

# FUNDAMENTALS OF SPEECH

## Course Outline – MW class (10270)

### Spring, 2010

**COURSE:** SPE 231

**COURSE CREDIT HOURS:** THREE

**INSTRUCTOR:** MELEIA LEWIS

**OFFICE, PHONE NUMBERS:** GYM 181, 286-3261

**E-MAIL ADDRESS:** mlewis@dsc.edu

**OFFICE HOURS:** M: 8:30 - 11:00; 3:30 - 4:30  
T: 8 - 9:00; 2:30 - 4:30 (Advising Ctr.)  
W: 8:30 - 11:00  
TH: 8 - 9:00

**REQUIRED TEXT:** *THE ART OF PUBLIC SPEAKING (10<sup>TH</sup> ED.)*  
BY STEPHEN E. LUCAS

**METHOD OF PRESENTATION:** LECTURE, PERFORMANCE, GROUP WORK

**METHOD OF EVALUATION:** Grades will be based upon speaking assignments, written assignments, quizzes and exams, class participation, and improvements with regard to quality of speech performance, preparation, and content. Grades will be assigned according to the following scale:

A = 90-100%      B = 80-89      C = 70-79      D = 60-69      F = 0-59

Grades will be designated as follows:

Speaking assignments	40%
Outlines & Powerpoint	20
Chapter Review Questions	10
Mid-term exam	10
Final exam	10
Class participation	<u>10</u>
	100%

**COURSE COMPETENCIES:** At the completion of this course, students should be able to select, research, organize and present speech topics to benefit a wide range of audiences.

- Students should be able to conduct situational and audience analyses to determine which topics are of greatest need and interest to specific audiences.
- Students should be able to recognize the general purpose of a speech, and develop a specific purpose and central idea consistent with both the general purpose and information derived from the situational and audience analyses.
- Students should be able to employ correct grammar, pronunciation and articulation.
- Students should be able to use research tools adequately.
- Students should be able to use research materials such as statistics and examples to develop their ideas, clearly discerning between fact and opinion.

- Students should be able to organize their ideas (in both written and oral forms) in a clear and logical manner, with a distinct introduction, body and conclusion, as well as transitional phrasing.
- Students should be able to recognize differing viewpoints and be respectful of them.
- Students should be able to listen attentively and effectively during speech presentations.

**ATTENDANCE:** Attendance is your responsibility! It is both expected and demanded. Because this is a performance course, **it is imperative that you make every effort to be here, especially on speech presentation days.** There will be **no chance to make up missed speeches---unless you have what I determine to be a legitimate reason for having been absent.** For those students who must miss a class due to official DSCC business, please let me know in advance when you will be absent, remind me as the day approaches, and remind me afterward! *You are allowed to miss this class **four times.** Absences beyond the four will result in the reduction of your grade by 1/2 a letter per absence.*

**EXTRA CREDIT:**

- **For 20 points each (added to final class participation points)**  
Extra credit may be earned by participating in a **Service Learning** option. The student must spend **6 hours** volunteering with a local service organization from the list found at <http://www.dsc.edu/content/default.asp?ppid=558&tid=3>. The student must then prepare a **5-minute inspirational speech** on the subject of **"compassion," "struggle" "heroes," "charity," "lessons learned" or "giving"** to the class on the designated presentation day (approximately one month before end of semester). Arrangements for this opportunity must be made with both the service organization and the instructor **at least 4 weeks prior to the presentation day.**
- **For 3-5 points each (added to final class participation points)**  
Extra credit may be earned by reading and evaluating the following speeches published in ***Vital Speeches of the Day***. To access, look in the front of your textbook, and log onto the Online Learning Center. Once there, follow the link to Powerweb: Speeches. Read the speech then answer the Quiz Questions and submit the Test Your Knowledge Form. You may read and evaluate either of the following:  
*Standing Tall Against Underage Drinking* By J. Edward Hill, or  
*The Disconnect Between Hollywood and America* By Pat Sajak
- **For 3 - 5 points each (added to final class participation points)**  
Extra credit may be earned by listening to and evaluating the State of the Union Address given by President Obama. Use the Student Use Speech Evaluation form found at the back of the syllabus.

**Other extra credit opportunities may be available during the semester. Announcements of such will be made as they become available.**

## **SCHEDULE - MW Class**

### **CLASS**

Jan. 20

### **AGENDA**

Course introduction



**First speaking assignment given**

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Jan. 25

Discuss chapters 1 & 2

Jan. 27

Discuss chapters 3 & 4



Feb. 1

**SELF-INTRODUCTORY SPEECHES**  
(2-4 minutes)



Feb. 3

**SELF-INTRODUCTORY SPEECHES**  
Discuss chapter 5



**Persuasive topic Questionnaire Assignment**  
(Use questionnaire maker link in D2L Content or see pp. 109- 112 of textbook.)

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Feb. 8

Discuss chapters 6 & 7

Feb. 10

**DUE: Potential Persuasive topic Questionnaires  
for distribution to classmates (due Feb. 15<sup>th</sup>)**  
Discuss chapters 8 & 9

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Feb. 15

**LRC: Instructional Session**



**DUE: Completed questionnaires to return**



Feb. 17

**Approval Deadline for Demon. Topic**

Discuss chapter 10



**Practice Outline Assignment  
(of Demonstrative Speech)**

Feb. 22

**REVIEW: For Exam** over Ch. 1-10 (parts I, II, III)  
Discuss chapter 14



Feb. 24

**DUE: Practice Outline Assignment**  
**(Demonstrative Speech)**  
Discuss chapters 11 & 12

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Mar. 1



**DUE: Chapters 1-10 Review Questions**



Approval Deadline for Informative *and*  
Persuasive Topics

Discuss Chapter 13



Mar. 3

**Mid-Term Exam (over ch. 1-10)**

Mar. 1 - 3

**DSCC Book Festival (extra credit opportunities)**

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Mar. 8 - 14

**SPRING BREAK!!!**

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Mar. 15

**LRC: Powerpoint Tutorial & Research**



Mar. 17

**DEMONSTRATIVE SPEECHES (6-8 minutes)**



Mar. 22

**DEMONSTRATIVE SPEECHES (6-8 minutes)**



Mar. 24

**DEMONSTRATIVE SPEECHES (6-8 minutes)**

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Mar. 29

**TBA** (Research day – LRC???)

Mar. 31



**INFORMATIVE SPEECHES** (4-6 minutes)

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Apr. 1 - 4

**Easter Break for Students**

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Apr. 5



**INFORMATIVE SPEECHES** (4-6 minutes)

Apr. 7



**INFORMATIVE SPEECHES** (4-6 minutes)

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Apr. 12



**Honors Analyses due**  
Discuss chapters 15 & 16

Apr. 14



**PERSUASIVE SPEECHES** (5-7 minutes)  
**(with accompanying Power Point)**  
**Due: Persuasive speech outlines and**  
**Works Cited pg.**

**Note: This speech will be videotaped for assessment purposes.**

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Apr. 19



**PERSUASIVE SPEECHES** (5-7 minutes)

Apr. 21



**PERSUASIVE SPEECHES** (5-7 minutes)

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Apr. 26



**DUE: Chapters 11-18 Review Questions**  
Discuss chapters 17 & 18

**REVIEW: for Final Exam**

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Apr. 28



## HONORS PRESENTATIONS

**MAKEUP DAY** (excused speeches only – check first)

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May 3



## IMPROMPTU SPEECHES (1-3 minutes)

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Final Exam Period

**(Wednesday, May 5 @ 12:30)**



## FINAL (COMPREHENSIVE) EXAM

**Note:**

**This syllabus is subject to change per the instructor's discretion.**

### Assignment Checklist

Self-Introductory Speech.....	<input type="checkbox"/>
Persuasive Speech Questionnaire.....	<input type="checkbox"/>
Practice Outline (Demonstrative Speech).....	<input type="checkbox"/>
Chapter 1-10 Review Questions.....	<input type="checkbox"/>
Demonstrative Speech Outline (corrected/revised).....	<input type="checkbox"/>
Demonstrative Speech.....	<input type="checkbox"/>
Informative Speech Outline.....	<input type="checkbox"/>
Informative Speech.....	<input type="checkbox"/>
Persuasive Speech Outline.....	<input type="checkbox"/>
Persuasive Speech Power Point.....	<input type="checkbox"/>
Persuasive Speech.....	<input type="checkbox"/>
Chapter 11 -18 Review Questions.....	<input type="checkbox"/>



## **GENERAL SPEECH RULES AND DESCRIPTIONS**

### **SPEECH RULES**

- All speeches are to be presented **extemporaneously**, that is, not memorized or not read. Instead, you the speaker are to use a key-word or phrase outline on **index cards** (as large as you need), to trigger whole thoughts. The goal is to speak in an elevated conversational manner. This means to use comfortable language suitable to your specific audience, but to avoid being *too* comfortable, i.e., lazy, and to avoid slang and bad grammar. Remember, your speech informs the world of your intelligence, so don't sound dumb!
- Additionally, all speeches must consist of an **Introduction, Body and Conclusion**, or beginning, middle, and end. Never begin a speech with "Okay, today I'm gonna' talk to you about..." And, never end with "...uh, that's all, ... I guess." Work diligently to grab your audience's attention at the outset, and to leave them thinking about what you've said at the conclusion to your speech. **Chapters 8 and 9** of your book offer excellent examples.
- For the speech assignments which also require an outline, make certain that you have one thoroughly prepared. The outlines are critical to your staying organized, and are crucial to your grade. **Chapter 10** offers good suggestions and examples, but you are to follow the structure attached to the back of this handout.
- Use correct grammar in class. I will correct you. Don't take offense, but rather, take advantage of this opportunity to improve.

### **SPEECH DESCRIPTIONS**

#### **SELF-INTRODUCTORY (2-4 MINUTES)**

This speech should focus upon you, and what makes you the unique individual you are. Use the following Self-Awareness Inventory to get started. Choose one to two of the following or similar questions to address in your speech.

- How were you affected by your environment?
- How has a special person influenced your life?
- Were you shaped by some unusual experience?
- Does some activity give meaning and purpose to your life?
- Do your goals or purpose in life shape you?
- Does your work reflect who you are?
- Can you best be described in terms of your values?

- **DEMONSTRATIVE (6-8 minutes; Full-Sentence Preparation Outline required)**

Topic must be approved in advance. This speech should accomplish one of two purposes: either to explain a process such as "How your electric bill is determined," or to show us how to do something, such as "How to balance your checkbook." Really think about what you know how to do that would be of interest, or would be helpful to your audience.

- **INFORMATIVE (4-6 minutes; Full-Sentence Preparation Outline and Works Cited page required)**

See CDRom and the Writing Research Papers link on the Learning Resource Center webpage for instruction in and examples of **MLA citation**.) Topic must be approved in advance. This speech should focus on a current national or international event (not just an issue). A Works Cited page, with **at least three current sources**, must accompany the outline. Use your CDRom for help and samples. Start paying close attention to the news now! Read newspapers, *TIME*, *NEWSWEEK*, *US NEWS AND WORLD REPORT*; and watch CNN; or consider the following news websites (CNN.com, ABCnews.com, NBC.com, NYTIMES.com).

- **PERSUASIVE (5-7 minutes; Full-Sentence Preparation Outline and Works Cited page required, using Monroe's Motivated Sequence Design - see pp. 340-343 of text)**. Topic must be approved in advance. Again, **at least three current sources** must be provided. This speech should accomplish one or two of the following goals:

- Discontinuance, e.g., "to stop drinking and driving"
- Deterrence, e.g., "to never drink and drive"
- Continuance, e.g., "to continue to recycle"
- Adoption, e.g., "to start recycling"

In some persuasive messages your overall goal is to simply change your audience's mind, but using **Monroe's Motivated Sequence design actually urges them to take a specific action**. Your viewpoint(s) must be adequately supported by facts, examples, and other types of supporting materials (see chapter 7). Even though a bibliography page is a requirement for this speech, you should **always orally cite your sources, especially if you are not an expert on the subject**. Remember, in order for your audience to be persuaded, you must provide them with solid substantiation for the claims you make, and you, yourself, must first be thoroughly committed to your topic/viewpoint. This speech must be accompanied by a **Power point presentation, with at least 5 slides**. **Please note: this speech will be videotaped for assessment purposes.**

- **IMPROMPTU (1-3 minutes)**

This assignment focuses on the student's ability to speak "off the cuff." After randomly drawing a topic, you will have five minutes to prepare this speech, from any perspective you wish. Despite the time limitations, the basic parts of a speech, Introduction, Body, and Conclusion, must still be included.

**RESEARCH NOTE:** Some good current event (news)/topical websites to research are: cnn.com, abcnews.com, nbcnews.com, nytimes.com, reuters.com, upi.com and the LRC website on the DSCC Homepage, particularly the Current Events link.

**NOTE:** An outline **must** accompany the following speeches: **DEMONSTRATIVE, INFORMATIVE (with a Works Cited page), PERSUASIVE (with a Works Cited page)**.

**OUTLINES ARE DUE AT THE BEGINNING OF THE FIRST CLASS PERIOD OF EACH ROUND OF SPEECHES. IF YOU DO NOT HAVE A REQUIRED OUTLINE PREPARED TO TURN IN AT THAT TIME, YOU WILL NOT BE ALLOWED TO PRESENT YOUR SPEECH!**

### **GENERAL SUGGESTIONS**

- Don't wait until the last minute to do your research. You know this only results in stress and, most usually, poor work. You will be using these communication skills throughout your lifetime, so take advantage of this opportunity to really learn to effectively express yourself, with the aid of thoroughly researched evidence and examples--and remember to always cite sources, giving credit where credit is due.
- Be courteous to your classmates. Remember, they too are likely nervous. Show your support of them, and they will do the same for you.
- Remember, if you anticipate being overwhelmed by nerves, preparation is the key. The more familiar you are with your topics, the easier it will be to discuss them in front of an audience. Consider, also, the use of visual aids, particularly Powerpoint. Visual aids can both make your topic more interesting and memorable, and keep you focused on presenting the message, rather than your nervousness.

### **A WORD ON CLASS PARTICIPATION**

Your class participation grade will be based on several factors including: attendance, attitude, and preparedness, preparedness for reading and speaking assignments, as well as preparedness to discuss the news of the day -- on any given day.

### **HONORS OPTION NOTE**

This course is being offered with the honors option for those eligible to enroll in honors courses. If you are eligible and interested in enrolling in the course for Honors credit, let me know by Jan. 27. Specific details will then be provided.

### **TUTORING LABS – DSCC D2L Homepage**

or

**<https://elearn.dsc.edu/d2l/orgTools/ouHome/ouHome.asp?ou=6722>**

## **School Policies**

### **Sexual Harassment**

A student who individually, or in concert with others, participates or attempts to participate in a sexual offense is subject to disciplinary actions by the College notwithstanding any actions that may or may not be taken by law enforcement authorities.

Members of the DSCC community who have been sexually assaulted are strongly encouraged to:

- 1) talk to a DSCC counselor (ext. 3242) and sexual harassment coordinator (Director of Human Resources, ext. 3316)
- 2) report the assault to DSCC Security (286-3250, or ext. 3910 after 4:30 p.m.)
- 3) obtain medical assistance, without first showering or changing/destroying clothing, which may serve as evidence.

### **Alcoholic beverages, weapons, illegal drugs**

The use of and/or possession of alcoholic beverages, weapons (including hunting rifles) and illegal drugs on campus is strictly prohibited.

### **Plagiarism**

The use and/or presentation of someone else's work (not just words), without giving proper credit/citing sources, is strictly prohibited.

**NOTE: Dyersburg State Community College is committed to providing a discrimination-free environment for both its students and its employees. If you have a disability of any type, please notify Pam Dahl at 286-3242.**

## **Class Policies**

### **All the above plus:**

Be respectful of others at all times.

### **Electronic Devices**

No texting, "IM-ing," calling or answering calls in class. Cell phones and other electronic devices, (I-pods, etc.) must be turned off.

### **Appearance**

No distracting, revealing or offensive clothing in class. This should be self-explanatory.

Dress neatly on speech presentation days. This means:

- Nothing with writing or offensive graphics on it.
- No caps or hats.
- And no gum chewing

# **SPEECH OUTLINE STRUCTURE**

(To be used for the **Demonstrative and Informative** speeches)

## **TOPIC/TITLE**

**Specific Purpose:** (See chap. 4)

**Central Idea:** (See chap. 4)

## **INTRODUCTION** (See chap. 9)

- I. (Attention-getter)
  - A. (If necessary)
  - B. (If A is necessary)
  - C. (etc.)
- II. (Topic revelation)
- III. (Establishment of Speaker Credibility)
- IV. (Preview statement)
  - A.
  - B.
  - C.

## **BODY** (see chap. 8)

- I. (First main point)
  - A. (First sub-point)
  - B. (Second sub-point)
    - 1. (First sub sub-point)
    - 2. (Second sub sub-point)
- II. (Second main point)
  - A. (First sub-point)
  - B. (Second sub-point)
- III. (Third main point)
  - A. (First sub-point)
    - 1. (First sub sub-point)
    - 2. (Second sub sub-point)
      - a. (First fourth-level point)
      - b. (Second fourth-level point)
  - B. (Second sub-point)

(Transition if necessary)

## **CONCLUSION** (See chap. 9)

- I. (Summary statement)
  - A. (Reiteration of first main point from body)
  - B. (Reiteration of second main point)
  - C. (Reiteration of third main point)
- II. (Concluding remarks, e.g., quotation—See chap. 9.)

**Note:** The conclusion should have no fewer than 2 main points, and may require up to 4, depending upon the speech organizational pattern used.

## **GENERAL SPEECH OUTLINING RULES**

- Use appropriate indentation and symbolization (see chap. 10).
- If you have an A/a, you must have an accompanying B/b.
- If you have a I/1, you must have an accompanying II/2.
- Use complete, simple sentences.
- You must have at least 2 main points in the body of the speech.
- You must provide at least 2 supporting points for each main point in the body.
- Label each division (Introduction, Body, & Conclusion, along with any transitions you include).
- You may add as many sub-points and sub sub-points as necessary.
- Use only one sentence per point, with the exception of quotations. In the case of quotations, you may offer the entire quote as one point. In some instances, within the introduction (attention-getter), a story may be written out in its entirety. Try to keep it fairly brief, though. If you have questions about outlining a story in the introduction, see me.

## **Works Cited (on separate page)**

### **(Sample)**

Author's Name. Title of Book. City: Publisher, Year.

Author's Name. "Title of Article." Title of Publication Date Published: Pages.

Author's Name. "Title of Online Article." Title of Online Publication Version (Year Published): Pages. Date Accessed <Web address>.

"Title of Article." Title of Media. CD-ROM. City: Publisher, Year.

## SPEECH OUTLINE STRUCTURE

(Persuasive Speech Using *Monroe's Motivated Sequence* Design discussed on pp. 340-343)

### TOPIC/TITLE

**Specific Purpose:** (See chap. 4)

**Central Idea:** (See chap. 4)

### INTRODUCTION (See chap. 8 & 9)

- I. (Attention-getter) *Attention Step*
  - D. (If necessary)
  - E. (If A is necessary)
  - F. (etc.)
- II. (Topic revelation)
- III. (Establishment of Speaker Credibility)
- V. (Preview statement)
  - A.
  - B.
  - C.

### BODY

- I. (First main point) *Need Step*
  - A. (First sub-point)
  - B. (Second sub-point)
    - 1. (First sub sub-point)
    - 2. (Second sub sub-point)
- II. (Second main point) *Satisfaction Step*
  - A. (First sub-point)
  - B. (Second sub-point)
- III. (Third main point) *Visualization Step*
  - A. (First sub-point)
    - 1. (First sub sub-point)
    - 2. (Second sub sub-point)
      - a. (First fourth-level point)
      - b. (Second fourth-level point)
  - C. (Second sub-point)

### CONCLUSION

- I. (Conclusive Plea for Action) *Action Step*
- II. (Concluding remarks, e.g., quotation—See chap. 9.)

**Note:** The conclusion to this speech may have/need as many as 3 main points following the first (plea for action), depending upon the desired effect. The outline must be accompanied by a Works Cited page. See sample above.

**The *average speech* (grade C) should meet the following criteria:**

1. Conform to the kind of speech assigned (informative, persuasive, etc.)
2. Be ready for presentation on the assigned date
3. Conform to the time limit
4. Fulfill any special requirements of the assignment such as preparing an outline, using visual aids, conducting an interview, etc.
5. Have a clear specific purpose and central idea
6. Have an identifiable introduction, body, and conclusion
7. Show reasonable directness and competence in delivery
8. Be free of serious errors in grammar, pronunciation, and word usage

**The *above average speech* (grade B) should meet the preceding criteria and also:**

1. Deal with a challenging topic
2. Fulfill all major functions of a speech introduction and conclusion
3. Display clear organization of main points and supporting materials
4. Support main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency
5. Exhibit proficient use of connectives—transitions, internal previews, internal summaries, and signposts
6. Be delivered skillfully enough so as not to distract attention from the speaker's message

**The *superior speech* (grade A) should meet all the preceding criteria and also:**

1. Constitute a genuine contribution by the speaker to the knowledge or beliefs of the audience
2. Sustain positive interest, feeling, and/or commitment among the audience
3. Contain elements of vividness and special interest in the use of language
4. Be delivered in a fluent, polished manner that strengthens the impact of the speaker's message

The *below average speech* (grade D or F) is seriously deficient in the criteria required for the C speech.

## STUDENT USE SPEECH EVALUATION FORM

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

*Rate the speaker on each point: E-excellent G-good A-average F-fair P-poor*

### INTRODUCTION

Gained attention and interest	E G A F P
Introduced topic clearly	E G A F P
Related topic to audience	E G A F P
Established credibility	E G A F P
Previewed body of speech	E G A F P

### DELIVERY

Began speech without rushing	E G A F P
Maintained strong eye contact	E G A F P
Avoided distracting mannerisms	E G A F P
Articulated words clearly	E G A F P
Used pauses effectively	E G A F P
Used vocal variety to add impact	E G A F P

### BODY

Main points clear	E G A F P
Main points fully supported	E G A F P
Organization well planned	E G A F P
Language accurate	E G A F P
Language clear	E G A F P
Language appropriate	E G A F P
Connectives effective	E G A F P

### OVERALL EVALUATION

Met assignment	E G A F P
Topic challenging	E G A F P
Specific purpose well chosen	E G A F P
Message adapted to audience	E G A F P
Speech completed within time limit	E G A F P
Held interest of audience	E G A F P

### CONCLUSION

Prepared audience for ending	E G A F P
Reinforced central idea	E G A F P
Vivid ending	E G A F P

What were the speaker's main points? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What did the speaker do most effectively? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What should the speaker pay special attention to next time? \_\_\_\_\_

\_\_\_\_\_

General Comments: \_\_\_\_\_

\_\_\_\_\_

Copy as needed.

## SEMINAR PRESENTATION EVALUATION FORM

DATE: \_\_\_\_\_ STUDENT NAME: \_\_\_\_\_

PRESENTER'S NAME: \_\_\_\_\_

PRESENTER'S CREDENTIALS: \_\_\_\_\_

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Please circle your response to each area of evaluation.

<b>Information</b>	GOOD sound, relevant	POOR sketchy, irrelevant, inaccurate
<b>Structure</b>	GOOD coherent, logical, sign-posted	POOR muddled, fragmentary
<b>Interpretation</b>	GOOD sophisticated, searching, original	POOR superficial, narrow, derivative
<b>Use of Evidence</b>	GOOD argument well illustrated	POOR poorly illustrated
<b>Presentation Skills</b>	GOOD lively, imaginative, clear	POOR dull, flat, inaudible
<b>Time Management</b>	GOOD well organized, right length	POOR too long, disorganized
<b>Group Skills</b>	GOOD engaged group, provoked discussion	POOR group uninvolved, silent

**Best Features of Seminar:**

**Suggestions for Improvement:**

Copy as needed.

## Speech Topics

Name: \_\_\_\_\_

Course & Section: \_\_\_\_\_

Approved      Not

### Approved

<b>Demonstrative Speech &amp; Audience</b>  1 <sup>st</sup> Choice :  2 <sup>nd</sup> Choice:  3 <sup>rd</sup> Choice:		
<b>Informative Speech &amp; Audience</b>  1 <sup>st</sup> Choice :  2 <sup>nd</sup> Choice:  3 <sup>rd</sup> Choice:		
<b>Persuasive Speech &amp; Audience</b>  1 <sup>st</sup> Choice :  2 <sup>nd</sup> Choice:  3 <sup>rd</sup> Choice:		