

# Syllabus

MW 12:30-1:50      Room: EGF 226  
e-mail: amanda.lucas@northlandcollege.edu  
Office Hours: by appointment

### **Professor Communication**

- Dr. Lucas will only respond to emails from official NCTC email addresses. Please be sure you have your proper email set-up prior to our course beginning. Additionally, emails sent through our LMS (D2L Brightspace) will not be accepted.
  
- I do not respond to emails past 5PM CST or over the weekend.
  - If you email me in the evening you will not receive a response until the next day, regardless of the subject. Also, since I have classes and a variety of meetings throughout the day, it is very likely that it will take a number of hours to respond to an email, as well. This means that getting an email to me before 5PM CST is not a guarantee of a same-day response.
  - Please note that if I choose to respond to an email after 5PM CST that does not indicate I have changed this policy; that is simply an exception and will not become the rule.
  
- For technical issues with login, software, the online learning platform (D2L), Zoom or Kaltura, please contact NCTC IT Help Desk at:
  - 218-683-8581
  - [trf.its@northlandcollege.edu](mailto:trf.its@northlandcollege.edu)
    - Please keep traditional 9am - 5pm M-F hours in mind when contacting IT
  - Information Technology Services [Website](#)
  - Student Resources [Website](#)
  - Student Technology [Guide](#)

### **Course Description: CMST 1101**

(Fulfills MNTC Areas: 1, 2) This course develops students' capacities for effective oral communication with public audiences. Students will study public speaking concepts and practice practical skills. Students will select topics and supporting materials, prepare and organize speeches, utilize appropriate communication practices in various contexts, and evaluate oral communication. Prerequisites: None

### **Learning Objectives/Goals**

#### Goal 01 - Communication

- Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation.
- Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
- Select appropriate communication choices for specific audiences.
- Construct logical and coherent arguments.

## Goal 02 - Critical Thinking

- Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
- Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
- Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

### **Required Materials for SPCH 1101:**

- Stand Up, Speak Out: The Practice and Ethics of Public Speaking
  - Open Education Resource Textbook (OER) -that means it's free!
    - Access and download the textbook via the following link: [Stand up. Speak out – Open Textbook](#)
- Word Processing
  - Microsoft Word / Google Docs to type and submit assignments
  - All assignments must be submitted as Word Documents or PDFs
    - **Pages or Notes files are not accepted**

### **Additional Requirements:**

- Campus email
  - Emails sent through personal emails *will not* get a response
    - This is for privacy and security reasons
- D2L
  - Please spend time getting familiar with D2L prior to major assignments
- LockDown Browser
  - You will need to download this in order to take your exam in this course
  - Do not wait until the last minute to download in case you run into tech issues

### **Evaluation Materials for SPCH 1101:**

#### **Speeches:**

- **Two pass/fail mini-speeches (roughly 1-2 minutes, 15 points each):** These mini-speeches are designed to help you practice the skills we are learning throughout the course prior to delivering the major speeches in the class.
  - **Mini-Speech 1: Introductory Speech**
  - **Mini-Speech 2: Passion Speech**
- **Two full-length major speeches:** Descriptions for each speech will also be provided on our D2L page and throughout the course.
  - **Speech 1: Informative Speech (3-5 minutes)**
    - In this speech, you will inform your audience about a topic that they are unlikely to know much, if anything, about.

- You can pick any topic that you can provide **novel** information to your audience.
- You are required to incorporate a **visual aid** with this speech to enhance your speech as a whole.
- Must be delivered extemporaneously.
- **Speech 2: Demonstration Speech (4-6 minutes)**
  - In this speech you will be teaching the class about something that you feel you are an expert in.
  - This could be something related to your profession, a hobby of yours, or something you simply find very interesting.
  - You *must* demonstrate some aspect of this speech to differentiate it from your informative speech.
  - Your topic must be something the average person doesn't already know how to do (you cannot teach us how to tie a tie or make a sandwich).
  - Must be delivered extemporaneously.
    - The goal of this speech is to get you doing something physical while giving your speech - forcing you to pull away from your notes
- **Speech 3: Revise Speech 1 or 2 (Optional)**
  - You have the opportunity to revise and resubmit your work for Speech 1 or 2 at the end of the semester.
    - This grade will replace your outline and speech grade for the speech you choose to redo.
      - If your revision grade is lower than your original, your grade will not change

### ***Major Speech Requirements:***

- Each speech must be delivered **extemporaneously**.
  - You will **not** be **memorizing** a “**script**” for your speeches
  - You must spend enough time working on your speech that you will be able to give it **conversationally**
  - You may only rely on your **notecards minimally**
  - This is **not** an **impromptu** speech, and in fact, requires the **most preparation** as you will be relying on keyword notecards and will be required to make eye-contact throughout your speeches.
    - Failure to deliver your speech extemporaneously will result in a significant grade deduction.
      - **You will not be able to pass the course if you do not give both speeches extemporaneously.**
- You will be required to submit a **formal phrase outline with each speech**.
  - Must follow the **proper format** provided to you in course materials and online.

- Outlines will include your **in-text citations** in **(Name, Date)** format, as well as a formal **APA-style reference page**.
  - Your outlines also **must** be in **phrase-format** or they will **not be graded**.
  - Outlines for all students are due on the speech day of each speech
- You must state your sources out loud during each speech.
    - You need to state the Author's Last Name and Year of publication
      - For example, if the information from your source stated that you need 3 scholarly sources for the Informative Speech, this is how you would write that citation in your outline:
        - 3 scholarly sources in Informative Speech (Lucas, 2026)
        - These are examples of how you would say that information and source in your speech:
          - "We need 3 scholarly sources for our Informative Speech, Lucas, 2026"
          - "According to Lucas, 2026, we need 3 scholarly sources for the Informative Speech"
- Failure to deliver the proper style of speech (i.e. persuasive rather than informative, informative rather than demonstrative) will result in an immediate revision requirement.
  - This means you will *not* be able to redo an additional speech at the end of the semester.
- **No late work is accepted**
  - We have to create a course that is equitable and with the same expectations for all students taking said course
  - Additionally, Dr. Lucas teaches 14+ courses each semester - it is *impossible* to keep up with late work across courses

### Tests & Quizzes:

- You will have a **Syllabus Quiz** due at the end of the first week of the course to make sure you have read and understand the various aspects of our course.
- You will take **Chapter Quizzes** throughout the semester as we cover the associated content.
  - These are multiple-choice quizzes and you can take them an unlimited amount of time prior to the due date. **I cannot reopen quizzes that are past due.**
- You will be required to take **one exam** that will cover the background of public speaking as well as the specific skills we will be utilizing in our speeches in this class.
  - Questions will come from your textbook, any supplemental readings provided, and from any in-class information.
  - **There will be no make-up exams allowed.**
  - **I have to manually grade all written responses for quizzes and tests.**

- Please do not email me panicking about your grade prior to me manually grading them.
- If you see a grade immediately after submitting your quizzes/exams with written responses, please note that is very likely not your final grade.

### Additional Assignments:

- **Course Contract:**
  - Each course syllabus you receive should be viewed as a contract between you and your instructor.
    - Upon reading our course syllabus and taking the Syllabus Quiz, you will sign a course contract
      - This is your acknowledgement that you have read and agreement to the details of our course
      - With your completion of this assignment, you and I both agree to uphold the details of this course
- **Topic Selection Activities:**
  - For your first two speeches, you will be required to submit a topic selection assignment that is provided to you online.
  - This will help you break down potential topics and main points for your upcoming speeches prior to jumping into building the speech and outline.
    - You must get your topic(s) approved prior to moving forward with the next assignment.
- **Scholarly Sources Activity:**
  - You will submit the sources you intend to use in your speech(es)
    - Both in the in-text citation as well as a proper APA reference page.
      - (Author Last Name, Year of Publication) <- in-text
      - Last Name, First Initial. (Year of Publication). Title of reading. *Journal Name*, Volume(Issue Number), Page Range, DOI. <- full APA citation
  - I will review your sources and provide you feedback on the appropriateness of your sources as well as the proper notation of your sources in both forms.
  - The use of AI to do your research and / or cite your sources for you will automatically result in a "0" on the assignment.
    - It is important for you to conduct your own research and practice doing your own citations
      - Many citations are readily available to you on the website the scholarly article is published and / or Google Scholar
  - Speech 1: 3 Scholarly Sources
    - Must be peer-reviewed sources
    - Utilize Google Scholar, NCTC Library
    - No .com, .org, .net, .gov, .edu, etc. websites
      - Books are not peer-reviewed
        - Textbooks are
      - Newspapers are not peer-reviewed

- Scholarly journals are
- Speech 2: 4 Credible Sources
  - These do not need to be scholarly, but they must be credible
    - You are responsible to do your due diligence to ensure the website is credible and the information is accurate
- **Self and Peer Evaluations:**
  - After each speech, you will be required to evaluate yourself and a designated peer based on specific criteria.
  - These will each be due the following week after speeches are due.

### **Attendance**

- Your attendance and active participation are required throughout this course. The more you put into this class, the more you will get out of it.
- **Anything you miss in class is your (not my) responsibility to fill in**
  - Refer to the course syllabus for what you have missed (do not email asking what you have missed - everything is on our course page and syllabus)
  - If you miss a class and an in-class assignment, there will be no make-up work available, but you should still complete the work so you do not fall behind on the learning taking place via those assignments.

### **Grade Appeals: The “24/7” Rule**

- If you are unhappy with the grade you receive on any of your assignments, you may submit a written appeal to your instructor to make a case for why your grade should be changed.
- Such appeals, however, are time-sensitive and may not be considered if they do not follow the “24/7” rule:
  - *Once you receive your grade, take 24 hours to look over my comments before you write an appeal*
  - *Once you have done so, you have 6 more days (7 from the time that I originally returned the assignment, hence “24/7”) to file an appeal*
- Grade appeals will not be considered more than 7 days after I return your graded assignment to you.
- For best results, your appeal should be based upon the criteria listed in the assignment grading rubric and should provide strong evidence and reasoning to make your case.
- I will determine whether a grade change is warranted and will explain my rationale.

### **Late Work**

#### **Late work is not accepted in this class**

- Exceptions *may* be made if you reach out *PRIOR* to the due date of the assignment with an extenuating circumstance outside of your control
  - Some examples of circumstances outside your control that may warrant a late-work exception with appropriate notice (this is not an exhaustive list):
    - Car crash

- Hospitalization
    - Sudden immediate familial emergency
  - Some examples of circumstances within your control that do not warrant a late-work exception (this is not an exhaustive list):
    - Not giving yourself enough time for your work to upload
    - Not understanding the technology
    - Misread due dates
    - Traveling / birthdays / vacations / etc.
- It is crucial that you keep up with the course schedule and plan your speeches well in advance
  - Additionally, please be mindful of my time and your classmates
    - I have created the course with specific deadlines to keep the course running smoothly
    - Your classmates are all being held to the same timeline

### **Policies and Procedures**

- All students are subject to the Northland Community and Technical College [Student Handbook](#).
  - Please review the NCTC Student Handbook for a full list of policies and procedures that are guaranteed to you and expected from you as a student here at Northland Community and Technical College.
- Northland Community and Technical College is committed to providing equal access for students with disabilities through the services provided by the Academic Success Office.
  - Contact Sara Johnson, Director at [sara.johnson@northlandcollege.edu](mailto:sara.johnson@northlandcollege.edu) or stop by the Academic Student Success center on either East Grand Forks or Thief River Falls campus.
- As a student you may experience a range of issues that can cause barriers to learnings, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating, and a lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities.
  - A counselor and online options are available via [Counseling Services](#).
- Northland Diversity Statement: It is an integral part of Northland Community and Technical College's mission to acknowledge, understand, value, and celebrate the diverse heritage, cultures, and individuals within our learning environment and community's. The college views diversity as an essential component of the education experience of our students.
- Intellectual Property disclaimer regarding student work:
  - The work a student creates in a course is their own intellectual property.
  - If an instructor wishes to use a student's work as a learning example in a current or future class, a disclaimer should be included in the syllabus and, agreed upon by said student.
- [Library Resources](#)

- Please utilize the Library to its full capacity - this is an incredible resource you are lucky to have access to - do not let it go to waste.
- [IT Services](#) - including information on Computer Labs, STAR ID Self Service, and Laptop Computer Policy.

### **Tutoring**

- The Academic Success Center offers tutoring to all Northland students free of charge.
- Tutors work in office suite 205 on the Thief River Falls campus
- Tutors work in offices 578, 579, and 580 on the East Grand Forks campus
- Tutors are also available online via Zoom
- Students can register for a tutor account [here](#)

### **Academic Accommodations**

- Northland Community & Technical College is committed to providing equitable access to learning opportunities for all students.
- If you are a student with a short-term or long-term disability and need reasonable accommodation to participate in class and complete course requirements, contact the Academic Success Center (ASC) as soon as possible.
  - The ASC works with students confidentially and does not disclose any disability-related information without their permission.
  - For further information about services for students with disabilities, contact the ASC at 218-683-8561 or visit office 205 on the Thief River Falls campus or 580D on the East Grand Forks campus.
    - Chris Fossum, Accommodations Specialist
      - [Chris.Fossum@northlandcollege.edu](mailto:Chris.Fossum@northlandcollege.edu)
      - 218-686-8564
    - Sara Johnson, Director of Academic Success Center
      - [Sara.Johnson@northlandcollege.edu](mailto:Sara.Johnson@northlandcollege.edu)
      - 218-683-8560

### **Class Cancellations**

- Class cancellations will be posted on course D2L Announcement page with an email sent through D2L
- Class cancellations will also be posted on canceled classes page for students

### **Academic Integrity**

Students are to abide by NCTC's [Academic Dishonesty](#) policy. Please carefully review this document and be sure you are familiar with what is classified as academic dishonesty.

Examples of academic dishonesty include, but are not limited to:

- **Recycling prior work:** submitting work that you have previously submitted and been evaluated for course credit in any previous course. This means you cannot use a speech you delivered in high school in this class.
- **Cheating:** copying from another student's test; possessing or using material during a test not authorized by the person giving the test; collaborating with or seeking aid from

another student during a test without permission from the instructor; knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of a NCTC test; substituting for another student or permitting another student to substitute for oneself to take a test; bribing another person to obtain a NCTC test or information about a NCTC test.

- **Plagiarism:** appropriation, buying, receiving as a gift, or obtaining by any means another person's work and the unacknowledged submission or incorporation of it in one's own work. Accidental or intentional acts of plagiarism will be reported.
- **Collusion:** unauthorized collaboration with another person in preparing any academic work offered for credit.

### **Ethical Use of Artificial Intelligence:**

- As artificial intelligence becomes more prevalent in our daily lives, it is crucial for students to understand the ethical considerations surrounding its use in academic settings.
- In this course, students are expected to use AI in a manner which upholds the values of academic integrity.
- In general, the use of AI should never compromise development in critical thinking, research, and analysis.
  - Along that line, the use of AI to generate content, manipulate the tone of work, create data, or summarize/shorten an author's work for quicker consumption **is considered academic dishonesty and strictly prohibited.**
    - If a student is using AI to complete their work, they will get an automatic "0" on the assignment with no option to resubmit for credit
      - Though a resubmission of the assignment may still be required

### **Important Financial Information**

Federal law requires faculty to report students who never show up or who stop attending class. This report automatically assigns a failing grade to the student and may cause a recalculation in student's financial aid award, possibly requiring the student to return funds already received.

Northland Community and Technical College shall cancel student registrations for all credit courses unless one of the following conditions has been met:

- Students who have filed for financial aid and an Institutional Student Information Record (ISIR) has been received by Northland
- Students who are enrolled in the Post-Secondary Enrollment Options (PSEO) program
- Students who have been in the military and are awaiting funding from the V. A. and have a deferment in place
- Students attending under a consortium agreement with another MN State college or university who have ISIR's on file at those institutions
- Students who have set up a payment plan with FACTS/Net Management Company (available through the online registration website), which requires an initial payment equal to \$300 or 15% of the total due for tuition and fees

- Students who have paid at least \$300 or 15% of the tuition and fees due to each institution attending this semester
- Students who have received an approved waiver at least equal to the amount of tuition and fees due
  - To check on your financial aid status, payment plan, pay tuition & fees: login to eservices

**Important Dates:**

- Last Day to add/drop **all** classes and receive **100%** tuition refund:
  - **Friday, January 16th**
- Last Day to add/drop **all** classes and receive **75%** tuition refund:
  - **Monday, January 26th**
- Last Day to add/drop **all** classes and receive **50%** tuition refund:
  - **Monday, February 2nd**
- Last Day to add/drop **all** classes and receive **25%** tuition refund:
  - **Monday, February 9th**
- Last Day to drop from full semester online class:
  - **see your eServices schedule**
- Last Day to withdrawal from online classes:
  - **see your eServices schedule**
- MLK Jr. Day (no classes):
  - **Monday, January 19th**
- Spring Break (no classes):
  - **Monday, March 9th - Friday, March th**
- Final grades posted no later than:
  - **Friday May 15th**

**Grading**

Our course will be based on 1000 points throughout the semester including:

- Chapter Quizzes
- Mini speeches
- Final exam
- 2 major speeches
- Additional assignments

**Chapter Quizzes (120 points)**

*You will have 6 sets of chapter quizzes due throughout the semester*

Chapter 1 Quiz	_____ of 20
Chapter 2 Quiz	_____ of 20
Chapter 4 Quiz	_____ of 20
Chapter 5 Quiz	_____ of 20
Chapter 7 & 8 Quiz	_____ of 20
Chapter 3 Quiz	_____ of 20

## Mini Speeches (30 points)

*2 Pass/Fail mini-speeches 15 points each*

Mini Speech 1: Introduction	_____ of 15
Mini Speech 2: Passion Speech	_____ of 15

## Final Exam (150 points)

*1 exam at the end of the semester*

Final Exam	_____ of 150
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## Speeches (650 points)

*2 major speeches, points increasing with each speech*

### Speech 1 (275 points)

Topic Selection Activity	_____ of 15
Scholarly Sources Submission	_____ of 30
Speech 1: Informative Speech	_____ of 150
Speech 1 Outline	_____ of 50
Speech 1 Self Evaluation	_____ of 15
Speech 1 Peer Evaluation	_____ of 15

### Speech 2 (375 points)

Topic Selection Activity	_____ of 15
Scholarly Sources Submission	_____ of 30
Speech 2: Demonstrative	_____ of 250
Speech 2 Outline	_____ of 50
Speech 2 Self Evaluation	_____ of 15
Speech 2 Peer Evaluation	_____ of 15

## Additional Assignments (50 points)

Syllabus Quiz	_____ of 25
Course Contract	_____ of 10
Breaking Bad Visual Aid Assignment	_____ of 10
Revision of Speech 1 or 2 Speech sign-up	_____ of 5

### Grading Scale

This course will operate on a 10-point grading scale

A: 100 - 90

B: 89 - 80

C: 79 - 70

D: 69 - 60

F: 59 and below

**To achieve the following grade, you will need:**

A: 1000 - 900 points

B: 899 - 800 points

C: 799 - 700 points

D: 699 - 600 points

Under 600 points is not a passing grade

## Calendar

*Our Weeks Run Sunday - Saturday*

### **Week 1**

#### **January 12th - 17th**

Read/Review:

- Monday:
  - Syllabus
  - Welcome Powerpoint
- Wednesday:
  - Chapter 1: Why Public Speaking Matters Today
  - Chapter 2: Ethics Matters: Understanding the Ethics of Public Speaking

Assignments:

- **Due Monday (in-class)**
  - Mini Speech 1: Introductions (in-class)
- **Due Saturday**
  - Syllabus Quiz
  - Course Contract
  - Chapter 1 Quiz
  - Chapter 2 Quiz

Estimated Time on Task: 9hrs

### **Week 2**

#### **January 18th - 24th**

Read/Review:

- Monday:
  - Holiday - No Class
- Wednesday:
  - Chapter 4: The Importance of Listening
  - Chapter 5: Audience Analysis
  - Chapter 6: Finding a Purpose and Selecting a Topic

Assignments:

- **Due Saturday**
  - Chapter 4 Quiz

- Chapter 5 Quiz

Estimated Time on Task: 9hrs

### **Week 3**

#### **January 25th - 31st**

Read/Review:

- Monday:
  - Building your 5-part Introduction
  - Chapter 7: Researching Your Speech
- Wednesday
  - Chapter 8: Supporting Ideas and Building Arguments

Assignments:

- **Due Wednesday (in-class):**
  - Mini Speech 2: Passion Speech using 5-part introduction
- **Due Saturday:**
  - Chapters 7 & 8 Quiz (joint quiz)

Estimated Time on Task: 9hrs

### **Week 4**

#### **February 1st - 7th**

Read/Review:

- Monday:
  - Chapter 10: Creating the Body of a Speech
  - Chapter 11: Concluding with Power
- Wednesday:
  - Chapter 3: Speaking Confidently
  - Chapter 15: Presentation Aids

Assignments:

- **Due Saturday**
  - Breaking Bad Visual Aids Activity
  - Chapter 3 Quiz

Estimated Time on Task: 9hrs

### **Week 5**

#### **February 8th - 14th**

Read/Review:

- Monday:
  - Chapter 13: The Importance of Language
  - Chapter 14: Delivering the Speech
- Wednesday:
  - Chapter 16: Informative Speaking
  - Speech 1 Requirements
  - Speech 1 Checklist
  - Begin Workshopping Speech 1

Assignments:

- **Due Saturday**
  - Topic Selection Activity: Speech 1

Estimated Time on Task: 9hrs

## **Week 6**

**February 15th - 21st**

Read/Review:

- Monday:
  - Developing Scholarly Sources
  - Workshop Speech 1

In-Class Workshop:

- Wednesday:
  - Workshop Speech 1

Assignments:

- **Due Saturday**
  - Scholarly Sources Assignment

Estimated Time on Task: 9hrs

## **Week 7**

**February 22nd - 28th**

In-Class Workshop:

- Monday & Wednesday:
  - Workshop Speech 1

Assignments:

- **Due Monday 11:59 PM**
  - Outline Draft (optional)

Estimated Time on Task: 9hrs

## **Week 8 - SPEECH WEEK**

**March 1st - 7th**

Assignments:

- **Due Monday**
  - Informative Speech
  - Informative Speech Outline (before class begins)
  - Informative Speech Visual Aid (before class begins)
- **Wednesday**
  - Finish Informative Speeches
- **Due Saturday**
  - Self & Peer Evaluations Speech 1

Estimated Time on Task: 9hrs

## **Week 9 - SPRING BREAK**

**March 8th - 14th**

No work this week

### **Week 10**

**March 15th - 21st**

Read/Review:

- Monday:
  - Chapter 18: Speaking to Entertain

In-Class Workshop:

- Monday & Wednesday:
  - Workshop Speech 2

Assignments:

- **Due Monday 11:59 PM**
  - Topic Selection Activity
- **Due Saturday 11:59 PM**
  - Revise and Resubmit Outline 1 (optional)

Estimated Time on Task: 9hrs

### **Week 11**

**March 22nd - 28th**

In-Class Workshop:

- Monday & Wednesday:
  - Workshop Speech 2

Assignments:

- **Due Saturday**
  - Speech 2 Sources
  - Speech 2 Outline Draft (optional)

Estimated Time on Task: 9hrs

### **Week 12**

**March 29th - April 4th**

In-Class Workshop:

- Monday & Wednesday:
  - Workshop Speech 2

Assignments:

- **Due Saturday:**
  - n/a

Estimated Time on Task: 6hrs

### **Week 13 DEMONSTRATION SPEECH WEEK**

**April 5th - 11th**

- **Monday & Wednesday**
  - Demonstration Speeches

Assignments:

- **Due Monday:**
  - Demonstration Speech Outline (before class begins)

- **Due Saturday**

- Self and Peer Evaluations Speech 2
- Revision Sign-up - must submit yes or no if you plan to revise a speech

Estimated Time on Task: 9hrs

### **Week 14**

**April 12th - 18th**

Individual Work:

- Revise and re-work Speech 1 or Speech 2

Assignments:

- **Due Saturday**

- n/a

Estimated Time on Task: 3hrs

### **Week 15 - Revise Speech Week (optional)**

**April 19th - 25th**

Assignments:

- **Due Monday:**

- Revisions of Speech 1 or 2
- Revisions of Speech 1 or 2 Outline

- **Due Wednesday:**

- Remaining revisions of Speech 1 or 2

Estimated Time on Task: 9hrs

### **Week 16**

**April 26th - May 2nd**

Individual Work:

- Review for Final Exam
  - Review will close at 11:59PM on May 2nd

Estimated Time on Task: 3hrs

### **Week 17**

**May 3rd - 9th**

Assignments:

- **Due Saturday**

- Final Exam

■ Exam will open at 12AM on May 3rd

### **Week 18 - Finals Week**

**May 10th - 14th**

Individual Work:

- Review Grades

Estimated Time on Task: 1hr

# Informative Speech Information

## Informative Speech Information

Speech 1 Requirements: [Slideshow](#)

Informative Speech: [Checklist](#)

### Informative Speech Requirements:

- In this speech, you will inform your audience about a topic that they are unlikely to know much, if anything, about.
- You can pick any topic that you can provide **novel** information to your audience.
- You are required to incorporate a **visual aid** with this speech to enhance your speech as a whole.
- Must be delivered extemporaneously.
- 3 - 5 minutes
- Minimum of 3 scholarly sources

### Extemporaneous Speaking:

- You will **not** be **memorizing** a “**script**” for your speeches
- You must spend enough time working on your speech that you will be able to give it **conversationally**
- You may only rely on your **notecards minimally**
- This is **not** an **impromptu** speech, and in fact, requires the **most preparation** as you will be relying on keyword notecards and will be required to make eye-contact throughout your speeches.
  - Failure to deliver your speech extemporaneously will result in a significant grade deduction.
    - **You will not be able to pass the course if you do not give your speeches extemporaneously.**

### Outline:

- You will be required to submit a **formal phrase outline with this speech**.
  - Must follow the **proper format** provided to you in course materials and online.
  - Outlines will include your **in-text citations** in **(Name, Date)** format, as well as a formal **APA-style reference page**.
  - Your outlines also **must** be in **phrase-format** or they will **not be graded**.
  - Outlines for all students are due prior to the beginning of class on Speech Day.

### Sources:

- You must state your sources out loud during each speech.
  - You need to state the Author’s Last Name and Year of publication

- For example, if the information from your source stated that you need 3 scholarly sources for the Informative Speech, this is how you would write that citation in your outline:
  - 3 scholarly sources in Informative Speech (Lucas, 2026)
  - These are examples of how you would say that information and source in your speech:
    - “We need 3 scholarly sources for our Informative Speech, Lucas, 2026”
    - “According to Lucas, 2026, we need 3 scholarly sources for the Informative Speech”

**Causes for Immediate Revision:**

- Failure to deliver the proper style of speech (i.e. persuasive rather than informative, informative rather than persuasive) will result in an immediate revision requirement with a substantial point deduction.
- Failure to deliver your speech extemporaneously will result in an immediate revision requirement with a substantial point deduction.

# Outline Structure

## Outline Structure

Name:

Speech Title:

Specific Purpose:

### I. Introduction

- A. Attention Getter
- B. Listener Relevance
- C. Speaker Credibility
- D. Thesis
- E. Preview

Transition:

### II. Body

- A. Main Point 1
  - 1. Sub-point 1 *in-text citation example:* (Mirivel & Fuller, 2017)
  - 2. Sub-point 2

Transition:

- B. Main Point 2:
  - 1. Sub-point 1
  - 2. Sub-point 2

Transition:

### III. Conclusion

- A. Restate Thesis
- B. Summarize Main Points
- C. Clincher

## References

List in APA format, alphabetically

Example (please remove for formal outline):

Mirivel, J. C., & Fuller, R. (2017). Relational Talk at Work. *The Routledge Handbook of Language in the Workplace*.

## Outline Example (Full Sentence Version)

*(Full sentence DRAFTING PROCESS - this is a good place to **start** the speech writing process)*

### Speech Title

Specific Purpose: To inform class on foods from different cultures

#### I. Introduction

- A. Attention Getter: My family has always been a family that cooks. We spend weekends around the kitchen making big meals everyone can enjoy. We try to incorporate new dishes as well as stick to the traditional ones we've used forever.
- B. Listener Relevance: We have all probably had some experience with cooking - whether it's us cooking, our parents cooking, or even just visiting restaurants
- C. Speaker Credibility: I have done several weeks of research on this topic
- D. Thesis: Today I'm going to tell you about different foods from a few different cultures
- E. Preview: We'll start with Eastern cultures and then we'll look at Western cultures

Transition: Let's first take a look at the East

#### II. Body

- A. Main Point 1: Eastern Culture & Food
  - 1. Sub Point 1: types of food
    - i. Meat
    - ii. Vegetables
  - 2. Sub Point 2: preparation
    - i. Spices
    - ii. ways to make

Transition: Now we'll move over to the West

- B. Main Point 2: Western Culture & Food
  - 1. Sub Point 1: types of food
    - i. Meat
    - ii. Vegetables

2. Sub Point 2: preparation
  - i. Spices
  - ii. ways to make

Transition: Now to wrap everything up

### III. Conclusion

- A. Restate Thesis: Today we talked about food from different cultures
- B. Summarize Main Points: first, we looked at food from the Eastern cultures, and second, we looked at food from the Western cultures
- C. Clincher: With this new information, I hope you guys learned something new and interesting about food from around the world. I know next time I'm in the kitchen with my family I'll try out some new foods and techniques.

# Outline Example (Final, Phrase, Version)

*(This is what **your final outlines you turn in** to me should look like)*

## Around the World the Foodie Way

Specific Purpose: To inform class on foods from different cultures

### I. Introduction

- A. Attention Getter: story about family cooking
- B. Listener Relevance: all probably cooked/tried different foods
- C. Speaker Credibility: research
- D. Thesis: to inform class on foods from different cultures
- E. Preview: first east, second west

Transition: start, east

### II. Body

- A. Main Point 1: East
  - 1. Sub Point 1: types
    - i. Meat
    - ii. Veggies (Smith, 2019)
  - 2. Sub Point 2: Prep
    - i. Spices (Taylor, n.d.)
    - ii. Ways to make

Transition: Now West

- B. Main Point 2: West
  - 1. Sub Point 1: types
    - i. Meat (Pasierb, 2020)
    - ii. Veggies (Lucas, John, Hayes, 2018)
  - 2. Sub Point 2: Prep
    - i. Spices
    - ii. Ways to make

Transition: to wrap up

### III. Conclusion

- A. Restate Thesis: today talked about food from different cultures
- B. Summarize Main Points: first east, second west
- C. Clincher: will try to use more variety at family dinner

## Works Cited

Lucas, S., John, P., Hayes, L., (2018). Veggies from the West. Retrieved from: [www.link.com](http://www.link.com)

Pasierb, A., (2020). How Meat is Utilized. Retrieved from: [www.thelink.com](http://www.thelink.com)

Smith, J., (2019). Eastern Vegetables. Retrieved from: [www.thisplace.com](http://www.thisplace.com)

Taylor, H., (n.d.). Spices Around the World. Retrieved from: [www.internet.com](http://www.internet.com)

# Demonstration Speech Information

## Demonstration Speech Information

- 4-6 minutes
- You must demonstrate something - physically- during your speech
- 4 sources stated out loud during your speech
- Remember formal outlines are **due before class on Monday**.

### Delivery:

Must be delivered **extemporaneously**

- You will **not** be **memorizing** a “**script**” for your speeches
- You must spend enough time working on your speech that you will be able to give it **conversationally**
- You may only rely on your **notecards minimally**
- This is **not** an **impromptu** speech, and in fact, requires the **most preparation** as you will be relying on keyword notecards and will be required to make eye-contact throughout your speeches.
  - Failure to deliver your speech extemporaneously will result in a significant grade deduction.
    - **You will not be able to pass the course if you do not give both speeches extemporaneously.**

### Outline:

- You will be required to submit a **formal phrase outline with this speech**.
  - Must follow the **proper format** provided to you in course materials and online.
  - Outlines will include your **in-text citations** in **(Name, Date)** format, as well as a formal **APA-style reference page**.
  - Your outlines also **must** be in **phrase-format** or they will **not be graded**.
  - Outlines for all students are due prior to the beginning of class on Speech Day.

### Sources:

- You must state your sources out loud during each speech.
  - You need to state the Author’s Last Name and Year of publication
    - For example, if the information from your source stated that you need 4 scholarly sources for the Demonstration Speech, this is how you would write that citation in your outline:
      - 4 credible sources in Demonstration Speech (Lucas, 2026)
      - These are examples of how you would say that information and source in your speech:
        - “We need 4 credible sources for our Demonstration Speech, Lucas, 2026”
        - “According to Lucas, 2026, we need 4 credible sources for the Demonstration Speech”

### Causes for Immediate Revision (with Significant Point Deduction if 2nd time for revision):

- Failure to deliver the proper style of speech (i.e. no demonstration in your speech)
- Failure to deliver your speech extemporaneously

# Demonstration Speech Outline

Name:

Speech Title

Specific Purpose:

- I. Introduction
  - A. Attention Getter:
  - B. Listener Relevance
  - C. Speaker Credibility
  - D. Thesis
  - E. Preview:

Transition:

- II. Body
  - A. Main Point 1: Background
    - 1. Info (Source, Date)
    - 2. Info (Source, Date)
    - 3. Info (Source, Date)
    - 4. Info (Source, Date)

Transition:

- B. Main Point 2: Materials needed
    - 1. Material 1
    - 2. Material 2
    - 3. Material 3
    - 4. (etc.)

Transition:

- C. Main Point 3: Demonstration
    - 1. Step 1:
    - 2. Step 2:
    - 3. Step 3:
    - 4. (etc.)

Transition:

- III. Conclusion
  - A. Restate Thesis:
  - B. Summarize Main Points:
  - C. Clincher:

## References

List in APA format, alphabetically

# Speaking Order

## Speaking Order

### Speech 1:

- Monday:
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.
- Wednesday:
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.

### Speech 2:

- Monday:
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.
- Wednesday:
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.