Course Description
Provides instruction and practice in speaking before a group. Development of speech content, organization, research, and delivery is emphasized. Includes practice of persuasive and informative speeches.

This is a fully online, eight-week course. We will not meet face-to-face at any time.

Course Prerequisites
None

Course Objectives
Upon successful completion of this course, students will be able to:

• Identify the basic elements of the communication process and the similarities and differences between public speaking and everyday conversations.
• Explain why a strong sense of ethical responsibility is vital for public speakers.
• Define the different kinds of listening and explain their relationship to critical thinking.
• Explain why good listening is important to effective speechmaking.
• Identify the major causes of poor listening and ways to become a better listener.
• Explain methods to brainstorm for a speech topic.
• Compare and formulate general purpose statements, specific purpose statements and central ideas of a speech.
• Theorize why public speakers must be audience centered and adapt to the audience while preparing the speech and while delivering the speech.
• Identify the major demographic and situational traits of audiences.
• Identify the major patterns and guidelines for organizing main points.
• Explain the kinds of speech connectives and their roles in a speech.
• Identify the objectives of a speech introduction and methods that can be used to gain attention in an introduction.
• Identify the major function of a speech conclusion and methods a speaker can use to fulfill the functions of a conclusion.
• Explain why it is important to outline speeches.
• Interpret the differences between and construct both preparation and speaking outlines.
• Explain how drawing on one’s own knowledge and experience can enrich speeches.
• Identify the major resources available for researching speeches in the library, online and through personal interviews.
• Examine how to use examples, statistics and testimony effectively in a speech.
• Explain why good delivery is important to successful speaking and the major characteristics of effective speech delivery.
• Identify the methods of delivering a speech.
• Explain the aspects of voice usage and physical action that are crucial to public speaking.
• Prepare and practice for extemporaneous speech delivery and a question-and-answer session.
• Explain the major advantages of using visual aids in a speech. Identify methods public speakers can use to help ensure that their language will be clear to listeners.
• Explain how public speakers can use imagery and rhythm to help bring their ideas to life.
• Clarify why public speakers need to use inclusive language and how they can do so.
• Describe the kinds of informative speeches.

**Required Texts**

In addition, students are REQUIRED to have access to a video camera and knowledge of recording and uploading audio/video files to the internet. Speeches will be submitted in video format via the internet.

**Course Assignment Descriptions and Schedule At-A-Glance**
You will have several opportunities to demonstrate your knowledge and understanding of the principles taught in this course. The primary means of evaluating your work will be through practical application of the material. In the event that you have difficulty completing any of the assignments for this course, please contact your instructor immediately. Please refer to the Weekly Materials section of the cyberclassroom for complete details regarding the activities and assignments for this course. The following is merely a summary.

**Discussion contributions (160 points)**
(six postings per week @ 20 points per week)

**Initial Substantive Posts:** Submit an initial response to each of the prompts provided each week by your instructor. Your initial post should be substantive (approximately ½ of a page in length) and must be posted by midnight, Central Time by Wednesday of each week. In your substantive post you are encouraged to use references (you may use your textbook); show evidence of critical thinking as it applies to the concepts or prompt and/or use examples of the application of the concepts to work and life. Proper punctuation, grammar and correct spelling are expected. Please use the spell-check function.

**Required Replies:** You must reply to at least two different peers per prompt. Your replies should build on the concept discussed, offer a question to consider, or add a differing perspective, etc. Rather than responding with, "Good post," explain why the post is "good" (why it is important, useful, insightful, etc.). Or, if you disagree, respectfully share your alternative perspective. Just saying "I agree" or "Good idea" is not sufficient for the posts you would like graded.

**Posting Guidelines:** Overall, postings must be submitted on at least two separate days of the week. It is strongly recommended you visit the discussion forum throughout the week to read and respond to your peers’ postings. You are encouraged to post more than the required number of replies.

(Please review the Policies section of Blackboard for further details.)

<table>
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<tr>
<th>Week 1</th>
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| **Readings** | Review the weekly lesson, videos and readings provided in the course.  
• Chapters 1, 2, 3 & 4 |
| **Discussion** | Initial post to each prompt due by midnight, CT on Wednesday  
• At least two replies to peers for each prompt due by midnight, CT on Sunday |
| **Assignment(s)** | Blog Set Up  
This week, you will set up your blog in preparation for the upcoming assignments. |
Please review the "How to Create a Blog Entry" directions in the weekly materials folder. The following is a brief outline that will assist you in setting up your blog. This week, post a mini biography about yourself as your first blog entry. This will ensure everyone is up and running for the future assignment posts. The following is an outline for accessing and posting blog entries. Please see each week’s specific assignment requirements for individual assignment details.

- To locate your blog, click on the My Tools button in the left menu.
- Click on Blogs
- Click on Speech Prep and Delivery Blog
- You should then see a blank blog with your student information on the right side of the screen. (if you do not, please contact your instructor)
- Underneath your student information, you should see links to the other student’s blogs.
- To create an entry, click on "Create Blog Entry"

Tell us why you're enrolled in this course, where you're from, and something interesting about yourself. Provide us with your full name and what you prefer to be called. Also provide information of your educational/professional goals, your expectations of the course, your history (experiences, jobs, etc.) and any personal information you are willing to share. If you’d like, you're welcome to attach a picture of yourself as well. (You will be expanding on this biography for the week 2 discussion forum- this blog entry should be brief.) Additionally, visit the blogs of two other students. Comment on their posts, introducing yourself and sharing some information about yourself.

Due: Sunday, midnight CT
Points Possible: 10

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**Week 2**

**Readings**
- Review the weekly lesson, videos and readings provided in the course.
- Chapters 4 (review) 5, & 6

**Discussion**
- Initial post to each prompt due by midnight, CT on Wednesday
- At least two replies to peers for each prompt due by midnight, CT on Sunday

**Assignment(s)**

**Topic Selection Demonstration Speech**

The demonstration speech is a "how to" informative speech that will utilize visual aids. This assignment corresponds with information taught through Chapter 13 in the text. The companion website has sample demonstration speeches for your review. This speech will be video taped and posted to your blog in Week 6. The following is an overview of the project that is due in week 6.

1. Select a topic you are familiar with and can "teach" an audience. This is an informative, how-to presentation. A step-by-step process must be shown in your speech. While your video will be posted to your site, a transcription will be submitted via Blackboard in Week 6.
2. Sources are optional. If sources are used, they must be sited in the speech and listed in a bibliography on the speech outline.
3. In your speech, use of two types of visual aids (i.e. an actual object and poster with list of steps).
4. Your video should be 4 - 6 minutes in presentation length.
5. Your video must showcase extemporaneous delivery (not memorized or read word-for-word -- be conversational).

This week, submit a topic, a properly formulated specific purpose statement, and a central idea for your first oral presentation, the demonstration speech. Submit this to your instructor by the end of this week. Additionally, create a blog entry that showcases your topic selection and your demonstration speech idea.

Points Possible: 50
Due: Sunday, midnight CT
Click on the image for a printable version

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**Week 3**

**Readings**
- Review the weekly lesson, videos and readings provided in the course.
- Chapters 9, 10, 11
Discussion

• Initial post to each prompt due by midnight, CT on Wednesday
• At least two replies to peers for each prompt due by midnight, CT on Sunday

Assignment(s)

Demonstration Speech Outline
Using the Outline Template in the course materials, prepare the body portion for your upcoming demonstration speech. Be sure to use proper outline form and a logical organization of main points and sub points. For a sample preparation outline, see pages 213-215 in your textbook for guidance.

Due: Sunday at Midnight, CT
Points Possible: 125

Week 4

Readings

• Review the weekly lesson, videos and readings provided in the course.
• Chapters 7 & 8

Discussion

• Initial post to each prompt due by midnight, CT on Wednesday
• At least two replies to peers for each prompt due by midnight, CT on Sunday

Assignment(s)

Topic Selection and Outline- Persuasive Speech
This assignment corresponds with information taught through Chapter 16 in the text. The companion website has sample persuasive speeches for your review. The speech will be video taped and posted to your blogsite. The following is an overview of the project due in Week 7. This week, you will be submitting your topic selection and the outline for this speech.

1. Select a topic that you have strong opinions about and knowledge of (or plan to acquire knowledge) so you can persuade/inspire an audience to act, think, etc. regarding this topic. This is a persuasive presentation and should not be confused with an informative or demonstration speech. Though you will have to increase the audience’s knowledge, such as an informative speech, the primary goal is to persuade them to act or think a certain way.

2. You must prepare and deliver the speech to an audience of at least 10 people, including a moderator. You can give the speech at work, church, at a community or school event/meeting, or arrange a special session to deliver your speech to an audience. You will send me not only your videotaped speech and preparation outline, but also a checklist (posted below) from the moderator. You may not film the faces of the audience, but instead set up the camera from the back of the room.

3. Any pattern of organization may be used to organize the body of your speech. You may use either I/B/C organizational outline format (i.e. chronological, topical, spatial, cause/effect, etc.) or Monroe’s Motivated Sequence.

4. A typed preparation outline is due with speech. This must conform to outline requirements as per text and include a bibliography of sources used.

5. At least four sources must be used during the speech. The source information must be sited in the speech and listed in a bibliography on the speech outline. Source information must include the author/interviewee, title, publication/site address and date. Your own knowledge does not count as a source. Sources may be derived through books, newspapers, magazines, interviews, internet, etc. Make sure the source is credible.

6. At least six pieces of evidence that supports your topic must be used during the speech.

7. The speech thesis statement/central idea must be stated as either a question of fact, value or policy. A policy statement is strongly encouraged.

8. Both emotional and logical appeals must be used within the speech.

9. Either a one- or two-sided argument may be presented. A two-sided argument is encouraged.

10. Dressing up is optional, but strongly encouraged.

11. The use of visual aids is optional. However, if visual aids are used, they must be used as per the text book’s requirements for rules for using visuals aids.

12. The speech must be 5-10 minutes in presentation length. Make sure you rehearse your speech to make sure it conforms to the time requirements. Points will be deducted from your speech grade for too short or too long speeches.
13. The speech must be given via extemporaneous delivery (not memorized or read word-for-word -- be conversational).
14. The speech must be recorded with a video camera and sent to instructor via an audio/video file attachment to the Blackboard

This week, submit a topic selection AND an outline to your instructor. Use the outline template and your text to assist you. Additionally, submit your topic selection for your persuasive speech to your blog.

Due: Sunday at Midnight, CT
Points Possible: 150

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<th>Week 5</th>
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| **Readings** | • Review the weekly lesson, videos and readings provided in the course.  
• Chapters 13 & 14 |
| **Discussion** | • Initial post to each prompt due by midnight, CT on Wednesday  
• At least two replies to peers for each prompt due by midnight, CT on Sunday |
| **Assignment(s)** | **Using PowerPoint in a Speech**  
View the following speech "Making a Difference in the Special Olympics" located in the weekly course materials.  
1. Create PowerPoint slides (4 minimum; 8 maximum) that support the speaker's content. You may use color, font, animations, media, etc., based on the guidelines presented in the text book.  
2. Compose a 1-3 page summary of your PowerPoint in Word. For each slide, indicate the paragraph or portion of the speech that inspired the slide you made. Tell why and how each slide would enhance or clarify the speaker's content or advance the speaker's purpose.  
3. Consider that you have been assigned to do a similar kind of speech on your favorite non-profit or volunteer activity. What topic would you choose? Compose a summary that describes how you would use two types of visual aids (other than PowerPoint) in your speech.  
Submit both pieces of the assignment (your PowerPoint and your coinciding summary) to the dropbox by the end of Week 5. Additionally, post your PowerPoint to your blog.  
Points Possible: 50  
Due: Sunday, midnight CT |

<table>
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<th>Week 6</th>
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| **Readings** | • Review the weekly lesson, videos and readings provided in the course.  
• Chapter 15 |
| **Discussion** | • Initial post to each prompt due by midnight, CT on Wednesday  
• At least two replies to peers for each prompt due by midnight, CT on Sunday |
| **Assignment(s)** | **Demonstration Speech Video**  
The demonstration speech is a "how to" informative speech that will utilize visual aids. This assignment corresponds with information taught through Chapter 13 in the text. The companion website has sample demonstration speeches for your review.  
1. This is an informative, how-to presentation. A step-by-step process must be shown in your speech. While your video will be posted to your site, a transcription will be submitted via Blackboard.  
2. Sources are optional. If sources are used, they must be sited in the speech and listed in a bibliography on the speech outline.  
3. In your speech, use of two types of visual aids (i.e. an actual object and poster with list of steps).  
4. Your video should be 4 - 6 minutes in presentation length.  
5. Your video must showcase extemporaneous delivery (not memorized or read word-for-word -- be conversational).  
6. A transcript should accompany your video.  
This week, post your video to your blog site. In the assignment dropbox for this week, submit a transcription of your speech and the link to your blog. Review the " |
**How to Create a Blog Entry** for assistance.
Due: Sunday, midnight CT
Points Possible: 300
Please see the rubric in the week 1 materials.

### Week 7

| Readings               | Review the weekly lesson, videos and readings provided in the course.  
|                       | Chapter 16 & 17 |
| Discussion            | Initial post to each prompt due by midnight, CT on Wednesday  
|                       | At least two replies to peers for each prompt due by midnight, CT on Sunday |
| Assignment(s)         | **Persuasive Speech**  
|                       | This week, post your Persuasive Speech video to your blog as well as submit a written transcription of your speech to the assignment dropbox. Review the rubric in the week 1 materials.  
|                       | Due: Sunday, midnight CT  
|                       | Points Possible: 400 |

### Week 8

| Readings               | Review the weekly lesson, videos and readings provided in the course.  
|                       | Chapter 18 |
| Discussion            | Initial post to each prompt due by midnight, CT on Wednesday  
|                       | At least two replies to peers for each prompt due by midnight, CT on **Saturday** |
| Assignment(s)         | **Blog Critique and Reflection**  
|                       | This week, you will post constructive feedback to your peers by watching their video speeches and reflect on their feedback in a written summary.  
|                       | • Visit the blogs of your peers. Review their demonstration speech video and their persuasive speech video. You are required to leave feedback for two demonstration video and two persuasive videos. You can post to as many blogs as you like.  
|                       | • Post constructive feedback for each video. Use the template in the course materials to organize your postings. You will be asked to submit the template for instructor review. Record the name of the student you posted to and the feedback you left.  
|                       | • Please review all blogs- If you notice a student who does not have feedback, please post to that person BEFORE posting to one who already has responses.  
|                       | • Please post your feedback by Wednesday.  
|                       | Review your own feedback and submit a 1-2 page summary that reflects on your speech, the feedback you received, your experiences giving the speech and what you would do differently, if any.  
|                       | Due: Saturday, midnight CT  
|                       | Points Possible: 100 |

**Final Exam**

The final exam consist of 20 open book questions, each worth five points. The exam will be open all week, and you may log out and in as many times as needed to complete the exam. The final exam must be completed by Saturday, midnight CT.
Points Possible: 100

* All online weeks run from Monday to Sunday, except the last week, which ends on Saturday.
** All assignments are due at midnight Central Time. (All submissions to the Blackboard system are date/time stamped in Central Time).

## Assignments At-A-Glance
<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Qty.</th>
<th>Points</th>
<th>Total Points</th>
</tr>
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<tbody>
<tr>
<td>Week 1: Blog Set Up</td>
<td>1</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Week 2: Demonstration Speech Topic Selection</td>
<td>1</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Week 3: Demonstration Speech Outline</td>
<td>1</td>
<td>125</td>
<td>125</td>
</tr>
<tr>
<td>Week 4: Topic Selection and Outline: Persuasive Speech</td>
<td>1</td>
<td>150</td>
<td>150</td>
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<tr>
<td>Week 5: Using PowerPoint in a Speech</td>
<td>1</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Week 6: Demonstration video upload</td>
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<td>300</td>
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<tr>
<td>Week 7: Persuasive Video upload</td>
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<td>400</td>
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<tr>
<td>Week 8: Blog Feedback</td>
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<td>100</td>
<td>100</td>
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<tr>
<td>Week 8: Final Exam</td>
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<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Discussion Forum Participation</td>
<td>9</td>
<td>40</td>
<td>360</td>
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<td><strong>TOTAL POINTS</strong></td>
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<td><strong>1645</strong></td>
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*Please refer to the Policies menu for more information about requirements for Discussions.*

### Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90 to 100%</td>
<td>1480-1645</td>
</tr>
<tr>
<td>B</td>
<td>80 to 89%</td>
<td>1314-1479</td>
</tr>
<tr>
<td>C</td>
<td>70 to 79%</td>
<td>1148-1313</td>
</tr>
<tr>
<td>D</td>
<td>60 to 69%</td>
<td>982-1147</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
<td>981</td>
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To access your scores, click on Grades in the Student Tools area in Blackboard.

### Important Policies

All course-specific policies for this course are spelled out here in this syllabus. However, additional university policies are located in the Policies section of Blackboard. You are responsible for reading and understanding all of these policies. All of them are important. Failure to understand or abide by them could have negative consequences for your experience in this course.

### Editorial Format for Written Papers

All written assignments are to follow the APA writing style guidelines for grammar, spelling, and punctuation. This online course includes information regarding the APA style under “Writing and Research Resources” in the Resource Room on the course menu in Blackboard.

### Ottawa Online Late Policy

With instructor approval, assignments may be accepted for up to one week after the due date, but a minimum automatic deduction of 10% of the points will be assessed. The instructor also has the option of increasing this deduction percentage up to a maximum of 20%. Extenuating circumstances may be determined on rare occasions and an extension allowed without a deduction, but only at the sole discretion of the instructor.

Discussion board postings will not be accepted for credit when posted after the close of the discussion week. There are no exceptions to this rule; however, solely at the
discretion of the instructor, the student may be allowed to submit an alternative assignment to make up for the points under extenuating circumstances. If granted, this should be an exception to the rule.

No assignments will be accepted after the last day of the course (end of term) unless arrangements have been made and “approved” by the instructor at least one week in advance.

**Saving Work**
It is recommended that you save all of your work from this course on your own computer or flash drive. The capstone course you take at the end of your program may require you to have access to this work for culminating assignments and/or reflections.

**Academic Integrity**
Plagiarism and cheating will not be tolerated at any level on any assignment. The reality of cyberspace has made academic dishonesty even more tempting for some, but be advised that technology can and will be used to help uncover those engaging in deception. If you ever have a question about the legitimacy of a source or a procedure you are considering using, ask your instructor. As the University Academic Council approved on May 29, 2003, “The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred. Students who commit academic dishonesty can be dismissed from the university by the provost/director.”
Please refer to **Academic Honesty** in the Policies section of the online course menu for important information about Ottawa University's policies regarding plagiarism and cheating, including examples and explanations of these issues.

**Student Handbook**
Please refer to your student handbook for all university regulations. The **Resource Room** on the course menu in Blackboard contains information about where to find the student handbook online for your campus.

Please see **Policies** in Blackboard for additional university policies.

**Blackboard Technical Support**
The Resource Room in Blackboard contains links to student tutorials for learning to use Blackboard as well as information about whom to contact for technical support. Ottawa University offers technical support from 8 a.m. to midnight Central Time for all students, staff, and faculty at no cost. See **www.ottawa.edu/ouhelp** for contact information.

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**Ottawa University Mission Statement**
The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace, which integrates faith, learning and life. The University serves students of traditional age, adult learners and organizations through undergraduate and graduate programs.