I. Course Information
Fall 2016
COMMUNICATION 1611, CRN 15041: 6 credit hours
WRITTEN AND ORAL COMMUNICATION
Required TEXTS: We will use open access/Creative Commons textbooks

*Writing in College: From Competence to Excellence.* Amy Guptil with Aly Button, Peter Farrell, Kaethe Leonard, and Timothée Pizarro

The corrected link to the writing text is available here:


*Public Speaking: The Virtual Text,* multiple authors
The public speaking text is available from the American Public University System Library:

[http://publicspeakingproject.org/psvirtualtext.html](http://publicspeakingproject.org/psvirtualtext.html)

II. Instructor Information
Mike Brooks, MA
Department of Communication
Office Location: Cotton 100
Office Phone: 747-8992
Voice message: 747-6202
Email: mebrooks@utep.edu

OFFICE HOURS
Monday & Wednesday 12:00 pm-4:00 pm
Tuesday and Thursday 10:30 am-12:00 pm & 1:30-4:00 pm
Friday by appointment
I'm generally on campus Friday but an appointment is a good idea; especially, in the late afternoon.

III. Course Content

**CATALOG DESCRIPTION:**

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<th>COMM 1611 - Written and Oral Communication</th>
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Written and Oral Communication (6-0) Integrated study of and practice in oral and written communication, with emphasis on the processes leading to the creation of effective essays and speeches. Students are offered
the opportunity to develop complementary skills of reading and listening through extensive responses to others' written and spoken work. Counts for ENGL 1311 and COMM 1301. Prerequisite: ENGL 0311 with a grade of "C" or better or placement by examination.

COURSE OVERVIEW AND OBJECTIVES:

A. Course Description: Introduction to the theory and practice of public speaking and written communication- the inventing, arranging, phrasing, and presenting of ideas to an audience. The complementary skills of speaking, listening and writing are developed through criticism of speeches presented in class.

B. Prerequisite: ENGL 0311 with a grade of "C" or better or placement by examination.

C. Course Objectives: The student will learn the proper techniques of public speaking including audience analysis, research, topic development, outlining, speaker, and critical thinking skills. The student will learn to contextualize their written communication including the differences in writing for an oral presentation and college level writing.

D. Learning Outcomes: During this course the students will:
   1. Conceptualize, focus and develop a topic into meaningful, purposeful communication in written and oral formats
   2. Understand the rhetorical and organizational components of speeches and essays
   3. Organize logically and develop ideas fully, utilizing examples and analysis
   4. Develop research skills utilizing the UTEP library and the Internet
   5. Learn to transform nervousness about public speaking and/or fear of “the blank page” into effective, evocatively worded presentations and essays
   6. Speak in a natural, extemporaneous manner without reading from a pre-written text
   7. Write fluently and powerfully, informing or persuading readers
   8. Become familiar with multimedia presentational tools to enhance civic discourse

E. Method of Instruction: This is a hybrid course; we will have a mixture of face-to-face and online instruction. Technically, this class should be meeting for two regular class periods i.e., from 12:00-2:40 pm. You will receive 6-credit hours for the successful completion of this course; the course content is based on a 6-credit hour course.

F. Assignments/Requirements:
   1. Attendance including classmate speech assessment 15
      Journal entries (15 total) 15
   2. Warm-Up Exercises to Build Fundamentals
      Text Discussions 15
      Expressive/Descriptive Speech & self-assessment 15
      Expressive/Descriptive Essay 15
3. Practicing the Complementary Arts of Speaking and Writing

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Informative Outline</td>
<td>20</td>
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<tr>
<td>Informative Speech &amp; self-assessment</td>
<td>60</td>
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<tr>
<td>Informative Essay</td>
<td>100</td>
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<tr>
<td>Persuasive 1 Motivational Outline</td>
<td>40</td>
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<tr>
<td>Persuasive 1 Motivational Speech &amp; self-assessment</td>
<td>80</td>
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<tr>
<td>Persuasive 1 Motivational Essay</td>
<td>125</td>
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<tr>
<td>Persuasive 2 Policy Outline</td>
<td>50</td>
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<tr>
<td>Persuasive 2 Policy Speech &amp; self-assessment</td>
<td>100</td>
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<tr>
<td>Persuasive 2 Policy Essay</td>
<td>150</td>
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4. Examinations

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Chapter/section Quizzes</td>
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<tr>
<td>Final Exam</td>
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**TOTAL:**

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<th>Percentage Range</th>
<th>Grade</th>
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<tr>
<td>1000-900</td>
<td>A</td>
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<td>700-790</td>
<td>C</td>
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<td>600-690</td>
<td>D</td>
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<tr>
<td>590 and below</td>
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IV. Rules/Course Policies

**NOTE:** the majority of the text readings and quizzes are grouped in the opening weeks of the course. The purpose of this scheduling is so that the student can learn, as early as possible in the term, what is needed to produce the best speeches and essays possible. Later in the semester, there are few assigned readings. The purpose here is to allow the student the maximum time to work more intensely on creating and crafting the strongest speeches and essays possible for the more heavily weighted Informative and Persuasive assignments.

As seen in the overview of assignments, there are three components for each “speech.” You are required to submit an outline and carefully prepare and practice each speech. Your outline is due before you speak. You can use notecards to deliver your speech; then at a later date, each speech is followed by a written essay and earns an individual grade. **Then, after having learned from errors and input, and having made any adjustments in logic and organization needed, students submit their written essays.** The assignments cover expressive/descriptive, Informative, Persuasive, and
Persuasive/Motivational speaking and writing, thereby introducing the major types of and modes of rhetorical expression utilized in most university assignments.

NOTE:
It is essential that students do not speak from a fully written text or their preparation outlines when they give their speeches. The type of public speaking taught in this class emphasizes extemporaneous speaking from prepared and researched notes and outlines, in which students are asked to learn to “think on their feet” and speak directly to the audience instead of reading aloud from a written text—which is not public speaking at all, in its purest sense.

COURSE EXPECTATIONS:

Students enrolled in the course are expected to:

• Attend each scheduled meeting
• Arrive on time and prepared for class
• Complete the assigned readings
• Submit assignments on time, in the correct location, and in the proper format
• Participate in classroom and online discussions and activities
• Extend proper courtesy to all persons

Students must take notes for each class meeting and during presentations. In addition to lecture notes, students will be required to critique their speeches and those of their classmates. Quizzes may include information not found in the textbook (e. g., from announced supplemental materials and lectures).

HONOR YOUR ETHICAL RESPONSIBILITY TO YOUR AUDIENCE:
In addition to the importance of keeping your goals as a speaker ethically sound, care must be taken to keep your speeches and comments during class discussions free of bias and discriminatory stereotypes. Civility is essential in the discourse of educated persons.

THE CLASSROOM AS A SAFE HAVEN:
This classroom is a safe haven for all ideas. Respect not only your professor, but also guest speakers, and your peers. We are all unique individuals entitled to our own opinions and beliefs. Therefore, any comments, jokes, or remarks that denigrate the worth of an individual’s physical or mental ability, physical appearance, religion, race, creed, ethnic background, sexual orientation, or gender presentation are inappropriate and detract from your effectiveness as a speaker and detract from your credibility as a person.

“If we accept being talked to any kind of way, then we are telling ourselves we are not quite worth the best. And if we have the effrontery to talk to anybody with less that
courtesy, we tell ourselves and the world we are not very intelligent.” –Maya Angelou

ATTENDANCE POLICY:
Attendance and participation is mandatory. Missing two (or more) scheduled meetings will lower your grade a minimum of one letter grade. If an emergency situation arises, the student should contact the instructor via telephone or email as soon as possible, preferably before the scheduled class, or at least prior to the next scheduled meeting. Students will be held responsible for any lecture materials, exams, quizzes or assignments given or due during their absence.

This is a hybrid course that was designed to meet for two complete class periods. We will meet each scheduled day throughout the semester. A large part of the “work” for this class will be online.

• Why attend class? Aside from the obvious educational advantages of learning not only from your professor but from your classmates as you observe them working with the rhetorical modes which contribute to effective speaking and writing, an audience is necessary to allow each speaker to experience a genuine public speaking situation.
• Four (4) unexcused absences before the drop date will result in an automatic drop. Five or more totaled unexcused absences from Day 1 will result in withdrawal/faculty drop.
• Unexcused absence is defined as any absence without any supporting and valid documentation to justify the absence.
• Excused absence is defined as any absence motivated by a reasonable cause that is accepted by the instructor, at the instructor’s discretion.
• Attendance will generally be taken at the beginning of each class. After attendance has been taken, those who arrive late will be considered tardy. Attendance is recorded externally, a weekly cumulative total is posted in BB. This is a cumulative grade, you receive 2-points if you are present and 1-point if you are tardy. No negotiating points outside of class.
• Students leaving before the end of the class without the approval of the instructor will be considered absent.

DROP DEADLINES:
There are two windows of time each semester during which the student may initiate dropping courses. In addition, instructors may drop students from courses. It is customary to contact the instructor if you choose to drop from a course. The COURSE DROP DEADLINE for dropping individual courses is October 28, 2016. In case a serious problem prevents finishing course requirements in all classes, it is also important to be aware of the deadline for Complete Withdrawal from the University, which is scheduled during the last week of classes each semester. Please be aware of the University’s policy on drop limits. Be informed about these important dates

PRIORITIES—MAINTAIN GOOD WORK ETHIC, CIVILITY & COURTESY:
• Fear of speaking in public is common, yet many students come to think of this class as one of their favorite college courses. Although the work load is challenging, this class gives you a chance to think creatively and express your ideas; therefore, the intellectual climate in the class should be exciting for those who are willing to work toward learning to communicate effectively as public speakers and writers.

• **Students must read assigned materials/pages prior to class.**
• Major class presentations and essay due dates will be scheduled in advance. Students must commit to their scheduled presentation dates; penalties will be imposed for rescheduling and late work.
• All submitted documents must be Word-compatible. Students have access to most Microsoft software provided by the University as part of your technology fee. “Open Office” and “Pages” documents are not accepted.
• Students arriving late to class during a presentation should wait outside the door until the presentation is over. Listen for the applause; then quietly open the door and enter.
• **No chatting during lectures or presentations.** Be courteous to classmates by paying attention to presentations and by being open-minded in regard to the opinions and ideas of others.
• Please make sure that all cell phones and other electronic devices are turned **OFF before entering the classroom.**

**BLACKBOARD:**
BlackBoard (BB) will be utilized to post quizzes, supplemental materials, grades, announcements, and other relevant information. Make sure you have current updates on your devices. It is imperative that you keep up with the assigned material. I cannot discuss grades via UTEP email. If you have any question about your progress in the course, please make the time to speak to me or address your concerns through the BB messaging system.

**TECH IN THE CLASS:**
My opinion is that we should make the effort to remain connected with other people, and our environment, during our possibly important interaction(s) with others. Frequently, cellphones detract from potentially important interactions and that includes class time.

Please, no texting during class; it is noticeable. I view the use of cellphones, and text messaging during a lecture as disruptive, disrespectful and discourteous [rude].

Additionally, cellphones can have a negative impact on your grades (see Duncan, Hoestra, and Wilcox, 2012) and their use distracts other students (Tindell and Bohlander, 2012). I will take steps to remove the offending person or ban all technology from the classroom if disruption occurs.

Have your cell phone turned off or on vibrate during class time. If you are expecting an important call/message during class, please quietly leave the room and return when you are able to focus on, and participate in, classroom activities.
V. Academic Misconduct

Please read Chapter 3 “Ethics in Public Speaking” Public Speaking: The Virtual Text carefully, part of this class will focus on proper documentation and sharing researched information. Consider: The unacknowledged use of another person’s work is plagiarism and that includes your speeches in this class. You are required to credit and orally cite all research used in the development of your projects. Be aware of the crucial difference between verbatim quotation and paraphrase, and know how to document research correctly! If you have questions, don’t hesitate to ask your instructor for clarification.

Note UTEP’s Academic Dishonesty statement on the Dean of Students website at http://admin.utep.edu/Default.aspx?tabid=73922

Plagiarism will not be tolerated. “Plagiarism [is] the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors.”
Source: http://sa.utep.edu/osccr/academic-integrity/

VI. CASS Policy

If you have a special or learning need, please take steps to insure that you receive the assistance due you. Qualified students with disabilities needing appropriate academic adjustments should contact both their instructors and the Office of Disabled Student Services to ensure that their needs are met. Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, mandates support for students with access and accommodation issues. UTEP requires students needing accommodation to contact the UTEP Center for Accommodations and Support Services. If you have a condition that may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services. You may call 915-747-5148 for general information about the Americans with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. Individuals with disabilities have the right to equal access and opportunity.

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the office of the Center for Accommodations and Support Services (CASS), Room 106, Student Union East, 915-747-5148, as soon as possible to ensure that such accommodations are implemented in a timely fashion.

VII. Course Calendar
COMMUNICATION 1611, WRITTEN AND ORAL COMMUNICATION
DETAILED ASSIGNMENT DESCRIPTIONS

ASSIGNMENT #1, TEXT DISCUSSIONS (15 Points)
Time Limit: Approximately 10 minutes

As part of the warm-up exercises designed to help you to relax while speaking in public, and to serve the purpose of focusing the attention of the class on the assigned readings in the text book, you are asked to lead a class discussion of approximately 10 minutes on one text book chapter. The educational philosophy behind this assignment and others like it is simple: people learn more when they are actively engaged in absorbing and practicing the messages contained in class materials than when they are passive listeners.

Speakers: Each student will be assigned a chapter and a due date. Please be sure to be prepared to speak when scheduled! Students may be asked to work in groups, dividing chapters into sections.

Audience: All must listen actively and interact with the speaker. You may be required to answer questions, participate in surveys, or make comments at the end of the presentation.

Speakers will need to plan an informal outline to help in remembering important ideas. Also, this is an open book presentation—feel free to quote from the text.

Remember, as a discussion leader, you have the right to plan questions to ask the class. You may also feel free to ask the instructor to help you during this warm-up exercise.
This is an informal exercise; you may either sit or stand at the front of the room. You should speak clearly and distinctly and make an effort to share the important ideas from the chapter with the class. If you are able to elicit discussion from the class, this is a mark of success, so plan strategies to get the class to talk!

**ASSIGNMENT #2:**

#2, EXPRESSIVE/DESCRIPTIVE NARRATIVE SPEECH (Speech 15 Points)

**Time limit:** 3-5 minutes; brief typed outline with title page required, utilizing Standard English mechanics.

Your objective is to plan, practice, and deliver a speech of approximately 3-5 minutes, using brief notes. This first formal speech assignment asks you to tell a story in an expressive, descriptive way. In this assignment, you are asked to plan, briefly outline, and tell a personal story from your childhood. In selecting what story to tell, keep it simple; you may simply tell about something that you or some member of your family experienced. Remember your ethical commitment to your audience, and keep the stories non-offensive. It is often a good idea to concentrate on happy topics or memories. This is intended to be an easy to approach, icebreaker exercise, so choose a topic that you will enjoy sharing with your audience.

All presentations should have a beginning, middle, and end. In this case, an introduction, body and conclusion. We will be discussing structure throughout the course.

Each speech will include a self-assessment posted in the discussion section of Blackboard. I want to know how you feel about the presentation and where you think you need improvement. Your analyses of your presentations are expected to be more detailed as the semester progresses.

Your speech should have three main sections: (1) an introduction, in which you establish interest and preview, (2) a body, in which you develop your story, and (3) a conclusion, in which you summarize. You may look at your brief outline while speaking, but **DO NOT READ ALOUD FROM A WRITTEN TEXT.** Your objective is to speak naturally and directly to your audience.

**Plan** an introduction, a body, and a conclusion for your speech. Include interesting details. We will discuss this structure at the beginning of the semester. Structure is an important part of any oral presentation; we will be discussing the importance of structure throughout the semester.

**Notes** should be brief, easy to read, should occupy no more than one side of a 4x6 note card. This card (or a copy) must be handed in before your speech.

**Speak** extemporaneously; utilize good delivery skills such as good eye contact, poise, and vocal variety; review Chapter 12, “Delivering Your Speech” (PS:VT. Capecce, V.), before this assignment.
Be brief--plan, practice, and time your speech to fit the time limit.

Make sure your speech is well prepared--this instruction speaks for itself!

Adapt your remarks to the audience--assume your audience is comprised of intelligent adults.

Relax, enjoy yourself, and feel free to be a little creative. Public speaking can be fun!

ASSIGNMENT DESCRIPTION:

#3, EXPRESSIVE/ DESCRIPTIVE ESSAY (15 Points)
Length: 200-400 word essay; include a brief phrase outline and title page

Assignment #3 asks for an essay that emphasizes very descriptive and expressive language. Remember that description involves the five senses (sight, touch, taste, smell, hearing), and that expressive writing involves expressing your emotions to some degree. Try to use balance and write descriptively and expressively without going overboard and overwriting.

Your essay should have three main sections: an introductory paragraph, a central body paragraph, and a conclusion paragraph. (Longer assignments will always call for multiple paragraphs in the body section of your essay). Remember that a good paragraph usually is around 100 words long! For this specific assignment, the introduction and conclusion paragraphs may be somewhat shorter, but the main, or body paragraphs should be approximately 100 words. This will be the last assignment where you are not required to support your contentions with research.

Like all formal assignments this semester, the essay must be submitted to Blackboard in the appropriate section with 1” margins, double-spaced, 12-point font using Word-compatible software. Grammar, spelling, and all elements of good English usage will be evaluated in grading.

ASSIGNMENT DESCRIPTIONS FOR ASSIGNMENTS # 4 & 5

ASSIGNMENTS #4 AND #5, INFORMATIVE SPEECH AND INFORMATIVE ESSAY
The task in Assignment # 4 is to plan and deliver an informative speech. Similarly, the task in Assignment # 5 is to take the same topic used in # 4, then refine, modify, and expand it as needed, and write an informative essay. Both the speech and the essay are to utilize library and Internet research. The essay is to be written after the speech has been given, so that what you have learned about the topic and the logical
development of ideas that inform us about the topic while preparing and delivering the speech can be utilized in the essay.

#4, INFORMATIVE SPEECH, SPEECH 60 POINTS, OUTLINE 60; (5-7 MINUTE SPEECH)
--RESEARCH REQUIREMENT: 4 SOURCES, MINIMUM

Your objective is to research, plan, practice, and deliver a 5-7 minute speech, using very brief notes. Review Public Speaking: The Virtual Text (PSVT), Chapter 15, “Informative Speaking” for specific instructions; follow these guidelines carefully.

Special assignment adaptations are as follows:

Type of Informative--Announce before you begin your speech which type of informative speech you have chosen (See PSVT, Ch. 15, on speeches about Objects, Processes, Events, or Concepts.) You may not choose Processes, or Process Analysis. Please choose from the other three types of Informative.

Topic/Research--Choose a topic that interests you and can be researched; find and photocopy at least four research sources to be cited. At least one paraphrase and one quotation with accurate citations should be used in the speech. Note cards with research items to be cited may be used in addition to the brief speaking outline.

Outline--Before you speak, hand in a two-level (roman numerals and capital letters, see framework below) complete sentences are required for all main points and oral citations, a works cited page is required for all formal assignments. Include a title page. This outline will be graded on neatness and clarity. The speech should be delivered extemporaneously from a brief speaking outline and research note cards. Hand in the speaking outline, printouts, and note cards at the end of your speech so that they may be evaluated along with the previously submitted formal outline. The formal outline will be considered part of the preparation for the speech and will represent approximately 1/3 of the grade for the oral presentation. Outlines should exemplify good grammar and spelling; bibliography form should be MLA.

Remember, this is a formal speech; therefore, you will want to utilize text chapters covered which deal with all components of good public speaking, including those on organization, idea development, research, introductions and conclusions, good language use, and delivery. Start early, plan ahead, and practice, practice, practice.

#5, INFORMATIVE ESSAY, 100 POINTS (500-600 WORD ESSAY)
--RESEARCH REQUIREMENT: 4 SOURCES, MINIMUM

Hand in the following: Title Page, Outline using complete sentences to establish your main points and to introduce your citations with at least two levels, an approximately 500 word essay, and an annotated Works Cited page. Follow all standard instructions for manuscript neatness and preparation.

Remember, this essay may be on the same topic used in #4, but should be a more fully developed treatment of the subject. The intention of the assignment is for you to learn from the experience and from any mistakes made on #4 and improve on your coverage of the subject in #5.
All standards of good college writing will be used in scoring the essays. Proofread carefully, being sure to avoid sentence fragments, fused sentences and comma splices, and misspellings. Develop paragraphs fully, and use transitions when needed. Skillful use of language and sentence structure will be rewarded. As usual, essay must submitted to Blackboard in the appropriate section with 1” margins, double-spaced, 12-point font using Word-compatible software.

**ASSIGNMENT DESCRIPTIONS FOR ASSIGNMENT #s 6, 7, 8 & 9;**

### 4 PERSUASIVE ASSIGNMENTS

- **#6** Persuasive Speech (6-8 minutes) on a Question of Fact or Value
- **#7** Persuasive Essay (600-800 words), further developing the same topic used in #6,
- **#8** Persuasive/ Motivational Speech, 7-8 minutes, new topic on a Question of Policy that utilizes a problem, cause, solution format
- **#9**, Persuasive/Motivational Essay, 600-800 words, further developing the same topic used in #8

Mastering the logic and organizational skills which go into composing a successful persuasive speech or essay will provide you with strategies of idea development, which will be helpful in diverse areas. In order to prepare fully for the final assignments of the semester, please review PSVT, Chapter 16, “Speaking to Persuade.” Remember, the motto of the national forensics organization, PI KAPPA DELTA, is "the art of persuasion, beautiful and just."

Please note that there are three main types of persuasive formats: these are

1. Speeches or essays on questions of **fact**
2. Speeches or essays on questions of **value**
3. Speeches or essays on questions of **policy** (often called motivational because they are intended to motivate the audience to, at the least, agreement, and often, to direct action)

- Assignment # 6 asks you to choose to produce a speech on a question either of (1) fact, or (2) value.

Assignment # 7 asks you to choose to write an essay on the same question, either of (1) fact, or (2) value.

For #6 and #7, you are specifically asked to utilize evidence and reasoning as discussed in Ch. 16.

- Assignment # 8 asks you to produce a motivational speech on a question of policy; since your objective is to motivate your audience to agreement or action, you are asked to utilize emotional appeal in addition to using evidence and reasoning.
Assignment #9 asks you to write a persuasive/motivational essay on a question of policy utilizing emotional appeal in addition to using evidence and reasoning. Use the same question, and make this essay your grand rhetorical finale, re persuasive composition.

Topics--As in all earlier assignments, the type and format of the exercise is assigned; you choose the actual topics. Choose a topic about which you are knowledgeable and that can be researched (remember, research is optional on #s 8, 9) without too much trouble. Be sure to remember that, while the topic for persuasion is frequently of necessity controversial, you must not choose a topic that is likely to offend your classmates or which will, by its very nature, make you nervous or uncomfortable. Keep your ethical responsibility to your audience in mind.

Audience--Use the actual class as your audience.

Outline Instructions for all persuasive speeches and essays--
Before you speak, hand in a formal outline, which is defined as a two-level (roman numerals and capital letters) complete sentence outline with title page and works cited page. This outline will be graded on logical organization of ideas, grammar, neatness and clarity. As usual, essay must submitted to Blackboard in the appropriate section with 1” margins, double-spaced, 12-point font using Word-compatible software.

1. All persuasive assignments (speeches and essays) will include formal outlines which follow the same guidelines.

2. The speaker's outline is much more informal and should be planned to be easy to read at a glance. DO NOT READ ALOUD FROM AN ESSAY-TYPE MANUSCRIPT! Only very brief speaker's notes in the form of a word or phrase outline (1 page maximum) may be used; note cards may be used only to present verbatim quotations to be read aloud in the speech to demonstrate research which may have been done. The speech should be delivered in a natural, extemporaneous style from the brief speaking outline and limited research note cards. Hand in the speaking outline and note cards at the end of your speech so that they may be evaluated along with the previously submitted outline. Outlines will be considered part of the preparation for the speech. Outlines should exemplify good grammar and spelling; Oral citation style must be used to introduce your research. Proofread all pages, including verbatim quotations, carefully!

Research--Required on # 6 & 7, 8. For #s 6 & 7, find and photocopy at least four research sources to be cited. Plan to use at least one paraphrase and one verbatim quotation from each source. Give accurate citations in the speech.

For speech #s 6 & 8: these are formal speeches; therefore, you will want to utilize text chapters covered which deal with all components of good public speaking, including those on organization, idea development, research, introductions and conclusions, good language use, and delivery. Look up and practice pronunciation of new words. Start
early, plan ahead, and be sure to PRACTICE your speech at home, using a timer, until you are comfortable.

Remember, #9, the Persuasive/Motivational essay, is your last chance to write an evocative, persuasive essay, utilizing all the rhetorical modes and language skills you have learned. Make this your best essay ever!