Course Description

Presents and practices the basic principles of oral communication delivery in small groups, to medium and large audiences, and through a variety of online meeting platforms with an emphasis on research, preparation, delivery and audience awareness.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Discuss the basic foundations of public speaking.
2. Analyze an audience and establish credibility.
3. Research, analyze, and organize supporting materials.
4. Organize and deliver effective speeches.
5. Discuss the use of effective verbal and nonverbal communication.
6. Use visual aids effectively.
7. Deliver informative, invitational, persuasive, and special occasion speeches.
8. Speak effectively in small groups.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Objectives:** Each unit contains Unit Learning Objectives that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lessons:** Each unit contains a Unit Lesson, which discusses lesson material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook. Supplemental Readings are provided in the unit study guides to aid students in their course of study.
4. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided to aid students in their course of study in Units I-VI.
5. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
6. **Unit Assessments:** This course contains two Unit Assessments, one to be completed at the end of Units I and VII. Assessments are composed of multiple-choice questions, fill-in-the-blank, and written response questions.
7. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units II-VI, and VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.
8. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.
9. **Student Break Room:** This communication forum allows for casual conversation with your classmates.
The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

Unit Assignments

Unit II Speech Performance 1

Speech of Introduction

Your professor will assess your speech and provide guidance so that you can improve as you prepare for future speeches.

Description: Chapter 3 contains the information you will need to organize the Speech of Introduction.

Speech content and topic: In this speech, you introduce yourself. Your goal is to share what is interesting about you – your skills, talents, and the events in your life that have shaped who you are.

You may be nervous about speaking in public. The introductory speech will give you some practice in standing up and listening to your own voice. It also gives the professor an idea of your public speaking skills and experience. DO NOT READ YOUR SPEECH.

The following list will guide you as you prepare the speech:

- Read the grading rubric. If you need clarification on any of the grading elements, please contact your professor.
- You should always stand to deliver a speech unless you are physically unable to do so, or unless you are invited to sit.
- Your speech must be no less than three minutes and no more than five minutes. Speaking outside these time limits will result in a grade penalty of five points.
- When you have recorded your speech, play it back. Listen to yourself carefully. Ensure that there are no distractions and that you listen for the main ideas. Ensure that your voice is audible, that you are clearly the center of the screen, and that your facial expressions and body language are easily seen.
- Questions should be directed to your professor prior to submitting the speech.

Techniques for creating effective recordings: The following techniques are adapted from Kristen Bell DeTienne’s “Guide to Electronic Communication” (2002) by Prentice Hall.

1. Plan everything in advance. Don’t waste the audience’s time for unplanned details.
2. Double check all equipment as necessary, to ensure effective taping, etc.
3. Test all graphics and cameras in advance of recording the speech.

Regarding the recording itself, you should remember to:

- Begin and end within the timeframe specified.
- Avoid moving out of view of the camera. Make sure the audience will be able to see you in your range of movement, but still be able to make out your facial expressions and gestures.
- Do not sit as you deliver your speech. It is a courtesy to the audience that you stand unless you are unable to do so. It is also important that you make eye contact at least 95% of the time.
Speak naturally and be yourself. Imagine that the audience is in the room with you.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit III Project Topic**

Select a topic and develop a research plan for the Informative Speech that is due in Unit V.

In the plan, you must consider the following:

- The four questions on page 109.
  1. What information do I need?
  2. Where am I most likely to find it?
  3. How can I obtain this information?
  4. How will time constraints affect my research options?
- Include a paragraph discussing one audience analysis that you have administered in the Student Break Room.

Your response should be at least 300 words in length.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit IV Outline**

**Formal Outline**

Submit the Formal Outline for your Informative Speech due in Unit V. Use the Formal Outline example on page 192-193 to complete the outline. Note that, except for the Specific Purpose, every line is one complete sentence. You must also submit a reference page on a second page.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit V – Speech Performance 2**

**Informative Speech**

It is important to submit your Informative Speech before moving on to Unit VI. Your professor will provide feedback that may be helpful in future speeches.

Description: All the chapters you have read so far have given you strategies for delivering your informative speech. It is important to remember that your speech must have an Introduction, Body, and Conclusion. An example of the outline for this speech is on pages 192-195 of the textbook.

Speech content and topic: Your Informative Speech should include the strategies and concepts that you have learned in Chapters 1 through 15. This speech tells the professor how much you have learned about public speaking. In this speech, you will inform your audience about a process, a concept, an event, or a social issue. Do not submit a speech about a person.

The following list will guide you as you prepare the speech:

- Read the grading rubric that follows these instructions. If you need clarification on any of the grading elements, please contact your professor.
- Your speech must be no less than five minutes and no more than 10 minutes. Speaking outside these time limits will result in a grade penalty of 10 points.
- You must submit your outline by e-mail to your professor at the same time that you upload your speech.
- When you have recorded your speech, play it back. Ensure that your voice is audible, that you are clearly in the center of the screen, and that your facial expressions and body language are easily seen.
- Questions should be directed to your professor prior to beginning the assignment.
Techniques for creating effective recordings: The following techniques are adapted from Kristen Bell DeTienne’s “Guide to Electronic Communication” (2002) by Prentice Hall.

1. Plan everything in advance. Practice your speech three or four times before delivery.
2. Double check all equipment as necessary, to ensure effective taping, etc.
3. Test all graphics and cameras in advance of recording the speech.

Regarding the recording itself, you should remember to begin and end within the timeframe specified.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VI - Speech Performance 3

Persuasive Speech:

You are required to submit your Persuasive Speech after you complete Unit VI.

Description: Please read the following instructions before beginning your speech.

Speech content and topic: Your Persuasive Speech must be delivered using Monroe’s Motivated Sequence. Your speech must be about a business or social issue. Many people in the audience may already believe that something should be done about the problem but do not have enough motivation to take action. Your task is to persuade them.

Monroe’s Motivated Sequence consists of five steps that are delivered sequentially as follows:

1. Attention Step: When you begin, you want to get your audience’s attention. Your first words should be a dramatic story or a rhetorical question; you can give a shocking statistic, or repeat a well-known quotation. Next, state your name and say why you are credible to give this speech. You end this step by telling the audience what specific action you are going to persuade them to take.

2. Need Step: In this Step, you must show that a significant problem exists that will not go away unless the audience takes action. Everyone in the audience should believe that a problem exists. Document each problem with statistics, examples, testimony, etc.

3. Satisfaction Step: Now you must offer a solution or solutions for the problem that you explained in the Need Step. This solution or these solutions are your ideas. They should be well thought out and explained clearly. You must also explain, step by step, how to do what you propose.

4. Visualization Step: In this Step, you must create a mental picture of the benefit(s) of carrying out your solution, or, alternatively, of the consequences of not doing anything to resolve the problem. Audiences are persuaded when they understand the benefits or consequences that will affect them as individuals.

5. Action Step: You must now persuade the audience to take action to resolve the problem. Do not give the audience choices. Tell them specifically what you want them to do. If you offered more than one solution, choose one solution that they can begin to do immediately. It must be something that they can do as individuals. If you ask the audience to do more than one specific thing, it is likely that they will not do anything and your Persuasive Speech is wasted.

The following list will guide you as you prepare your speech: Before choosing a topic, read the grading rubric.

If you need clarification on any of the grading elements, please contact your professor.

- Your speech must be no less than seven minutes and no more than 10 minutes. Speaking outside these time limits will result in a grade penalty of 10 points.
- When you have recorded your speech, play it back. Ensure that your voice is audible, that you are clearly in the center of the screen, and that your facial expressions and body language are easily seen.
- Questions should be directed to your professor prior to beginning the assignment.
Techniques for creating effective recordings: The following techniques are adapted from Kristen Bell DeTienne’s “Guide to Electronic Communication” (2002) by Prentice Hall.

1. Plan everything in advance. Practice with any visual aids that you use.
2. Double check all equipment as necessary, to ensure effective taping, etc.
3. Test all graphics and cameras in advance of recording the speech.

Regarding the recording itself, you should remember to:

- Begin and end within the timeframe specified.
- Avoid moving out of view of the camera. Make sure the audience will be able to see you in your range of movement, but still be able to make out your facial expressions and gestures.
- Do not sit as you deliver your speech. It is a courtesy to the audience that you stand unless you are unable to do so. It is also important that you make eye contact at least 95% of the time.

Speak naturally and be yourself. Imagine that the audience is in the room with you.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VIII Project**

Attend a group meeting in your community or some other decision making group. Select a group with a limited number of members so that you can observe interactions among them. Take notes during the meeting. Using the lists of responsibilities for group members and group leaders on pages 353-357 as a guide, write an analysis, 500 word minimum, of the group’s interactions.

Be sure to answer the following questions in your analysis:

- Which responsibilities did the group perform well?
- Which responsibilities seemed to receive little attention?
- What could the group do to foster more effective interactions?

If the group had a leader, what strengths and weaknesses did you observe in his or her communication behaviors?

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking [here](#). This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Assessment (Written Response) and (2) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the
Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Assessments and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments (2 @ 4%)</td>
<td>= 8%</td>
</tr>
<tr>
<td>Speech Performance 1</td>
<td>= 6%</td>
</tr>
<tr>
<td>Unit III Project Topic</td>
<td>= 13%</td>
</tr>
<tr>
<td>Unit IV Outline</td>
<td>= 13%</td>
</tr>
<tr>
<td>Speech Performance 2</td>
<td>= 16%</td>
</tr>
<tr>
<td>Speech Performance 3</td>
<td>= 19%</td>
</tr>
<tr>
<td>Unit VIII Project</td>
<td>= 25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>= 100%</strong></td>
</tr>
</tbody>
</table>

Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
## Course Schedule

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I: Introduction to Public Speaking, Ethics, and Speaking Confidently

**Review:**
- Unit Study Guide
- Learning Activities (Non-Graded): See Study Guide

**Read:**
- Chapter 1: An Introduction to Public Speaking
- Chapter 2: The Ethics of Public Speaking
- Chapter 3: Speaking Confidently

**Submit:**
- Assessment

**Notes/Goals:**

### Unit II: Listening and Analyzing Your Audience

**Review:**
- Unit Study Guide
- Learning Activities (Non-Graded): See Study Guide

**Read:**
- Chapter 4: Listening
- Chapter 5: Analyzing Your Audience
- Chapter 6: Selecting Your Speech Topic
- Supplemental Reading: See Study Guide

**Submit:**
- Speech Performance 1

**Notes/Goals:**

### Unit III: Selecting, Researching, and Organizing Your Speech Topic

**Review:**
- Unit Study Guide
- Learning Activities (Non-Graded): See Study Guide

**Read:**
- Chapter 7: Researching Your Topic
- Chapter 8: Supporting Your Speech
- Chapter 9: Organizing the Body of Your Speech
- Supplemental Reading: See Study Guide

**Submit:**
- Project Topic

**Notes/Goals:**
## Unit IV: Introducing, Concluding, Outlining, and Wording Your Speech

### Review:
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

### Read:
- Chapter 10: Introducing and Concluding Your Speech
- Chapter 11: Outlining Your Speech
- Chapter 12: Wording Your Speech

### Discuss:
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response

### Submit:
- Outline

### Notes/Goals:

---

## Unit V: Delivering Your Speech, Using Presentational Aids, and Speaking to Inform

### Review:
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

### Read:
- Chapter 13: Delivering Your Speech
- Chapter 14: Using Presentational Aids
- Chapter 15: Speaking to Inform

### Submit:
- Speech Performance 2

### Notes/Goals:

---

## Unit VI: The Strategy of Persuasion and the Structure of Persuasion

### Review:
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

### Read:
- Chapter 16: The Strategy of Persuasion
- Chapter 17: The Structure of Persuasion

### Submit:
- Speech Performance 3

### Notes/Goals:
<table>
<thead>
<tr>
<th>Unit VII</th>
<th>Speaking on Special Occasions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td>☐ Unit Study Guide</td>
</tr>
<tr>
<td>Read:</td>
<td>☐ Chapter 18: Speaking on Special Occasions</td>
</tr>
<tr>
<td></td>
<td>☐ Supplemental Reading: See Study Guide</td>
</tr>
<tr>
<td>Submit:</td>
<td>☐ Assessment</td>
</tr>
<tr>
<td>Notes/Goals:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit VIII</th>
<th>Speaking in and as a Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td>☐ Unit Study Guide</td>
</tr>
<tr>
<td>Read:</td>
<td>☐ Chapter 19: Speaking in and as a Group</td>
</tr>
<tr>
<td>Submit:</td>
<td>☐ Project</td>
</tr>
<tr>
<td>Notes/Goals:</td>
<td></td>
</tr>
</tbody>
</table>