill but our family lives, personal relationships, and activities are requiring it more and more for an enjoyable stable existence.

That’s why I am here to teach, coach, and facilitate you and your classmates in better communication via Public Speaking-Hybrid. I live in Lewiston Idaho and have been teaching communication courses for 25 years. I have a Ph.D. in Communication, Education, Counseling/Psychology, with graduate and undergraduate degrees in Radio/TV, Communication, Theatre/Dance Management and a secondary teaching certificate. I have worked in the business sector in Public Relations and Marketing, and in the private sector as a Life Coach and Counselor. I love being outdoors exercising, hiking, riding horses, and reading. While collaborating with the students, I find that not only do the students gain new insights, skills, knowledge, training, and confidence but I also gain. I appreciate the dual benefits.

My email address is tastory@lcsc.edu, and phone number is 208.792.2575. Please feel free to email or call with any concerns, questions, or input you may have in regards to this class. Do not hesitate. Best communication is through the course email or the email above.

Responsible engagement and interaction is expected in this class. Readings, assignments, presentations, and discussions are scheduled in advance. You should have no problem being punctual in submitting your work. Please inform me if any extenuating circumstances arise – so we may deal with the matter appropriately.

Being a student isn’t easy. It does take time, effort, cooperation, and work. Organization and preparedness are your salvation tools. The philosophy of “JUST DO IT!” is the best encouragement and ideal for ownership – remember this throughout the semester and you’ll do well.

The course syllabus and schedule will help guide you through this course. Please keep and refer to it regularly. Since your communication gains are what are in sight for this course – it can be interesting and enjoyable for us all, as well as an excellent growth and learning experience. I am looking forward to delving into this semester with you.

ENJOY!!
SYLLABUS: Comm204-- Introduction to Public Speaking – Hybrid (online & f2f)

Contact Information:

Instructor: Dr. Traci A. Story

Address: Lewis-Clark State College
e-Learning Services
500 8th Ave., Sam Glenn Complex Rm. 212
Lewiston, ID 83501
http://www.lcsc.edu/e-learning/
Office: 201 Admin Bldg, LCSC Campus, Lewiston Idaho
Phone: 208.792.2575 (brief message – who,what,where,when etc…)
Emergencies: Cell - 509.994.0946
Email: tastory@lcsc.edu (best & brief, short 4 liner)


Required Packet: Story, T.A. (2012). Comm 204- Public Speaking. (available on Blackboard under Comm 204 Course Resources)

Reference sites: bcs.bedfordstmartins.com/pocketspeak4e; bcs.bedfordstmartins.com/speakup2e
Explore all these public speaking website resources - checklists, sample speeches, topics, skills and techniques.

Course Description:
This course provides the student with the theory and practice necessary to facilitate basic competence in public speaking. The purpose is to prepare the student to perform effectively in a variety of oral performance situations with varied rhetorical objectives, including informing, persuading and entertaining/special occasions.

Due to the increasing demand of knowing how to use and to learn with technology, this course is based on this ‘hybrid cutting edge principle (online and (f2f) face to face)’. You will perform primarily online and have required scheduled days in your designated classroom (see WarriorWeb for classroom) or in my office (Admin 201 for one-on-one consultation). Please note the Course ‘Schedule’ for required days of classroom meetings/instruction. Bring materials (see schedule) for required classroom meetings.

Be sure to plan ahead for these classroom meetings and your assignments and weekly check-ins and discussions/responses! Outside of the required classroom meetings I will be available for meetings in my office by appointment on designated times and dates.

Use all resources available. You are on the cutting edge of learning within technology – congratulations! You can do this!

In the course, go to Syllabus, Schedule, Student Samples, Assignments, Discussions, and the Unit Homepages on the Course Homepage to find weekly readings, assignments, exercises, and discussion topics
Course Objectives:
As a result of the practice and instruction afforded by this class, a student should be able to:

1. Select and implement strategies for managing nervousness.
2. Follow ethical speaking guidelines.
3. Select a speech topic and purpose appropriate to his/her disciplinary interests and the knowledge of the audience.
4. Utilize a variety of sources to investigate, evaluate, and research a speech topic.
5. Clearly organize and outline a speech.
6. Identify his/her personal values and value systems and their influences, as well as those of some other cultures and systems.
7. Engage in critical listening as an audience member and express critical views effectively both orally and in writing.
8. Attract and maintain an audience’s attention.
9. Employ methods that enhance source credibility.
10. Analyze an audience and tailor a speech to fit it.
11. Identify and analyze a variety of social problems in various cultures and compare possible solutions.
12. Present ideas using effective style and delivery.
13. Develop and present sound reasoning and evidence.
14. Identify and implement ethical, effective strategies for the purpose of informing or persuading an audience.

General Education Learning Outcomes - State of Idaho: Upon successful completion of this course, you should be able to demonstrate the following competencies:

1. Research, discover, and develop information resources and structure verbal messages to increase knowledge and understanding.
2. Research, discover, and develop evidence-based reasoning and persuasive appeals for influencing attitudes, values, beliefs, or behaviors.
3. Understand interpersonal rules, roles, and strategies in varied contexts.
4. Effectively listen and adapt verbal messages to the personal, ideological, and emotional perspectives of the audience.
5. Employ effective verbal and nonverbal behaviors that support communication goals.
6. Effectively recognize and critically evaluate the reasoning, evidence, and communication strategies of self and others.

Materials Needed:
* Textbook
* Presentation Materials
* Access & create a Youtube.com or a Photobucket.com account immediately
* Access to a digital video recorder/smartphone/campus digital room- ACW 135
* Audience members (min. 5 adults) – Professional setting (classroom, church, office, auditorium, library…….)
* PowerPoint Presentation Materials
### Projects:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>&quot;Read this First-bb9Technical Guide&quot; Assignment</td>
<td>10</td>
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<tr>
<td>Letter &amp; Contract Assignment</td>
<td>10</td>
</tr>
<tr>
<td>Communication Apprehension Assignment (CommApp)</td>
<td>10</td>
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<tr>
<td>Introduction Speech (2-3 min.) – video, Discussion Board</td>
<td>20</td>
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<tr>
<td>Discussions - Post &amp; Respond (per topic, weekly)</td>
<td>230</td>
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<tr>
<td>Informative Speech w/ Sensory Aids (5 min.)</td>
<td>60</td>
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<tr>
<td>Presentation (35 pts)</td>
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<td>Outline w/ Bibli (25 pts)</td>
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<tr>
<td>Personal Video Evaluation Paper #1</td>
<td>15</td>
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<tr>
<td>Persuasive PowerPoint Speech w/Sensory Aids (5 min.)</td>
<td>60</td>
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<tr>
<td>Presentation (35 pts)</td>
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<tr>
<td>Outline w/ Bibli (25 pts)</td>
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<tr>
<td>Personal Video Evaluation Paper #2</td>
<td>15</td>
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<tr>
<td>'Final' Special Occasion or Entertainment Presentation w/Sensory Aids (3 min.)</td>
<td>30</td>
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<tr>
<td>Course Experience Evaluation Paper #3</td>
<td>20</td>
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<tr>
<td>Participation, effort, attitude</td>
<td>50</td>
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<tr>
<td>Attendance - Monday Check-in &amp; In-Classroom (see Schedule)</td>
<td>105</td>
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<td><strong>TOTAL</strong></td>
<td><strong>635</strong></td>
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*(projects & points subject to change as needed)* 600 Total Points

### Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Letters</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
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<tr>
<td>A-</td>
<td>90 – 92.9%</td>
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<tr>
<td>B</td>
<td>83 – 86.9%</td>
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<tr>
<td>B-</td>
<td>80 – 82.9%</td>
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<tr>
<td>C</td>
<td>73 – 76.9%</td>
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<tr>
<td>C-</td>
<td>70 – 72.9%</td>
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<tr>
<td>C+</td>
<td>69 -67%</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>60 – 66.9%</td>
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<tr>
<td>D+</td>
<td>59.9% ---</td>
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### Course Expectations and Policies:

Your approach to this type of course will need to be one of taking initiative and being pro-actively involved. The learning of this material will be your responsibility with my facilitating, supplying of content, and coaching in presentations, assignments and discussions. This course is based on your own initiative and participation to glean the most from this experience. Mondays will be the start of class (check-in), working through the week to the next Monday (assignments being due on "Deadline Monday"). Class discussions will begin on Wednesdays and continue through Sunday Midnight. It is imperative you stay on top of the readings, assignments, discussions, and the schedule. Please stay on schedule so that the discussions can be thought provoking and applicable to the readings, assignments, and task at hand. Discussions should be posted no later than Saturday evenings so that your classmates may be able to respond by Sunday. If you can post/respond sooner – feel free too.
Don't hesitate to connect with a few people in the class - exchange email and phone numbers if need be -- work together. This may be your first internet class or you may be an 'old pro' -- don't hesitate to jump right in -- get familiar with the course set up utilizing all your resources - textbook, websites, etc... Be sure to save or keep copies of all your work throughout this course including the syllabus and schedule.

Right off -- be sure to read through the "Read this First"- 'Technical Guide ' (left sidebar) on the Course Homepage. This will assist in the course running smoothly for you and give you tips on how to manage a Blackboard course as a student.

If you find you have technical difficulties, contact the helpful LCSC technical staff at blackboard@lcsc.edu.

**Attendance:**
Attendance will be taken with a weekly check-in on Mondays. All you need to do is go to the discussion thread for that Weekly Check-in and say "hi - I am here - ready to go for the week". Be sure to identify yourself on the discussion line (example - "Susan K. - Checking In") This allows us to stay in contact and helps to stay focused with the course. Attendance is also monitored within your interactive discussions throughout the week. Points are given for attendance and participation -- do not hesitate to make yourself known in class with thought provoking, stimulating, insightful, polite interactions in your postings, responses, and comments. Personal interactions should be done through the email system.

**Plus, you are required to attend the ‘scheduled in classroom meetings’ (see schedule)!**

**Discussions:**
Discussions will need to be active, engaging, and thought provoking. Courtesy to one another is mandatory. Be sure to use proper and thorough grammar as if you are writing for the public -- please stay away from use of slang, abbreviations, and inappropriate language. Points will only be given for thorough postings and responses, not for short, abbreviated, lacking integrity and content postings and responses. Once again, be sure to identify yourself on the main discussion line (ex: "Susan K. - Effective Listening").

**Postings** must be done well before Sunday so that your classmates have time to respond. Points will be taken off of discussion postings if they are submitted on Sundays - **Responses** are okay for Sundays.

Your **postings** should be at least a 1/2 page paragraph or two with the text and your combined insights of the assigned discussion topic(s). **Responses** need to be respectful, focused, thought-provoking, and encouraging. The responses need to be at least a paragraph or two with acknowledgement of the post and your insightful response. **One liners will not be acceptable for your required responses** (i.e.: "that's great" or "I agree") -- you know what I mean. Put some thought into your responses, maybe even end with a provoking question or two.

**Important Note:** You will be required to **post per discussion topic plus respond to a posting per discussion topic** via textbook and insights. For example, one week you may have a **posting** for "Speaker Interview" and Chapter 5. Besides these two postings you will do, you also will be required to **respond** to a classmates posting of each. Please do not respond to the same individual each week. Mix it up a bit. If you see that someone’s posting has not been responded to -- you respond. Discussions begin on Wednesday of each week and continue through Sunday Midnight. My advice to you is to post and respond ASAP! Do not wait to the last minute to do you posting and responding. Please do not limit yourself to only two or three responses -- if you feel you can add insightful, thought-provoking contributions, please feel free to as many as you like -- however, be sure to do the minimum.

As the instructor, I will facilitate and observe these discussions, but you and your classmates will be the primary motivating factors in this experience. I will only intervene or give comment when I feel I am needed -- so the discussions are your ball game - show me what you can do. There are approximately two-three discussion postings/responses per week!
We have a good size class -- we do not want anyone to get lost. So please include people, give people opportunities to interact, and encourage one another. The discussion portion of the course is what will make or break (give/get the most benefit) this course for you along with your presentations and materials.

**Be engaged. Be thoughtful. Participate.**

**Presentations & Assignments:**
This course is primarily made up of readings, power point lectures, discussions, presentations, and assignments. There will be no tests at this point in the design of the course. You will need to display your learning, knowledge, experiences through the presentations, discussions and assignments. If this doesn't seem to be working for the class we may change this design, if needed. But I truly believe you can gain the knowledge and experience based on the goals of this course through **pro-actively engaging** in the current design.

The presentations and assignments required for the course will be due on "Deadline Monday" by 11pm. Check the schedule for presentation and assignment deadlines and their requirements. **Plan ahead** if need be -- you know your schedules. All assignments are due on said deadline dates. No late assignments accepted. All assignments will need to be presented in a concise, neat, proper, and **professional** format.

Presentations and assignments for this course include: ‘Read this First – Technical Guide’, Intro letter & Contract, Communication Apprehension Reflection, Introduction Speech, Informative Speech w/Outline, Persuasive PowerPoint Speech w/Outline, 'Final' Special Occasion or Entertainment Presentation, Two Personal Video Evaluations, and Course Evaluation paper. The Introduction, Informative, Persuasive PowerPoint and Final presentations will be recorded onto a digital camcorder/smartphone/webcam, uploaded to Youtube.com or Photobucket.com and then submit to the instructor the **active link to the video for evaluation** by the deadline dates given on the Syllabus Schedule and Assignment pages. **Prepare ahead of time** - do not let the deadlines "come up and get you"! Other assignments will be turned into the instructor via 'assignment link' located on the course sidebar (including the speech outlines, evaluations, and Final Assignment, unless otherwise notified). Various textbook readings will be used for **discussions and responses**. As you can see -- this course is designed with your **active participation** in mind. Please read the directions carefully for each assignment so you are able to accomplish the assignments in a timely fashion.

**Textbook and PowerPoint Lectures:**
A **textbook and speech packet** is required for this course. Be sure to familiarize yourself with their content. Read each chapter in your textbook and utilize the online workbook (Resource link), not just for the assignments but get familiar with the suggested websites for each chapter, view examples, work through some of the exercises and become familiar with the chapter outlines and terminology. Utilize the student book companion website --- excellent resources are at your disposal. They can aid in your learning of communication, giving presentations, speech anxiety, topic research, writing, and various other communication skills and techniques. These resources will also aid in your presentations, assignments and discussion postings and responses. Take advantage of them!

**Chapter PowerPoint Lectures** can be found on each Unit Homepage. Be sure to start your week with a preview of the chapter PowerPoint lectures and end your week with a review of the same PowerPoint lectures. You will notice advancement in your awareness and knowledge on the chapter material by doing this process of **preview and review**. The chapter PowerPoint lectures are quite thorough and helpful.

**Getting Help:**
If you get stuck on an issue, do not hesitate to get help. Don’t forget that your classmates can be an excellent resource. Sometimes talking through problems can help clarify topics and teaching others is an effective way to learn. The Writing Center is another vital resource. It is located in the LCSC library. There, students who have taken this or similar classes are available to help. Of course, I am also here to help you.
**Academic Support Services:**

TRIO Academic Services webpage: http://www.lcsc.edu/trio/

Research and Writing:
- LCSC writing center webpage: http://www.lcsc.edu/writing-center/
- LCSC Library homepage: http://www.lcsc.edu/library/
- Purdue Online Writing Lab (OWL): http://owl.english.purdue.edu/

Blackboard’s On Demand Learning Center for Students: http://ondemand.blackboard.com/students.htm

**Technical Support:**

If you are having technical difficulties with Blackboard or computer problems, you should contact Distance Learning or IT for help.

**For help with Blackboard:**
- Blackboard helpdesk phone: 208-792-2635
- Blackboard helpdesk email: blackboard@lcsc.edu
- Helpdesk hours: M-F from 8am-5pm, PST
- Distance Learning website: http://www.lcsc.edu/e-learning/
- Blackboard’s Accessibility webpage: http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx

**For help with LCMail and WarriorWeb:**
- IT Helpdesk phone: 208-792-2231
- IT Helpdesk email: helpdesk@lcsc.edu
- IT Helpdesk hours: M-F from 8am-12pm and 1pm-5pm
- IT Helpdesk website: http://www.lcsc.edu/it/for-students

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**Lewis-Clark State College Syllabus Addendum**

**Consumer Information** in 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/provost/syllabusaddendum.

**Disability Accommodations** Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

**Student Rights and Responsibilities** Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog and the LCSC Student Handbook.

**Accidents/Student Insurance** Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

**Enrollment Verification/Attendance** Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

**Academic Dishonesty** Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.
Illegal File Sharing  Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page.

Diversity Vision Statement  Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

Disclosures  During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Miscellaneous:  Extenuating circumstances? Please feel free to contact me. Let’s keep the lines of communication open. Academic Integrity: The guidelines for academic integrity as outlined in the student handbook are followed in this course. In particular, plagiarism (presenting others ideas as your own without crediting the source), knowingly allowing another person to turn in material you generated as his/her own, and cheating will not be condoned.

Course Schedule at a Glance:

**Discussions begin Wednesday & end Sunday Midnight**  (postings should be done well before Saturday/responses by Sunday –may post/respond early if needed – all discussion topic threads need to have at least one to two responses each)

*All Assignments are due on 'Deadline Mondays' by 11 PM (unless otherwise noted)*

<table>
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<tr>
<th>Dates</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Week 1</td>
<td><strong>Welcome! Course Intro, Review of Syllabus</strong></td>
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<tr>
<td>Aug 20-24:</td>
<td><em>Preview/Review: Chapters 1,2,3,4,5 Power Point Lectures</em></td>
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<td><em>Read: Chapters 1,2,3,4,5: Textbook</em></td>
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<td></td>
<td><em>Assignment: Letter/Contract &amp; PRCA Reflection, due next week- Monday</em></td>
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<tr>
<td></td>
<td><em>Discussion (starts Wednesday-ends Sunday midnight: Intro Self)</em></td>
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<tr>
<td>Meet in Classroom: T 8/21 R 8/23</td>
<td>Bring: Syllabus/Schedule</td>
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<td></td>
<td><strong>Week 2</strong></td>
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<tr>
<td>Aug 27-31:</td>
<td><strong>Preview/Review: Chapters 1,2,3,4,5 Power Point Lectures</strong></td>
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<td></td>
<td><strong>Read: Chapters 1,2,3,4,5: Textbook</strong></td>
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<tr>
<td></td>
<td><strong>Assignment Due : First Assign., Letter/Contract &amp; PRCA/CommApp Reflection</strong></td>
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<tr>
<td></td>
<td><strong>Discussion (starts Wednesday-ends Sunday midnight: Chapters 1,2,3,4,5)</strong></td>
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<tr>
<td></td>
<td><strong>Meet in Classroom: T 8/28 R 8/30 (office?)</strong></td>
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<tr>
<td></td>
<td><strong>Topic: Introduction Speech</strong></td>
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| Week 3 | **Sept 4-7:**  
Chapters 6,7,8,9,10 & Speaker Interview | **Discussion (starts Wednesday-ends Sunday midnight):**  
Interview a Speaker & Textbook  
**Preview/Review:** Chapters 6,7,8,9,10 Power Point Lectures  
**Read:** Chapters 6,7,8,9,10: Textbook |
|---|---|
| **Week 4** | **Sept 10-14:**  
Due: Introduction Speech  
Chapter 23-Informative Speeches | **Preview/Review:** Chapter 23 Power Point Lecture  
**Read:** Chapter 23: Textbook  
**Discussion (starts Wednesday-ends Sunday midnight):**  
Introduction Speech Due active video link in discussion board with responses & Textbook |
| **Meet in Classroom:** | **T 9/11** |
| | **R 9/13** (office?) |
| | **Bring:** Informative Speech Materials |
| **Week 5** | **Sept 17-21:**  
Chapters 11,12,13,14,15,16 | **Preview/Review:** Chapters 11,12,13,14,15,16 Power Point Lectures  
**Read:** Chapters 11,12,13,14,15,16: Textbook  
**Discussion:** Textbook & Informative Intro/Concl, starts Wednesday - ends Sunday midnight |
| **Week 6** | **Sept 24-28:**  
Chapters 17,18,19,20,21,22 | **Week 6**  
**Preview/Review:** Chapters 17,18,19,20,21,22 Power Point Lectures  
**Read:** Chapters 17,18,19,20,21,22: Textbook  
**Assignments Reminder:** Informative Speech (due 10/8, Youtube.com or Photobucket.com /submitted/ posted); Persuasive PowerPt (due 11/5 submitted/posted); Outlines & Personal Video Evaluations-submit via assignment page; Final Project (due 11/26 submit/posted).  
**Discussion:** View & analyze Speaker and Chapters 17,18,19,20,21,22 Textbook, starts Wednesday - ends Sunday midnight |
| **Week 7** | **Oct 1-5:**  
Check-in -- NO Discussion - Prep Informative Speech | **Week 7**  
**Prep Informative Speech** - video, outline, and evaluation, due next Monday (upload Youtube.com, materials & link to assignment link & post to discussion). |
| **Week 8** | **Oct 8-12:**  
Due: Informative Speech | **Assignment Due:** Submit Informative Speech (uploaded to Youtube.com, submit active video link, outline, and evaluation to assignment link)  
**Discussion:** Submit active video link to discussion board and respond; submit personal evaluation and respond, starts Monday - ends Sunday midnight |
| Week 9  
Oct 15-19:  
Chapters 24,25,26 | **Preview/Review:** Chapters 24,25,26 Power Point Lectures  
**Read:** Chapter 24, 25,26 Textbook  
**Discussion:** Persuasive & Final Presentation Ideas, starts Wednesday - ends Sunday midnight |
|---|---|
| Week 10  
Oct 22-26:  
Chapters 27,28,29,30,31 | **Preview/Review:** Chapters 27,28,29,30,31 Power Point Lectures  
**Read:** Chapters 27,28,29,30,31 Textbook  
**Assignment reminder:** due two weeks Persuasive PowerPoint Speech (due 11/5) uploaded to Youtube.com, submit active video link, outline, and evaluation to assignment link.  
**Discussion:** Textbook, starts Wednesday - ends Sunday midnight |
| Week 11  
Oct 29-Nov 2:  
Check-in -- NO Discussion - Prep Persuasive PowerPoint Presentation | **Prep Persuasive Speech** - video, outline, and evaluation, due next Monday (upload to Youtube.com, submit video link, outline, and evaluation to assignment link & post to discussion). |
| Week 12  
Nov 5-9:  
**Due: Persuasive PowerPoint Presentation**  
*Meet in Classroom:* T 11/6  
R 11/8 (office?)  
*Topic: Final Project* | **Assignment Due:** Submit Persuasive PowerPoint Presentation (uploaded to Youtube.com, submit video link, outline, and evaluation to assignment link)  
**Discussion:** Submit video link to discussion board and respond; submit personal evaluation and respond, starts Monday - ends Sunday midnight |
| Week 13  
Nov 12-16:  
Check-In -- NO Discussion - Prep Final Project | **Prep 'Final Project' - Special Occasion or Entertainment Presentation** - video and course experience evaluation, due Monday 11/26 (upload to Youtube.com, materials & video link to assignment link & post to discussion). |
| Week 14  
Nov 20-24:  
No check-in or Discussion  
Prep Final Project | **Thanksgiving Break – Enjoy!**  
Prep Final Project |
| Final Week  
Nov 26-30:  
**Due: Final Project and Course Evaluation** | **This is It!**  
**Assignment Due:** Submit 'Final Project' Special Occasion or Entertainment Presentation (uploaded to Youtube.com, submit video link and course experience evaluation to assignment link) |
**Discussion:** Submit video link to discussion board and respond to at least two classmates, - give - feedback on format, content, and creativity, **starts Monday and ends Friday** (no responses accepted after Friday) SCE - class evaluations [http://www.lcsc.edu/see](http://www.lcsc.edu/see)

Have a super break!

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**Last Meeting in Classroom:** T 12/4

**Topic:** Final Thoughts and Treats!!

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**Discussions and Assignments at a Glance**

**Weekly Discussions/Responses:** due each week, worth approx 230 pts
Weekly discussions should be posted and responded to every Wednesday thru Sunday Midnight each week. Postings and responses should be content and experienced based with thought provoking statements, ideas, insights and questions. These **discussions should be timely according to topic (directions can be found on each Unit Homepage for the week and on the discussion board)**, and expedient in timeframe allotted. When posting be sure to title your discussion line with your name & a brief version of the discussion topic (ex: Susan K.- Special Occasions). Note resources available to aid in discussions – Unit homepage assignment/discussion topics, textbook and online workbook materials, PowerPoint lectures, web sites, (especially note the public speaking resource websites on the Syllabus Intro page). Reflect and gain from your own personal experiences and those around you. Utilize all resources to enhance these discussion postings and responses.

Discussions will need to be active, engaging, and thought provoking. Courtesy to one another is mandatory. Be sure to use proper and thorough grammar as if you are writing for the public -- please stay away from use of slang, abbreviations, and inappropriate language. Points will only be given for thorough postings and responses, not for short, abbreviated, lacking integrity and content postings and responses. Once again, be sure to identify yourself on the main discussion line (ex: "Susan K. - Effective Listening").

Your postings should be at least a **1/2 page paragraph or two** with the text and your combined insights of the assigned discussion topic(s). **Responses** need to be respectful, focused, thought-provoking, and encouraging. The responses need to be at least a paragraph or two with acknowledgement of the post and your insightful response. **One liners’ will not be acceptable for your required responses** (i.e.: "that's great" or "I agree") -- you know what I mean. Put some thought into your responses, maybe even end with a provoking question or two.

You will be required to post per discussion topic plus respond to a posting per discussion topic via textbook and insights. For example, one week you may have a posting for "Speaker Interview" and Chapter 5. Besides these two postings you will do, you also will be required to respond to a classmates posting of each. Please do not respond to the same individual each week. Mix it up a bit. If you see that someone’s posting has not been responded to -- you respond. Discussions begin on Wednesday of each week and continue through Sunday Midnight. My advice to you, is to post and respond ASAP.

**Do not wait to the last minute to do your posting and responding** – discussions should be in by Saturday evening, so that your classmates will be able to respond to you in a timely fashion. Please do not limit yourself to
only two or three responses - if you feel you can add insightful, thought-provoking contributions, please feel free to as many as you like -- however, be sure to do the minimum.

The discussions and responses are meant to engage in student interaction with a demonstration of your knowledge and insight into the newly learned materials and your own experiences.

As the instructor, I will facilitate and observe these discussions, but you and your classmates will be the primary motivating factors in this experience. I will only intervene or give comment when I feel I am needed -- so the discussions are your ball game - show me what you can do. There are approximately two-three discussion postings/responses per week! The discussion portion of the course is what will make or break this course for you along with your presentations and materials.

Be engaged. Be thoughtful. Participate.

**Assignments: "Read this First-Technical Guide", Intro Letter w/contract and CommApp PRCA**

Due Week 2, worth 10 pts each, 30 total -

Go to the "Assignment Page" on the course menu, and then select the link for the "Read this First-Technical Guide" Assignment. Then open the link "IntroLtrContract.rtf" and save it to your computer and then write a letter to me; telling me who you are on this document. Tell me of your strengths, weaknesses, fears, and goals. Discuss your worlds and how your roles in these worlds might affect your performance in this class. Please tell me what area of study you are in. Tell me what you expect to learn in this class and what your goals for the class are – how can I help you to achieve these goals? After you have written me the letter, please answer the questions about the course policies (page 2 of document), so that I know you understand them. Save your assignments and then upload them using the ‘assignment page’ tool. Be sure to upload all documents first -- then submit them together - remember to submit the assignment below too.

**PRCA Survey and CommApp Assignment:** Website for survey - PRCA-24 Survey

You will then submit a Word document with your results and insights to the instructor via the ‘assignment link’. Reflect on your fears, strengths, ways to overcome and benefits of public speaking.

Save the attached forms to your computer, write the letter and fill out the form. When you have finished creating and saving the file, attach your completed saved version and submit. Be sure you are finished with the assignment before submitting them all together.

**Special Note:** Preview Video Student Speech Samples on the Course Homepage before taping own speech -- look for style, format, organization, professional, use of VA's --

**Introduction Speech: Due September 10th worth 20 pts, Discussion Board (use classroom, if needed)**

**Introduction Speech:** Due Sept 10th worth 20 pts total – You will prepare a creative and insightful introduction of yourself, 2-3 minute speech. Suggestions: name, major, career, family, likes, dislikes, hobbies, interests, most embarrassing moment, favorite food, color, music, animals, etc...... You will video tape this presentation. You will be evaluated on creativity, content, dress; visual aids (make sure they are visible on camera). Your camera is your audience for this presentation. Your camera person should be aware of these requirements. Introduction speech - worth 20pts. You will have created a Youtube.com or Photobucket.com account (free) to upload your video, for instructor and classmate viewing and evaluation. Use 'youtube.com' if this works better for you. Be sure that your Microsoft 'movie maker' is up-to-date, if needed. This speech assignment will be submitted to the discussion board for your fellow classmates’ review/response and the instructors’.
Informative Speech w/Outline & Video Evaluation #1 (use classroom, if needed):
Due October 8th, worth 75 pts, Assignment Link & Discussion Board

Informative Speech w/ Outline & Video Evaluation #1: Due Oct 8th, worth 75 pts total – You will prepare a creative, thought-provoking topic-appropriate, 5 minute Informative speech, with a format set up based on components learned in the book. A solid Intro, Body, Conclusion format with at least 3 resources cited. You will video tape this presentation in front of a live audience of at least 5 adults. **Be as professional as possible.** Be sure to start the tape with an introduction of yourself, your topic and then scan the audience with the camera at the beginning and end of your no-less no-more - 5 minute speech. You will be evaluated on time, format, creativity, content, dress, visual aids. Five different visuals aids are required and need to be shown sometime during the speech -- make sure they are visible on camera. Your camera person should be aware of these requirements. Informative Speech - worth 35 pts. You will have created a Youtube.com or Photobucket.com account (free) to upload your video for instructor viewing Use 'youtube.com' if this works better for you. Be sure that your Microsoft 'movie maker' is up-to-date, if needed. *You will also submit this to the discussion board for your fellow classmates’ review/responses.

Outline: You will submit an outline via assignment page. It must be typed and in proper format. Please use the preparation or speaking format for reference (txtbk: pg 196-207, however the required format is in the Speech Packet, pgs 17-18) intro, body, conclusion - with min. 3 references (bibliography) cited at end. The outline should be no longer than 3 pages - no shorter than 2 pages. Principle: If the instructor was not able to see your videotape, the outline should be representative of your speech, use sentence phrases to describe. Outline - worth 25pts.

Video Evaluation #1: Before you submit your video and outline -- preview your taped speech and write an evaluation reflection 1-full page paper on your performance: Acknowledge what you did well & why, what did not work so well & why , and what specifically you will work on for the next presentation & how. **Required format in Speech Packet, pg 6.** Be specific - identify components you have learned about in your book. Try not to be so hard on yourself. You will have done better than you think! This will need to be a typed, 1 full page reflection sent via the assignment page. Video Evaluation Reflection #1 - worth 15pts. Your name & assignment heading should be on all your documents including the subject line. This evaluation document may also be used in the discussion board assignment.

Be prepared, Practice - Practice- Practice, Be creative and have fun!

Special Note Reminder: Speech outline format (pg.17-18 pkt) and reflection paper (pg.6 pkt) samples are in your speech packet. **Use these formats for the required speech outlines and reflection papers assignments.**

Persuasive PowerPoint Speech w/ Outline & Video Evaluation #2 (use classroom, if needed):
Due November 5th, worth 75 pts, Assignment Link & Discussion Board

You will prepare a creative, thought-provoking topic-appropriate, 5 minute Persuasive PowerPoint speech, with a format set up based on components learned in the book. Persuade us to learn, buy, sell, think, own, etc... with a solid Intro, Body, Conclusion format with at least 3 resources cited. **Professional as possible!** You will video tape this presentation in front of a live audience of at least 5 adults. Be sure to start the tape with an introduction of yourself, your topic and then scan the audience with the camera at the beginning and end of your no-less no-more - 5 minute speech. You will be evaluated on time, format, creativity, content, appeals used, dress, and visual aids. Five different visuals aids are required and need to be shown throughout the speech -- make sure the PowerPoint and VA’s are all visible on camera along with you. Your camera person should be aware of these requirements. Persuasive PowerPoint Presentation - worth 35 pts.

PowerPoint: needs to support your topic and purpose. Minimum slides will be 15-30. The PP presentation will need to have appropriate content, format, and creative attributes and graphics, utilizing information gleaned from the textbook. Be sure to sure have a topic, purpose, key points, quotes, graphics, statistics, intro, conclusion, resource slides. The PP presentation will need to be thorough; this will be one of your visual aids in communicating your information and purpose. Remember this is persuasive -- you will still need to be able to sell us your idea even in the PowerPoint. **Note: student PowerPoint examples on course homepage.**
You will have created a Youtube.com or Photobucket.com account (free) to upload your video for instructor and classmate viewing. Use 'youtube.com' if this works better for you. Be sure that your Microsoft 'movie maker' is up-to-date, if needed. After submitting to the assignment link the active video link, outline, and evaluation, you will also submit this to the discussion board for your fellow classmates’ review/responses.

**Outline:** You will submit an outline via assignment page. It must be typed and in proper format. Please use the preparation or speaking format for reference (txtbk: pg 196-207, however the required format is in the Speech Packet, pgs 17-18) intro, body, conclusion - with min. 3 references (bibliography) cited at end. The outline should be no longer than 3 pages - no shorter than 2 pages. Principle: If the instructor was not able to see your videotape, the outline should be representative of your speech, use sentence phrases to describe. Outline - worth 25pts.

**Video Evaluation #2:** Before you submit your video and outline -- preview your taped speech and write an evaluation reflection 1-full page paper on your performance: Acknowledge what you did well & why, what did not work so well & why, and what specifically you will work on for the next presentation & how. Required format in Speech Packet, pg 6. Be specific - identify components you have learned about in your book. Try not to be so hard on yourself. You will have done better than you think! This will need to be a typed, 1 full page reflection sent via the assignment page. Video Evaluation Reflection #2 - worth 15pts. Your name & assignment heading should be on all your documents including the subject line. This evaluation document may also be used in the discussion board assignment.

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**Final Project: Special Occasion or Entertainment (use classroom, if needed):**

**Due November 26th, worth 50 pts, Assignment Link & Discussion Board**

Special Occasion or Entertainment Presentation: Choose any form of special occasion (acceptance, commemorative, award, tribute....) or entertainment (sing a song, play an instrument, demonstrate a talent, read a monologue, poem, short children's story, etc..). This is a 3 minute presentation whether it is SO or Ent. Do not play a video game as entertainment. Be creative and inventive. Must have a format for entertainment -- Intro -- self, what the talent is, author ("excerpt taken from....") -Body -- do the talent, read, dance, sing, play....Conclusion -- repeat name, where the excerpt came from - "Thank you". Remember to always release your audience with a thank you or some other sort of obvious ending. Three (3) visual aids are required for this presentation - suggestions - objects, costumes, food, posters, etc... be creative --more VA's are allowed. Same with the SO - IBC format required with VA's. Yes! This presentation is your 'final', have fun with it and practice your 'best practice'. No outline or written material is required for this -- just entertain or give a special occasion speech. SO or Ent. Presentation – submit active video link to the assignment link and discussion board - worth 30pts. Responders respond with feedback.

**Course Experience Evaluation: Special note** - This evaluation document is different in content than the others, it should contain what you gained from this course and your public speaking experience in this class. What worked, what didn't work so well, and what you wish you could have done differently in the course --this evaluation is like the others - one full page in length with areas mentioned above. Speech Pkt pg 6 format. Course Experience Evaluation - worth 20pts.

You will have created a Youtube.com or Photobucket.com account (free) to upload your video for instructor and classmate viewing. Submit the active video link via assignment link and have it ready for the instructor's evaluation. Use 'youtube.com' if this works better for you. Be sure that your Microsoft 'movie maker' is up-to-date, if needed. You will also submit this to the discussion board for your fellow classmates’ review/feedback.

**Be prepared, Practice - Practice- Practice, Be creative and have fun!**