

Rhetoric 103: Spring 2020

Instructor: Gina Stahl-Haven, M.A.

Office Hours: *Tuesdays and Thursdays 7:00-8am (and by special appt.)*

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Google Voice #: 608-620-GINA (4462), *please use during normal day-time business hours as this number routes to my cell-phone ☺*

Class Website: www.ClassWithGina.com

Remind: You’ll receive a link. Please make sure to sign up. I use this app to text you!

Email Address: gmstahlhaven@usfca.edu

I’m here for you, please contact me if you need additional help with assignments, projects, or readings. Don’t hesitate to call on me if you have non-class related concerns and need referrals to our amazing on campus services including (but not limited to) academic counseling, therapy, medical/dental, financial aid, transfer counseling, and disability resources.

Required Textbook:

Speak Up: An Illustrated Guide to Public Speaking
Douglas Fraleigh and Joseph Tuman
Bedford/St. Martin's; Fourth Edition

Additional readings will be linked electronically on our class website and in Canvas. You will have advance notice of all outside readings.

Course Objective:

This course is designed to enhance your public speaking skills.

Students will learn how to craft and research, as well as expand their understanding of how to perform and articulate a speech. Through class lecture, discussion, and activities, we will review topics such as critical thinking and listening, coping with anxiety, writing skills and speech delivery. At the end of this course students should feel more confident in their public speaking skills and capabilities of crafting a speech.

Rhetoric and Language 103 (Public Speaking):

Course Description In Public Speaking (RHET 103).

You have an opportunity to develop an understanding of public speaking as a component of civic life and to strengthen skills for oral presentations. Civility and ethical speech-making are foundational aspects of this course, which correspond to the Jesuit value of eloquentia perfecta - speaking and writing for the common good. Thus, this course emphasizes the assessment and practice of oral communication for various purposes and in response to rhetorical situations that require public words to advocate, inform, and celebrate. In total, this class is an opportunity for you to cultivate critical communication skills and gain confidence to speak out in your classes, communities, and professions.

Course Learning Outcomes for RHET. 103

Students who apply themselves will:

1. Use rhetorical strategies toward specific purposes in making and presenting written and oral products for public audiences.
2. Develop a style of oral delivery that is attentive to audience engagement and rhetorical situations.
3. Demonstrate an understanding of the broader ethical and civic dimensions in communication emphasizing accountability, judgment, and attention to diverse voices
4. Listen to, reflect on, analyze, and critique communication processes, practices and events.

CORE A1 Learning Outcomes Students will:

1. Craft and present well-organized, thesis-driven speeches.
Informative Speech, Persuasive Speech, Speech of Tribute
2. Present well-reasoned and appropriately supported oral arguments that are responsive to topic, purpose, audience, and occasion.
Narrative Speech, Persuasive Speech
3. Deliver speeches using an audience-centered, extemporaneous approach.
All speeches
4. Use rhetorical concepts and principle to evaluate the effectiveness of their own and others' communication in both academic and civic contexts.
Rhetorical Analysis Paper, Persuasive Speech, Persuasive Outline

5. Use rhetorical concepts and principles to practice ethical and socially responsible public speaking, and to identify and evaluate ethical problems in public address.

Informative Speech, Persuasive Policy Speech, Persuasive Outline, Rhetorical Analysis Paper.

How they will be assessed: In a speech class, assessment occurs primarily through feedback on speech rehearsals and a grade on a performed speech. But there are a number of other ways student learning is fostered and assessed: through quizzes that test important content knowledge about principles of rhetoric and effective communication, through self-analysis and peer-review that provide students with the opportunity to assess their own and others' skills, through reading notes and class discussions that encourage students to summarize, synthesize, and apply concepts and principles--i.e., to use and create knowledge in public ways.

Breadth: While this course applies public speaking and communication skills to a more narrow context, it also provides many opportunities for a broad understanding of rhetoric and its role in society: students will be asked to focus on themselves, on ethical decision-making related to communication, on a variety of modes of communication in a variety of different kinds of organizations, and they will prepare researched essays and speeches that ask them to look at the social structure of organizations.

Evaluation and Grading/Rubric. Specific standards for each speech and essay are stated on the assignment. However, in general, the following criteria guide assessment::

A speeches go beyond merely providing information on a generic topic; they adopt interesting, audience-aware angles of vision; they are well supported with sound reasoning and a variety of well-researched evidence, are delivered extemporaneously and in an audience-centered manner, with clear organization revealed through main points, signposts, and transitions.

B speeches attend all the basic assignment requirements, and provide well-reasoned arguments in an audience-centered manner. They use transitional elements effectively, and possess an adequate amount of internal coherence and consistency.

C speeches follow the basic requirements of the assignment, but may be deficient in one or more ways in the areas described above. (e.g., a well-crafted speech that otherwise may be an "A" or "B" speech will probably get a "C" if it is delivered from a manuscript rather than extemporaneously).

D and F speeches are seriously deficient in meeting one or more basic requirements of the assignment. (e.g., an organized interesting speech may receive a "D" or "F" grade if it seriously violates time restraints).

Grading

94 -100 = A 80-83.9 = B- below 70 = D = no core credits

90-93.9	= A-	77-79.9	= C+	below 60 = F
87-89.9	= B+	74-76.9	= C	
84-86.9	= B	70-73.9	= C-	

COURSE POLICIES

Please review all our course policies carefully. You should always have a printed copy of our syllabus in class to review policies and assignment guidelines. This syllabus is a contract between you and I and adherence to these guidelines will help you receive the grade you hope for and get the most out of our fascinating content!

Attendance: Serious Business!

Because of the nature of this class it is essential that students attend class consistently. Attendance will be taken at each class meeting. Please be on time to class; tardiness or early departure must be strictly limited.

ABSENCES: 2 absences without penalty

- You are permitted two absences throughout this semester.
- Each additional absence will cause you to lose **10pts.** off of your participation points. After all, you can't participate if you aren't there! I do not differentiate between excused/unexcused absences.
- *Certain types of absences including jury duty, participation in school sponsored sporting events, etc. may be excused; see me with questions.*
- **YOU** are responsible for speaking with a fellow classmate about the work you missed. I am not responsible for "reviewing" the class content for you. Choose a classroom buddy and get their phone number or email address; if you miss class make sure to speak with him/her **BEFORE** you return.

TARDIES: 2 tardies without penalty

- You are also permitted two tardies. Each additional tardy will cause you to lose **5pts.** from your participation.
- I close the door at the start of class. If you arrive late, please quietly wait in the hall until the door is opened again. I do not want stragglers coming in during attendance, check-in, and opening activities, as it can be distracting.
- If you are more than 20 minutes late to class (you can certainly still come) but would be marked absent for the day.

- **BONUS: If you are never absent and never late this semester you will receive 20 extra credit points at the end of the semester. Do it! ☺**

A NOTE FROM GINA

It is very important to me that you attend class consistently and show up on time. We will miss you when you aren't here. Having said that, I am very aware that illnesses, emergencies, and other catastrophes do happen. If an illness or other serious issue keeps you from class please communicate with me about what is going on. I want to support you.

Exception: When representing the University of San Francisco in intercollegiate competition (e.g., athletics, debate), students shall be excused from classes on the hours or days such competition takes them away from classes. However, such students shall be responsible for advising their professors regarding anticipated absences and for arranging to complete course work for classes, laboratories, and/or examinations missed.

Participation:

This class is all about participation. However, I realize that many students have communication apprehension or cultural backgrounds that do not meet western standards of “participatory communication.” It is the *quality* and not the *quantity* of your participation that I will be looking for. Students will take part in oral and written feedback for fellow speakers and will be asked to take part in conversation during our class meetings. This participation will make our class time much more vibrant and beneficial. I love to hear your opinions and experiences. Feel free to share them with the class when we are having discussions.

Late Papers and Assignments:

Do not turn in late papers – get them in on time. Late papers will not be accepted without written proof of catastrophe (i.e. doctor’s note, etc.). I do not accept emailed papers. Print papers the night before class always as to avoid unexpected problems. If you can not be in class but your paper is placed in my box before class, brought by another student, or by any other method is IN my hand when papers are due, you’re good to go ☺

Missed Presentations

Throughout the semester students will take part in various presentations. I expect all students to attend class for all scheduled presentations. Students who fail to present on their scheduled day will disturb the class schedule. Therefore, it is essential that you show up on the days that you are scheduled to speak. If you fail to speak on your scheduled day you will receive ZERO points for that presentation. Make-ups will only be given in extreme circumstances and will be at my discretion. – ***SERIOUSLY. The only exceptions are death, serious illness, or other catastrophic event (with written documentation).***

ACADEMIC INTEGRITY

As a Jesuit institution committed to *cura personalis* -- the care and education of the whole person -- USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code. You can find the full text of the code online at <http://myusf.usfca.edu/academic-integrity/>. The policy covers:

Plagiarism — intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references.

Working with another person when independent work is required.

Submission of the same paper in more than one course without the specific permission of each instructor.

Submitting a paper written by another person or obtained from the Internet.

USF Honor Code: As a Jesuit institution committed to *cura personalis*--the care and education of the whole person--USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code. You can find the full text of the code online at www.usfca.edu/fogcutter. As it particularly pertains to the Department of Rhetoric and Language, the policy covers:

- Plagiarism—intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references Working with another person when independent work is required
- Submission of the same paper in more than one course without the specific permission of each instructor
- Submitting a paper written by another person or obtained from the internet.

The penalties for violation of the policy may include a failing grade on the assignment, a failing grade in the course, and/or a referral to the Dean and the Committee on Student Academic Honesty. In addition, a letter will be sent to the Associate Dean for Student Academic Services; the letter will remain in your file for two years after you graduate, after which you may petition for its removal.

Time Management and Planning:

Students are expected to spend 2 hours outside of class in study and preparation of assignments for each hour in class. In a 4 unit class, assignments have been created with the expectation that students will engage in approximately 8 hours of out-of-class work per week; in a 2 unit class, students should expect to spend approximately 4 hours per week outside of class in study and preparation. Intensive classes may count the 2 hours of lab time as part of the out-of-class work.

CONFIDENTIALITY, MANDATORY REPORTING, AND SEXUAL ASSAULT

As instructors, one of our responsibilities is to help create a safe learning environment on our campus. We also have a mandatory reporting responsibility related to our role as faculty. We are required to share information regarding sexual misconduct or information about a crime that may have occurred on USF's campus with the University. Here are some useful resources related to sexual misconduct:

To report any sexual misconduct, students may visit the Title IX coordinator (UC 5th floor) or see many other options by visiting usfca.edu/student_life/safer.

Students may speak to someone confidentially or report a sexual assault confidentially by contacting Counseling and Psychological Services at (415) 422-6352.

To find out more about reporting a sexual assault at USF, visit USF's Callisto website at: usfca.callistocampus.org.

For an off-campus resource, contact San Francisco Women Against Rape (SFWAR) (415) 647-7273 (sfwar.org)

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

CAPS' diverse staff offers brief individual, couple, and group counseling to student members of our community. CAPS services are confidential and free of charge. Call (415) 422-6352 for an initial consultation appointment. Telephone consultation through CAPS After Hours is available Monday - Friday from 5:00 p.m. to 8:30 a.m., 24 hours during weekends and holidays; call the above number and press 2. Further information can be found at <https://myusf.usfca.edu/student-health-safety/caps>.

STUDENTS WITH DISABILITIES

If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at (415) 422-2613 within the first week of class, or immediately upon onset of disability, to speak with a disability specialist. If you are determined eligible for reasonable accommodations, please meet with your disability specialist so they can arrange to have your accommodation letter sent to me, and we will discuss your needs for this course. For more information,

BEHAVIORAL EXPECTATIONS

All students are expected to behave in accordance with the Student Conduct Code and other University policies (see <http://www.usfca.edu/fogcutter/>). Students whose behavior is disruptive or who fail to comply with the instructor may be dismissed from the class for the remainder of the class period and may need to meet with the instructor or Dean prior to returning to the next class period. If necessary, referrals may also be made to the Student Conduct process for violations of the Student Conduct Code.

Student Resources:

Speaking Center: Located in the lower level of Gleeson Library, The Speaking Center is available to help all USF students prepare for speeches--such as oral presentations, team presentations, and visual aid demonstrations. The coaches / tutors are USF students, selected because of their skill and experience (and

excellent grades) in public speaking, and they can help you with a variety of aspects of public speaking, including delivery, topic selection, research, and outlining. Speaking Coaches are available for appointments Monday through Friday 9:00am to 6:00pm; to make an appointment, please use the salesforce scheduling system at myusf.force.com, visit the library, call (415) 422-6713, or email speakingcenter@usfca.edu. For more information on the USF Speaking Center or help making appointments, please check out our [home page](#).

<https://myusf.usfca.edu/student-life/lwc/speaking-center>

Writing Center: is located in the lower level of Gleeson Library. The primary goal of the Writing Center is to help students develop their writing skills in rhetoric, organization, style, and structure, through one-on-one interactive conferences with writing consultants. Students are encouraged to come to the Writing Center if they would like to think through ideas, revise their work for clarity and organization, or work on editing and proofreading skills. Please call (415) 422-6713, use the Salesforce scheduling system at myusf.force.com, or visit the library for an appointment.

Various Workshops in Reading and Writing are available to assist students with academic writing, reading, and speaking: See the schedule of classes for times and days for RHET 101, 105, 107, 113.

Various Students Success Workshops are offered by CASA.

Classroom Behavior: You're in College ☺

I expect you will treat each other and me with courtesy and respect (e.g., listen in class, do not interrupt others, etc.). Do not bring distracting things to class. If the lure of your smart-phone is too much, DON'T bring it. If you have a laptop for taking notes don't be simultaneously surfing the web. If you disrupt class, you may be asked to leave. You would be marked absent for the day. Please be aware of your use of language in this classroom. Gender and Culturally inclusive language should be utilized. It is extremely important to me to create a classroom where all students feel safe, respected, and stimulated.

Cell Phones: They must be SILENCED during class. If your cell phone goes off during class you will be asked to bring treats to the next class. The student of the day will decide what you will bring (within reason). If you choose not to bring the treat or forget you will lose 5 participation points. If your cell phone goes off when another student is speaking you lose 10 pts participation points immediately. No exceptions, no treat-penance.

Written Assignment Guidelines:

In order to receive full credit, **all written** assignments must be:

- **Computer printed, not hand-written –NO EXCEPTIONS**
- **Papers that are not stapled will be graded down one letter grade.** (Deadly serious on this one, despite that clever folding thing you were planning to do.)
- 12pt. font, TIMES NEW ROMAN (yes, it's very important).
- 1" margins (seriously).
- Double Spaced
- All references cited in APA or MLA format. The USF website offers great resources for learning APA and MLA format. Also try CitationMachine.net, EasyBib, or NoodleBib (through the Library Website)

Speaking Guidelines:

- You are not expected to walk into this class and be a star speaker. You are expected to show improvement over the semester.
- Dress professionally and appropriately when you are addressing our classroom.
- You may have a maximum of **FIVE WHITE NOTE CARDS**, written on only one side for every speech. These notecards will be turned into me after class.
- DO NOT write your entire speech on the notecards; use only key words.
- If you go on an exotic vacation during the semester you will be required to deliver a two-minute presentation about it, complete with pictures. (I'm serious).
- Performative areas to work on:
 - Eye Contact
 - Posture
 - Poise
 - Vocal Variation
 - Volume
 - Conversational Tone / Extemporaneous Style

MAJOR CLASS ASSIGNMENTS:

- **TESTING:** *Since the information we will be discussing is empirical in nature, I would like some indication as to how well you understand the material. Yes, that means a test. Since I have never been a big fan of lengthy tests, we will have a series of four short (10 question) quizzes throughout the semester that will draw from both the class discussions and text. Makeup tests are given ONLY in the event of illness (accompanied by a doctor's note) or verifiable personal emergency.*

Meets Student Learning Outcome #5

- **Narrative Speech:** *You will tell a true story from your life. Your story should have a natural, narrative pattern. It should run 2-3 minutes. This story should be significant to you in some way. It can be funny, serious, sad, or some of all. It must be true. And must be about you. We will discuss guidelines further in class.*

Meets Student Learning Outcomes #1, 2,3,4, and 5

- **SPEECH OF TRIBUTE:** *You will have the opportunity to give tribute to someone outstanding! The speech should stimulate the audience's interest and desire to hear the speaker you are introducing. Include two source citations during the presentation. A finalized outline and reference page is due on the assigned speech day. **3-4 minutes.** (See assignment. sheet for more details)*

Meets Student Learning Outcomes #1, 2,3,4, and 5

- **Informative Speech** – *One typed outline is due on the assigned practice day. You will also turn in a FINALIZED outline, reference list, and ethics checklist on the day you speak. Prepare and present a **4-6 minute** demonstration speech. The primary goal for this presentation is to teach the class about something. Review Chapter 14 for what types of speeches fall into the informative category. (See assignment. sheet for more details)*

Meets Student Learning Outcomes #1, 2,3,4, and 5

- **Impromptu Speech** – *You will be given a short prep period before speaking, one minute. To receive full credit, your speech must include an introduction, thesis, preview, three supporting points, and a conclusion, with research cited. In addition, the speech must be at least 2:30 and no more than 3:00 long. Don't Panic Yet – we will prep together as a class!*

Meets Student Learning Outcomes #1 and 3

- **Persuasive Speech** - One typed outline is due on the assigned practice day. You will also turn in a *FINALIZED* outline, reference list, and ethics checklist on the day you speak. Prepare and present this **6-8 minute speech** as your final in Speech 1a. This speech must be about a controversial issue, if you are not sure if your topic is “controversial enough” check with me.

Meets Student Learning Outcomes #1, 2,3,4, and 5

- **Bad Business Essay / Presentation:** For this assignment you will research a business that piques your interest. This could be a large conglomerate like “Nestle” (who seems to own everyone) or “Lyft” (who doesn’t yet own everyone) . The goal of this project is for you to use research to make a claim, an argument. You will either claim that our class **should not** support this business or **should** support this business. You will base your argument on the outside research and analysis you conduct.

Meets Student Learning Outcomes #4 and 5

- **Final Self-Evaluation Paper:** This reflection paper will ask you to review the speeches you have delivered throughout the semester and analyze those areas where you have shown improvement as well as identify those areas that still need your attention for the final. You will receive more detailed guidelines prior to the deadline for this paper.

Meets Student Learning Outcomes #4 and 5

- **Your Anthem** – You will be required to choose a theme song for yourself for the semester. You should choose a song that gets you excited, makes you feel confident, happy, and invigorated. After all, it’s your theme song! Your theme song will be played as you take the stage for each one of your speeches. Research in nonverbal theory (which will be covered in class) tells us that personalizing our environment can mitigate anxiety. Your anthem will be a way that you can personalize your speaking environment in order to cope with any nervousness you may have. Directions for providing your theme song will be provided in class. One person in our class will be our DJ for the semester. This student can earn 10 extra credit points for his/her DJ services.

Assignment	Pts. Possible	% of grade
Narrative Speech	15	4.29%
Speech of Tribute	35	10.00%
Prelim Info Outline	10	2.86%
Informative Speech	35	10.00%
Final Info. Outline	15	4.29%
Research Project	25	7.14%
Impromptu Speech	20	5.71%
Prelim Persuasive Outline	15	4.29%
Final Persuasive Outline	20	5.71%
Persuasive Speech	50	14.29%
Bad Business Essay & Presentation	50	14.29%
Self Analysis Paper	30	8.57%
Participation	30	8.57%
TOTAL	350	100.00%

Assignment Packet

1. **Object Speech** **Page 13**
2. **Speech of Tribute** **Page 14**
3. **Informative Speaking Assignment** **Page 15**
4. **Classic Speech Outline** **Page 16**
5. **Persuasive Speaking Assignment** **Page 17**
6. **Persuasive Speaking Outline** **Page 18**
7. **Research Project** **Page 19-20**
8. **Speech of Tribute Evaluation** **Page 21**
9. **Informative Speech Evaluation** **Page 22**
10. **Persuasive Speech Evaluation** **Page 23**
11. **Checklist for Speech Success** **Page 24**
12. **Self-Analysis Paper** **Page 25**
13. **Bad Business Essay / Presentation** **Page 26**

“Object that Represents Me”

Speech #1

CREDIT / NO CREDIT

Your first speaking assignment is to bring in an object that represents you or is meaningful to you in some way.

You may choose to bring in an abstract object such as a carrot and tell us why you are like a carrot “I hide under the ground in some ways, because I am shy. But, once I start sprouting through I really make my presence known”

GUIDELINES:

Time: *This speech should be approximately 2 minutes in length. Time yourself at home to make sure you are within the time guideline.*

Organization: *This speech should follow the organization pattern listed below.*

1. *Intro:*

1. *What is the object?*

2. *Why did you choose this object?*

1. *Body*

1. *Detailed description of why the object represents you or is meaningful to you in some way.*

1. *Conclusion*

1. *Short Summary*

2. *Final words “Thank you”*

Preparation: *Your speech should make it clear that you have prepared, rehearsed, and put time into it.*

Questions: *Email me or come to office hours.*

Narrative Speech Speech #2

We love listening to stories! Is this casual speech you will help the audience get to know you while recounting a narrative that involves... YOU!

GUIDELINES:

TIME: *This speech should be 2-3 minutes in length. Time yourself at home to make sure you are within the time guidelines.*

ORGANIZATION: *This speech should follow a natural narrative pattern (chronological). It should be a true story that happened to you. Please choose a story that is significant to you in some way. It can be funny, silly, serious, sad, or somewhere in between. Totally up to you. Please check in with me if you have any questions.*

VISUALS: *You are not required to bring a visual aid, but it is encouraged if it would support your presentation.*

PERFORMATIVE QUALITIES: *Focus on your skills in the following areas.*

1. *Eye contact*
2. *Volume*
3. *Hand Gestures*
4. *Poise*
5. *Posture*
6. *Use of Voice*
7. *Use of Body*

ABSENCES AND MISSED SPEECHES: *All students must speak on the day they are assigned to speak. If you fail to speak on your assigned day, without documentation of catastrophic event, you will receive a zero.*

Speech of Tribute Assignment Speech #3

We all have people in our lives that we think deserve credit for their greatness. This speech is your chance to honor someone that is important to you.

GUIDELINES:

TIME: *This speech should be 3-4 minutes in length. Time yourself at home to make sure you are within the time guidelines.*

ORGANIZATION: *This speech should follow the “Classic Speech Outline” included in your syllabus. Type the outline into your computer exactly as it appears. Then, fill in each category with full sentences and your research.*

REFERENCES: *This speech should include at least **two** references. A reference page must be attached to each outline you turn in.*

VISUALS: *You are not required to bring a visual aid, but it is encouraged.*

PERFORMATIVE QUALITIES: *Focus on your skills in the following areas.*

1. *Eye contact*
2. *Volume*
3. *Hand Gestures*
4. *Poise*
5. *Posture*
6. *Use of Voice*
7. *Use of Body*

ABSENCES AND MISSED SPEECHES: *All students must speak on the day they are assigned to speak. If you fail to speak on your assigned day, without documentation of catastrophic event, you will receive a zero.*

INFORMATIVE SPEAKING ASSIGNMENT

Speech #4

Goal: The goal of this speech is to inform your audience. You are not attempting to persuade or make your audience do anything. You are simply informing us about a certain topic. Some informative speeches are demonstrative in nature, meaning you would demonstrate how to do something. Other speeches are simply informative and involve the passing on of ideas, concepts, or events.

GUIDELINES

TIME: *This speech should be 5-6 minutes in length. Time yourself at home to make sure you are within the time guidelines.*

ORGANIZATION: *This speech should follow the “Classic Speech Outline” included in your syllabus. Type the outline into your computer exactly as it appears. Then, fill in each category with full sentences and your research.*

NOTECARDS: *All students are permitted a maximum of five 3x5 note cards, written on one side only. Your outline will not be permitted on stage.*

REFERENCES: *This speech should include at least **four** references, from at least two different types of sources, i.e. print, internet, book, scholarly journal, etc. A reference page must be attached to each outline you turn in. Remember, I decide what is credible and what is not. If you are concerned, check with me first.*

VISUALS: *You are required to have a PowerPoint /Prezi presentation that is supportive to your speech and useful.*

PERFORMATIVE QUALITIES: *Your performance should reflect your improvement on performative techniques that we have been practicing.*

ABSENCES AND MISSED SPEECHES: *All students must speak on the day they are assigned to speak. If you fail to speak on your assigned day, without documentation of catastrophic event, you will receive a zero.*

CLASSIC SPEECH OUTLINE

Type this outline into your computer exactly as it appears below. Fill in each category in full sentences for speeches #2 and #3. BOLD ALL HEADINGS.

I. Attention Getter

II. Motivation for Listening:

III. Thesis Statement:

IV. Preview of Speech (1st, 2nd, 3rd, etc.)

Transition to body of Speech:

BODY OF SPEECH:

I. First Main Point: Heading

A. Analysis and Research

B. Analysis and Research

Transition:

II. Second Main Point: Heading

A. Analysis and Research

B. Analysis and Research

Transition:

III. Third Main Point: Heading

A. Analysis and Research

B. Analysis and Research

Transition:

Conclusion

I. Summary of Main Points

II. Throwback to Attention Getter

PERSUASIVE SPEAKING ASSIGNMENT

Speech #5 - Final

Goal: The goal of this speech is to persuade your audience to DO something. This speech must be on a controversial topic. Controversial topics have a strong opposing argument. This speech is your final in this class. It is important to speak on a topic that you care about and genuinely believe in.

TIME: *This speech should be 7-9 minutes in length. Time yourself at home to make sure you are within the time guidelines. Time guidelines will be strongly enforced.*

ORGANIZATION: *This speech should follow the “Persuasive Speaking Outline” included in your syllabus. Type the outline into your computer exactly as it appears. Then, fill in each category with full sentences and your research.*

REFERENCES: *This speech should include at least six references, from at least two different types of sources, i.e. print, internet, book, scholarly journal, etc. A reference page must be attached to each outline you turn in. Remember, I decide what is credible and what is not. If you are concerned, check with me first.*

NOTECARDS: *All students are permitted a maximum of five 3x5 note cards, written on one side only. Your outline will not be permitted on stage.*

CITATIONS: *This speech must include internal citations for every claim you make. If you don't cite it, it isn't true.*

VISUALS: *You are required to have a PowerPoint presentation /Prezi that is supportive to your speech and useful.*

DRESS: *Professional dress is strongly encouraged.*

PERFORMATIVE QUALITIES: *Your performance should reflect your improvement on performative techniques that we have been practicing.*

PERSUASIVE SPEECH OUTLINE

Introduction:

I.Attention Getter:

II.Motivation for Listening:

III.Establishing Credibility

IV.Thesis Statement:

V.Preview of Speech (*1st, 2nd, 3rd, etc.*)

Transition to body of Speech

Body

I.Establishing the Problem:

A. **Analysis and Research**

B. **Analysis and Research**

C. **Analysis and Research**

Transition:

II.Establishing Opposing Viewpoints:

A. **Build-up and Breakdown**

B. **Build-up and Breakdown**

C. **Build-up and Breakdown**

Transition:

III.Call to Action:

A. **Visualization / Solution: *how would your plan work?***

B. **Specific Plan of Action: *what can we do?***

Transition:

Conclusion

IV.Summary of Main Points:

V.Reiterate Call to Action:

VI.Throwback to Attention Getter

Research Project

For this assignment you will be collecting research on a **sample topic**, for practice.

Your assignment is to gather research for a persuasive speech.

You should establish a strong persuasive thesis statement and make sure it is approved by Gina.

Identify your topic, general purpose, specific purpose, and central ideas (main points). Then, gather the required number of sources from each category.

All sources must be cited in APA or MLA format.

For help with sources citations, see the web link in your syllabus or visit www.citationmachine.net

For Formatting, PLEASE FOLLOW THE GUIDELINES EXACTLY

TOPIC:

GENERAL PURPOSE: *To persuade*

SPECIFIC PURPOSE:

CENTRAL IDEAS: *(three main points).*

1.

2.

3.

RESEARCH: Your research for this “sample” project should include

1. **EIGHT credible sources, from a variety of source types.**
2. Format this paper exactly as the sample in your syllabus indicates.
3. After **each** reference, write a short summary of the article, book, or webpage.
4. **After the summary**, write a short description of how and where you would use this research in your speech.

SAMPLE: *(this is an example of how you would format a single citation within the “credible sources in print” category.*

Stahl-Ricco, G. (2007). *How to care for your pony when you can hardly care for yourself*. San Francisco, Ca: Wilson Publishing.

This article discusses the very difficult task of caring for a pony when one suffers from depression. It discusses specific techniques for caring for ponies including washing, drying, and mental stimulation. The author criticizes earlier models of pony-care that focus on medication rather than cognitive therapy. The author concludes that newer models of pony-care are more appropriate for the current plight of ponies and their owners with depression.

I would use this research in my second main point where I compare and contrast current treatments for ponies with those that came before. This might also come in at my conclusion when I give a final push for people to take action for themselves and the ponies they love.

Speaker: _____ **Person of Tribute:** _____

Evaluator: _____ **Time:** _____

Speech of Tribute Evaluation

Attention Getter: Did the speaker grab your interest?

Motivation for Listening:

Preview: Was there a clear preview?

Main Points:

Research: Did the speaker cite references?

Organization: Did the speaker follow the classic speech outline including transitions?

Areas for improvement:

Areas of excellence:

Informative Speech Evaluation

Speaker: _____ **Topic:** _____

Evaluator: _____ **Time:** _____

Attention Getter: Did the speaker grab your interest?

Motivation for Listening:

Preview: Was there a clear preview?

Thesis: Was the thesis clearly stated in one sentence?

BODY OF THE SPEECH: Discuss the speaker's development of their three main points.

References: Were credible references internally cited?

Areas of excellence:

Areas for improvement:

Persuasive Speech Evaluation

Speaker: _____ **Topic:** _____

Evaluator: _____ **Time:** _____

Attention Getter: Did the speaker grab your interest?

Motivation for Listening:

Establishing Credibility: Did the speaker state why he/she was credible and prepared. Did clothes, stance, and other artifacts also show credibility?

Preview: Was there a clear preview?

Establishing the Problem: Did you feel that a real problem existed? Was credible research utilized?

Opposing Viewpoints: Did the speaker adequately address opposing viewpoints?

ACTION STEP: Was the speaker's solution workable? Was the call to action powerful?

Areas of excellence:

Areas for improvement:

Speech Checklist for Success

Checklist for Speech Day

(ask yourself these questions PRE-Speech Day)

- Do I have a final copy of my outline with reference list attached in APA or MLA format?
- Is it stapled?
- Have I practiced, planned, prepared, and followed guidelines?
- Does it fit into the time frame, speaking at a comfortable, conversational pace?
- Have I dressed appropriately and professionally for the occasion?
- Is my gorgeous hair out of my eyes?
- Have I tested my powerpoint and emailed it to the media liaison?
- Do I have my anthem?

Checklist for Thesis Writing

(ask yourself these questions BEFORE you turn your thesis in)

- Does it fit the assignment? Does it stay out of controversy if it's informative? Is it a controversial policy for our persuasive speech?
- Is it ONE sentence, not a fragment?
- Is it limited to one distinct idea?
- Is it short, concise, and simple?
- Can I accomplish it in the time allowed?
- Is it relevant, interesting to my audience?

BAD BUSINESS ESSAY / PRESENTATION:

For this assignment you will research a business that piques your interest. This could be a large conglomerate like “Nestle” (who seems to own everyone) or “Lyft” (who doesn’t yet own everyone) . The goal of this project is for you to use research to make a claim, an argument. You will either claim that our class **should not** support this business or **should** support this business. You will base your argument on the outside research and analysis you conduct.

Your essay should be **3-5 pages** in length and should follow college-level writing guidelines. Please utilize our textbook for help in crafting your argument and critically analyzing your research. You must have a minimum of **5 credible references** and include a bibliography in APA or MLA format.

You will be required to do a short presentation based on this essay. Your presentation should be 2-3 minutes. Your presentation should be conversational. **Do not read your paper**. Please have a clear **intro, body, and conclusion**. **Powerpoint** is strongly encouraged.

Below is a guide to help you construct a killer argumentative essay! (Because I like you so much and want you to succeed!)

WRITING AN ARGUMENTATIVE ESSAY LIKE A ROCKSTAR!

Start With an Enticing Hook

Lead with an interesting fact or statistic, a quote, a personal anecdote, or a thought-provoking question. Your first sentence should draw the reader in and get them interested about the topic you're writing about.

Provide Some Background and Context

What's the situation? What are the events that lead you to your argument? Why should people care? Give enough background on the topic so that the reader can understand your argument—nothing more, nothing less.

State Your Thesis

The background should transition smoothly into your main argument.

Introduce Your Evidence

The keyword is "introduce." State the main points that back up your argument and end it there. Leave the actual argument and analysis for the body paragraphs.

How to Start an Argumentative Essay: Your introductory paragraph should be crafted around your thesis statement, providing background information needed to understand your argument and presenting pieces of evidence that back up that argument.

Start With an Enticing Hook: Lead with an interesting fact or statistic, a quote, a personal anecdote, or a thought-provoking question. Your first sentence should draw the reader in and get them interested about the topic you're writing about.

Provide Some Background and Context: What's the situation? What are the events that lead you to your argument? Why should people care? Give enough background on the topic so that the reader can understand your argument—nothing more, nothing less.

State Your Thesis: The background should transition smoothly into your main argument.

Introduce Your Evidence: The keyword is "introduce." State the main points that back up your argument and end it there. Leave the actual argument and analysis for the body paragraphs.

Use Logos, Pathos, and Ethos: The most persuasive essays are ones that have sound logic (logos), appeal to the readers' emotions (pathos), and speak to their character or morals (ethos).

Outlining Your Paper: Argument essays are fairly straightforward in their organization. In your paper, you will need to do the following:

1. Interest the reader in the situation. Make them want to learn more about it.
2. Explain the controversy or problem clearly.
3. Explain the different sides of the debate.
4. Tell them your side.

5. Convince them that your side is the best one to take.
6. Refute any objections they may be thinking about as they read.
7. Urge the reader to adopt your point of view.

Outlining Tips: Detail

INTRODUCTION: Explain the subject, the controversy, and end with your thesis. Here are some tips:

- Use the title to present your point of view. The title is often your thesis statement or the question you are trying to answer.
- Be concise. You're only introducing your argument, not debating it.
- Think about your audience—what aspects of this issue would most interest or convince them?
- Appeal to the reader's emotions. Readers are more easily persuaded if they can empathize with your point of view.
- Present undeniable facts from highly regarded sources. This builds a lot of trust and generally indicates a solid argument.
- Make sure you have a clear thesis that answers the question. The thesis should state your position and is usually the last sentence of your introduction.

BODY: The body usually consists of three or more paragraphs, each presenting a separate piece of evidence that supports your thesis. Those reasons are the **topic sentences** for each paragraph of your body. You should explain why your audience should agree with you. Make your argument even stronger by stating opposing points of view and refuting those points.

1. Reasons and support

- Usually, you will have three or more reasons why the reader should accept your position. These will be your topic sentences.
- Support each of these reasons with logic, examples, statistics, authorities, or anecdotes.

- To make your reasons seem plausible, connect them back to your position by using “if...then” reasoning.

2. Anticipate opposing positions and arguments.

- What objections will your readers have? Answer them with argument or evidence.
- What other positions do people take on this subject? What is your reason for rejecting these positions?

CONCLUSION: The conclusion in many ways mirrors the introduction. It summarizes your thesis statement and main arguments and tries to convince the reader that your argument is the best. It ties the whole piece together. Avoid presenting new facts or arguments.

Here are some conclusion ideas:

- Think "big picture." If you are arguing for policy changes, what are the implications of adopting (or not adopting) your ideas? How will they affect the reader (or the relevant group of people)?
- Present hypotheticals. Show what will happen if the reader adopts your ideas. Use real-life examples of how your ideas will work.
- Include a call to action. Inspire the reader to agree with your argument. Tell them what they need to think, do, feel, or believe.
- Appeal to the reader's emotions, morals, character, or logic.