COMMUNICATION 1611               FALL 2017
WRITTEN AND ORAL COMMUNICATION

I. Course Information
Spring 2017
COMM 1611   6-credit hours

CRN      Meeting        Location
14508      T & TH 12:00-2:50  COTT 207

First day of classes August 28, 2017. Census Day September 13

Required Texts: Open Access

About Writing: A Guide. Robin Jeffrey

AND

Public Speaking: The Virtual Text, (PS:TVT) multiple authors
http://publicspeakingproject.org/psvirtualtext.html

II. Instructor Information

Mike Brooks, MA
Department of Communication
The University of Texas at El Paso
Office Location: Cotton Memorial Building, Room 100
Contact Information:
Office Phone 915-747-8992
Voice message 915-747-6202;
Email: mebrooks@utep.edu

Office Hours
Mon Wed                    8:30 am-12:00 am, 1:00 pm-4:00 pm
Tuesday and Thursday      8:30 am-10:30 am & 4:30 pm-5:00 pm
Friday                     By appointment
III. Course Content

**COMM 1611 - Written and Oral Communication**

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 RWS 1301 and COMM 1301.

**Prerequisite(s):** (ENGL 0311 w/C or better) OR (DEVE score of 1) OR (CPEN score of 1)

**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 review 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

This course provides an introduction to the rhetorically informed, complementary skills of expository writing and public speaking. The emphasis on rhetoric and communication is implemented by an understanding of the impact of rhetorical theory and focuses on analysis of the elements that enrich the creation of effective essays and speeches. Aristotle’s seminal *Rhetoric*, composed in the 3rd century B.C., is arguably still the most influential work on the subject of rhetoric. His focus was on analysis of the modes of persuasion, with obvious implications on civic discourse. In Book I, Chapter I of his *Rhetoric*, Aristotle writes: “It is clear, then, that rhetorical study, in its strict sense, is concerned with the modes of persuasion.” Aristotle’s emphasis on analysis and discovery of the available means, or methods, of attaining effective persuasion or argumentation is of great use to the student of writing and speaking.

This course is aimed at encouraging the student in identifying, analyzing and practicing the rhetorical modes and methods that can be utilized to make both essays and speeches more effective, and ultimately, enhance the communication of ideas.

Major course objectives include:

Development of students’ critical thinking skills, to include creative thinking, innovation, and inquiry, with emphasis on analysis, evaluation and synthesis of information.

In the actualization of speaking and writing projects, emphasis is put on effective development, interpretation and expression of ideas through written, oral and visual communication.

Additionally, teamwork with peers is encouraged in working toward common academic goals, and emphasis is placed on the function of personal responsibility and how this informs the ability to connect choices, actions and consequences and view them through the lens of the tenets of ethical decision making.

This course will give students a better understanding of the significant role effective communication plays in their academic and professional lives. The activities and assignments are designed to help students learn the basic features of descriptive, informative, and persuasive writing and speaking and to enhance their ability to design, deliver, and analyze written and oral communication.

The major grading emphasis is on the conception, development, and logical communication of ideas. The planning of assignments presumes the adult status, wide-ranging interests, intelligence, and good mastery of language skills to be expected of university students. Students are expected to be mature and well prepared to take responsibility for preparation and completion of assignments. Students are expected to
manage their time effectively and provide self-motivation in completing assigned readings and speeches. In addition to taking responsibility for completing readings and preparations, students will be encouraged to select real-world topics of interest to mature adults which call for challenging research and idea development. Both hard work and creativity will be rewarded. Detailed explanations of all assignments will be provided. If clarifications are needed, students are encouraged to ask questions whenever they wish. Classes will emphasize student input rather than passive lecture mode. Although the schedule is rigorous, the intellectual climate in the class should be exciting.

KEY GOALS: Students will be asked to

- Conceptualize, focus and develop a topic into meaningful, purposeful communication
- Understand the rhetorical, organizational components of speeches and essays
- Organize logically and develop ideas fully, utilizing examples and analysis
- Develop research skills utilizing the library and the internet
- Learn to transform nervousness about public speaking and/or fear of “the blank page” into effective, evocatively worded presentations and essays
- Speak in a natural, extemporaneous manner without reading from a pre-written text
- Write fluently and powerfully, informing or persuading readers
- Become familiar with multimedia presentational tools to enhance civic discourse

OVERVIEW OF ASSIGNMENTS:

ORAL AND WRITTEN COMMUNICATION

Participation 10%
Participation will include timely submission of all required work including draft outlines and papers

Warm-Up Exercises to Build Fundamentals

Expressive/Descriptive Speech 2.5%
Expressive/Descriptive Essay 2.5%

Practicing the Complementary Arts of Speaking and Writing

Informative Outline & Informative Speech 10%
Informative Essay 10%
Persuasive Motivational Outline & Persuasive Speech 15%
Persuasive Motivational Essay 10%
Persuasive/Policy Outline & Policy Speech 15%
Persuasive/Policy Essay 15%

EXAMINATIONS
Chapter/section Quizzes 5%
Final Exam 5%

100-90 A
89-80 B
79-70 C
69-60 D
59 & below F

Please note: the majority of the text readings 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.

IMPORTANT NOTE:
There are three components for each “project.” We will develop outlines in class and you will be provided the opportunity to make corrections to the draft before submitting the final outline on Blackboard. Outlines are required components of the project; you are required to submit an outline and carefully prepare and practice each speech. Your final outline is due (submitted to Blackboard) before you speak. You can use notecards or a single-sided page of text to deliver your speech. Each speech is followed by a written essay and earns an individual grade. 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.

CHAPTER OVERVIEWS

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 topics from the text-book chapters. 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. Additionally, the chapter presentations also allow me to assess levels of communication apprehension.

Speakers: Students will be assigned a topic 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 or an activity related to the discussion 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 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 talking!

EXTEMPOREANEOUS SPEAKING REQUIRED:
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, location, and in the proper format
• Participate in in-class discussions and activities
• Extend proper courtesy to all persons

Students must take notes for each class meeting. In addition to lecture notes, students may be required to critique the speeches of their classmates. All hand-outs and other reference materials should be kept organized and readily accessible. Exams and quizzes may include information not found in the textbook (e. g., from announced supplemental materials and lectures).

SPECIAL ACCOMMODATIONS:
If you have a special or learning need, please take steps to insure that you receive the assistance needed. Qualified students with disabilities needing appropriate academic adjustments should contact both their instructors and The Center for Accommodations.
and Support 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.

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 preference, or gender presentation are inappropriate and detract from your effectiveness as a speaker and from your credibility as a person.

From The UTEP Handbook of Operating Procedures
Section IV:
The University of Texas at El Paso is an Equal Opportunity/ Affirmative Action Employer. The University is committed to providing equal opportunity to all employees and individuals seeking employment or access to its programs, facilities or services, and will not discriminate against these persons on the basis of race, color, national origin, sex, religion, age, disability, genetic information, veteran’s status, sexual orientation, or gender identity. In addition to this commitment, the University will take affirmative steps to insure that applicants are employed, and employees are treated, during all aspects of employment, in a non-discriminatory manner.

ATTENDANCE POLICY:
Attendance and participation are mandatory. Missing 2, 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.

- Why attend class? Besides 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 after the drop deadline will result in a lowered grade. Accumulation of absences excused/unexcused will lower your grade.

- An **Unexcused absence** is defined as any absence without any supporting and valid documentation to justify the absence. Reasons for absences should be substantial.

- An **Excused absence** is defined as any absence motivated by a reasonable cause which is accepted by the instructor, at the instructor’s discretion.

- Attendance will be taken at the beginning of each class. After attendance has been taken, those who arrive late will be considered tardy. Attendance is recorded in the grade book as AT month_day (i.e., AT 8_28). This is a cumulative grade, you receive 3-points if you are present, 2-points if tardy, and 1-point if you notify after class. This is a long class and I will attempt to schedule a break daily. I reserve the right to take attendance after we return from the break.

- 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 (W)** for dropping individual courses is December 7, 2017.

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 and your rights as a student!

**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.
- 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 will be utilized to assignments, post quizzes, supplemental materials, grades, announcements, and other relevant information. It is imperative that you keep up with the assigned material.

**TECH IN THE CLASS:**
Cellphones do not belong in the classroom. 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.

**SCHOLASTIC INTEGRITY POLICY:**
Please read *Public Speaking: The Virtual Text, Chapter 3- “Ethics in Public Speaking,”* 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 presentations in this class. You are required to credit and orally cite all research. 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.
Also see the University of Texas System Academic Dishonesty Statement as seen in the Handbook of Operating Procedures

**Plagiarism will not be tolerated.**
A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at El Paso. More specifically, students are expected to maintain absolute integrity and a high standard of individual honor in scholastic work undertaken at the University. At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

• acknowledge the contributions of other sources to your scholastic efforts;
• complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
• follow instructions for assignments and exams, and observe the standards of your academic discipline; and
• avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

Office of Student Conduct and Conflict Resolution

THE INSTRUCTOR RESERVES THE RIGHT TO MAKE NECESSARY CHANGES IN THE SCHEDULE/CALENDAR/ASSIGNMENTS DEPENDING ON THE NEEDS AND PROGRESS OF THE CLASS.

**FINAL EXAMINATION SCHEDULE**

December 12 1:00 pm-3:45 pm

Assignment 1 Chapter Discussions

**ASSIGNMENT #1: EXPRESSIVE/ DESCRIPTIVE NARRATIVE SPEECH (2.5 %)**
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. 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.

**Notes** should be brief, easy to read, should occupy no more than one side of a 4x6 note card. A 1-page photocopy of this card 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, Delivery, 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: #2, EXPRESSIVE/ DESCRIPTIVE ESSAY (2.5%)**
Length: 200-400 word essay; include a brief phrase outline and title page

Assignment #3 asks for an essay which 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.

Like all formal assignments this semester, this essay must be computer-generated using Word-compatible word processor software. Grammar, spelling, and all elements of good English usage will be evaluated in grading.

Font size: 12. Word-compatible, double-spaced, Use standard page margins as set in the word processor.

ASSIGNMENT DESCRIPTIONS FOR ASSIGNMENTS # 3 & 4

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.

#3, INFORMATIVE SPEECH, 10%; (5-7 MINUTE SPEECH)
--RESEARCH REQUIREMENT: 4 SOURCES, MINIMUM

Your objective is to research, plan, practice, and deliver a 5 minute speech, using very brief notes. Review Public Speaking: The Virtual Text (PS:TVT) 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 PS:TVT, CH 15, on definitional, descriptive, explanatory, or demonstrative. You may not choose demonstrative. Please choose from the other three types of Informative.

Topic/Research--Choose a topic which interests you and which can be researched; find and photocopy at least three 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. Note: Note cards should be cut and pasted from photocopies or printouts.

Outline--Before you speak, hand in a two-level (Roman numerals and capital letters) sentence or phrase outline with works cited page and photocopies attached. Include a title page. This outline will be graded on neatness and clarity; word processing or typing is mandatory. The speech should be delivered extemporaneously from a brief speaking outline and research note cards. Hand in the speaking outline,
printouts, photocopies and note cards at the end of your speech so that they may be evaluated along with the formal outline previously handed in. The formal outline will be considered part of the preparation for the speech and will represent 1/3 of the grade for this assignment. 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.

• #4, INFORMATIVE ESSAY, 10% (500-600 WORD ESSAY)
  --RESEARCH REQUIREMENT: 5 SOURCES, MINIMUM

Hand in the following: Title Page, Outline in phrases or complete sentences to at least two levels, an approximately 500 word essay, a Works Cited page, and photocopies/printouts of material cited. Follow all standard instructions for manuscript neatness and preparation. Photocopies should be clearly highlighted, (use fluorescent highlighter, so that the photocopies can be reused with another photocopying) with notations stating whether material is quoted verbatim or paraphrased.

Remember, this essay will 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. Word processing or typing required.

ASSIGNMENT DESCRIPTIONS FOR ASSIGNMENT #s 5, 6, 7, & 8

4 PERSUASIVE ASSIGNMENTS

• #5 Persuasive Speech 15% (6-8 minutes) on a Question of Fact or Value
• #6 Persuasive Essay 10% (600-800 words), further developing same topic used in #6,
• #7 Persuasive/ POLICY Speech, 15% (7-8 minutes), new topic on a Question of Policy
• #8, Persuasive/POLICY Essay, 15% (600-800 words), further developing same topic as #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 *PS:TVT*, Chapter 16, Persuasive Speaking carefully.

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 *PS:TVT*, Chapter 7, “Supporting Your Ideas.”

**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 without too much trouble. Be sure to remember that, while the topic for persuasion is always of necessity controversial, you must not choose a topic which 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**—

1. 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, works cited page and photocopies attached. This outline will be graded on logical organization of ideas, grammar, neatness and clarity. Typing/word processing is required. 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 photocopies, printouts and note cards at the end of your speech so that they may be evaluated along with the outline previously handed in. Outlines will be considered part of the preparation for the speech. Outlines should exemplify good grammar and spelling; Works Cited form should be MLA. MLA in-text documentation must be used. Proofread all pages, including verbatim quotations, carefully!

Research--Required on # 6, 7, 8 & 9. 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. Mark the location of these research citations in colored pen or highlighter on your formal outline and on your speaker’s outline and on your photocopies; example: write a simple note such as "paraphrase 1" or "quotation 3" next to specific outline entries and on photocopies. Post-it notes attached to photocopy pages used are helpful.

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!

IMPORTANT: STUDY THE NEXT TWO PAGES CAREFULLY!

A MASTER PLAN FOR EFFECTIVE PAPERS AND SPEECHES:

SEE SAMPLE, below

The following is a detailed plan for outlines and for the papers and/or speeches that these outlines organize; it is not an outline itself. Please consult your text for correct forms and typing format for formal outlines.

This plan for a Central Idea or Thesis sentence and outline format supersedes other instructions; for example, you are required to outline introduction and conclusion sections even though some texts do not do so. Please consider this format a useful master plan for major assignments in this course. Minor modifications are acceptable, but please adhere to the major concepts and procedures outlined below or the texts.
One exception is that the *PS:TVT* text presents the introduction and conclusion sections in outlines without using separate Roman numerals in the introduction and conclusion, making these sections indistinct from the main body of the outline. Your introduction and conclusion will have specific functions labeled with Roman numerals i.e., Introduction: attention gaining device, motivational link, credibility statement, introduction of thesis, and preview; the Conclusion: review and concluding statement or “clincher.” You must include introductions and conclusions in all of your outlines. Please be consistent in following outline format.

Transitions should be included in your outlines; see *PS:TVT*, Chapter 8 for good examples. The term “Cumulative Transition” is used here to refer to transitions which are essentially Internal Summaries combined with and/or Internal Previews. (*PS:TVT*, Chapter 8)

Verbatim (direct) quotations and paraphrased material must be included in your outlines as well. Include this material within the subcategories of the outline. See instructions for specific assignments. Please use colored highlighters to link your outline source citations to the photocopies or printouts of sources you will be attaching to your final outline. These instructions will be discussed further in class. Use MLA Works Cited format, as it is most specific as to page numbering in printed sources.

Note on the terms “Thesis statement” vs. “Central Idea statement”: both terms refer to one sentence which states the dominant idea to be developed in an essay or speech. “Thesis” is more often used in persuasive writing and speaking. You may use either term in your outlines. *PS:TVT* text gives examples of how to develop speeches around well composed Central Idea statements.
A MASTER PLAN FOR EFFECTIVE PAPERS AND SPEECHES

TITLE
(Compose a nicely worded title that fits your topic)

Central Idea/Thesis: ___ is (or should be) ___, because of major point # 1, major point #2 and major point #3.

(Note: The Central Idea or Thesis statement is traditionally placed at the top of the outline just under the title to indicate that it is the controlling thought for the entire outline and subsequent essay or speech. Do not state the thesis as the first sentence in either an essay or a speech.)

INTRODUCTION

Roman numeral statement should be a complete sentence stating the major idea(s) of the Introduction This section, usually 1-2 minutes in ten-minute speeches and ½ to 1 page in short papers of under 10 pages, should:

I. Attention-gaining device (AG)

II. Motivational link (Hook)

III. Credibility statement (Cred)

IV Introduce thesis

V. Preview of main points to be covered. Do not simply list the major arguments, or points of proof, from your thesis. Preview briefly, with some detail, how you will prove your thesis, being sure to let the audience know that you are previewing and have not yet begun the body of your argument. The preview is mandatory for speeches and for essays.

TRANSITION from introduction to body; transitions should appear on the outline; they are vital to the coherence of your project.

BODY

The numbering, subject matter and even the wording of the body Roman numerals should directly correspond to the major proof points of the thesis.)

Sample Major Point Development:

I. ___ is (or should be) ____ because of major point #1.
A. Supporting example
   1. Introduce supporting example.
   2. State the actual example (source of information, quotation, paraphrase, etc.) in oral citation format. See: Purdue- Verbal Citations https://goo.gl/M8rESA
   3. Analyze, comment upon, explain example
   4. Relate example to major point #1, showing how this relates to and supports the thesis.

TRANSITION into next example (I B.) Always use transitions between examples or between stages in the progression of your logic. Only major transitions have been included in the rest of this sample, as minor transitions needed are too numerous to list.

B. Supporting example
   (See I., A., above) Make sure you maintain symmetry between the parts of your argument.

CUMULATIVE TRANSITION (use between major Roman numeral points)
(cf. internal summary + internal preview) into major point #2. PS:TVT, Chapter 8.

II. _____ is (or should be) ____ because of major point #2.
   A. Supporting example (See I., A., above)
   B., etc.

CUMULATIVE TRANSITION
(cf. internal summary + internal preview) into major point #3. See PS:TVT, Chapter 8
III. _____ is (or should be) ____ because of major point #3. Generally, limit supporting examples to three points of analysis.
   A. Supporting example (See II., A., above)
   B., etc.

CONCLUSION

Roman numeral statement should be a complete sentence stating the major idea(s) of the Conclusion. This section, usually 1 minute in short speeches and ½ to 1 page in papers under 10 pages, should:
I. Restate the thesis showing it has been proven or successfully discussed.
II. Provide a review or summarize main points
III. A clincher that effectively ends your presentation
