I. Course Information
Spring 2018
COMM 1611
CRN 14186: 6 credit hours

Required Text:

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
Email: mebrooks@utep.edu
Office Hours
Monday & Wednesday 8:30 am-12:00am & 1:00 pm-4:00 pm
Tuesday and Thursday 8:30 am -10:00
Friday By appointment

III. Course Content

A. CATALOG DESCRIPTION:

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)

B. Course Overview
COMM 1611 is an 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 and
analysis of speeches presented in class.

B. 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.

C. 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.

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:

The 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. 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 oral presentations. 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. 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 using Standard English grammar and syntax
- Become familiar with multimedia presentational tools to enhance civic discourse

OVERVIEW OF ASSIGNMENTS

ORAL AND WRITTEN COMMUNICATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
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<tr>
<td>Participation: Includes chapter and topic discussions</td>
<td>5%</td>
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<tr>
<td>Grammar, syntax, citation exercises</td>
<td>5%</td>
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<tr>
<td>Practicing the Complementary Arts of Speaking and Writing</td>
<td>5%</td>
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<td>Descriptive outline, speech, and paper</td>
<td>5%</td>
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<tr>
<td>Informative Outline &amp; Informative Speech</td>
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<td>Informative Essay</td>
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<td>Persuasive Motivational Outline &amp; Persuasive Speech</td>
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<td>Persuasive Monroe Essay</td>
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<td>Persuasive/Policy Outline</td>
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<td>&amp; Policy Speech</td>
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<td>Persuasive/Policy Essay</td>
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<tr>
<td>Chapter/section Quizzes</td>
<td>10%</td>
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<tr>
<td>Final Exam</td>
<td>5%</td>
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All assignments are graded using a 100-point scale.

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<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-90</td>
<td>A</td>
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<tr>
<td>89-80</td>
<td>B</td>
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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.

IMPORTANT NOTE:
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. We will begin developing the framework and organization in class. Students will be required to submit a formal outline using MLA publication guidelines; this outline will receive a grade. The completed outline is due before you speak. You can use notecards to deliver your speech; note card specifics will be discussed in class. A written essay follows each speech; the essay 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.

ORAL PRESENTATIONS REQUIRE EXTEMPORANEOUS SPEAKING

Students cannot 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.

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 proper location, and using 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 will be required to critique the speeches of their classmates.

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 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 will not be tolerated. Disrespectful communication detracts 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 is 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. Students will be held responsible for any lecture materials, exams, quizzes or assignments given or due during their absence.

Three (3) unexcused absences before the drop date will result in an automatic drop. Three or more totaled unexcused absences after the drop deadline will result in a lowered grade: The accumulation of absences excused and unexcused will lower your grade. Excused absence is defined as any absence motivated by a reasonable cause, which is accepted by the instructor, at the instructor’s discretion. This is a 6 credit-hour course. Attendance will be taken at the beginning of each class. If you arrive after attendance is called, you must speak to the instructor to receive credit. This is a long class; we will normally schedule a break daily. The instructor reserves the right to take attendance at the end of class as needed.
Students leaving before the end of the class without the approval of the instructor will be considered absent for the day.

**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 for reasons related to attendance and assignment completion. It is customary to contact the instructor if you choose to drop from a course.

The COURSE DROP DEADLINE for dropping individual courses with a “W” is November 2, 2018. Note: Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The instructor of record will issue a grade of either W or F.

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 (online or in person) 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.

**BLACKBOARD**

BlackBoard will be utilized for assignments, quizzes/tests, supplemental materials, grades, announcements, and other relevant information. It is imperative that you keep up with the assigned material. You should frequently check Blackboard to ensure timely submission of assignments.

**TECH IN CLASS**

Cellphones are not required for this course and are disruptive to effective classroom management.

The use of cellphones (and text messaging during a lecture) is disruptive, disrespectful, and discourteous [rude]. 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. Please, no texting during class; it is noticeable. 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 our classroom activities.

**SCHOLASTIC INTEGRITY POLICY**

Part of this class will focus on the proper documentation and sharing of 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 your research correctly. If you have questions, don’t hesitate to ask 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
- Avoid engaging in any form of academic dishonesty on behalf of yourself or another student

HOP: Office of Student Conduct and Conflict Resolution

UTEP: Avoiding Plagiarism

**OVERVIEW AND ASSIGNMENT DESCRIPTIONS**

NOTE: The instructor reserves the right to make necessary changes in the course schedule, calendar, and assignments depending on the needs and progress of the class. To ensure credit for your submission, all graded assignments must be submitted in the correct area/place on Blackboard. Outlines and papers must be submitted as a Word-compatible attached file-using MLA guidelines. We will utilize an “oral citation format” in the speech outline and the paper submission. Note: All research-based projects require a works cited listing.

**ASSIGNMENTS**

IN CLASS AND ONLINE: This course will include ongoing exercises focusing on documentation, vocabulary, citation, grammar, syntax, and conciseness. Exercises will include oral and in-text written documentation, as well as, the development of the works cited requirement for all outlines and papers.
CLASS DISCUSSIONS
Students are responsible for in-class presentations and discussion of text chapters and assigned topics from ancillary materials. Discussions should explain and on concepts, this is not a “reading out loud”
This is an ongoing project that will include student-led discussions of the chapter contents and ancillary material. Ongoing class discussions worth 5% of overall grade

CHAPTER QUIZZES
The class includes quizzes over course material from the assigned text and ancillary material. Quizzes are posted on Blackboard and can be retaken as many times as needed to achieve the grade you desire. Quizzes must be completed when they are assigned or late penalties will be applied. Quizzes can be retaken multiple times. Quizzes worth 10% of overall grade

Project #1 EXPRESSIVE/ DESCRIPTIVE NARRATIVE SPEECH
Time limit: 3-5 minutes. Brief typed outline with title page required, utilizing Standard English mechanics. Outline required, to be submitted before you present your speech. Descriptive outline and speech worth 5% of total grade

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. Make sure to include interesting details.

Notes should be brief, easy to read, should occupy no more than one side of standard page (notecards are acceptable). Outline is required before giving your speech.

Speak extemporaneously; utilize good delivery skills such as good eye contact, poise, and vocal variety; review Chapter 14, “Styles of Delivery” (pg. 240), 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!

Essay #1
EXPRESSIVE/ DESCRIPTIVE ESSAY (5% of total grade)
Length: 200-400 word essay; Blackboard submission to include a brief phrase outline and works cited listing.

Essay #1 asks for a sentence/paragraph paper, which emphasizes 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.

All essays should have three main sections: (1) an introductory paragraph, (2) central body paragraph(s), and (3) a concluding paragraph. (Longer assignments will require multiple paragraphs in the body section of your essay). Note: this is the last formal assignment that does not require support in the form of external (cited and documented research). The informative, persuasive and the persuasive policy speech and paper will require cited research.

Like all formal assignments this semester, this essay must be word processor-generated using Word-compatible 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.

Project #2

Speech & Outline
Outline formatting as above i.e., headings, full functions in the introduction, body, and conclusion. Word-compatible, 12 point font, double-spaced. Complete sentences for all main points and citations. Main points to preview topic in section. Works cited required.

Informative Speech, (5 minute speech)
--Research requirement: 3 sources, minimum

Your objective is to research, plan, practice, and deliver a 5-minute speech, using very brief notes. For specific instructions; follow these guidelines carefully.

Special assignment adaptations are as follows:

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 direct 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 not be cut and pasted from photocopies or printouts of the outline.

Outline--Before you speak, hand in a two-level (Roman numerals and capital letters) sentence or phrase outline with works cited page. This outline will be graded on effort, content, and clarity; word processing or typing is mandatory.

The speech should be delivered extemporaneously from a brief speaking outline or note cards. Hand in notes or 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; your works cited [bibliography] list should utilize MLA format.
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.

Essay # 2, INFORMATIVE (500-600 WORDS)
Research requirement: **5 sources, minimum**

All presentations will have two separate submissions i.e., one for the outline and one for the paper. Your outline must use complete sentences for the main points and for any citations. Main points in the body will be crafted in a manner that the information in the point will preview (tag or preview) the contents of that main point. Submission will include the works cited. We will be discussing essays and citation requirements as part of the assignment.

See assignment notes in paper 1 description above:

**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 two paraphrases and one direct 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 not be cut and pasted from photocopies or printouts of the outline.

**Outline**—Before you speak, hand in a two-level (Roman numerals and capital letters) sentence or phrase outline with works cited page. This outline will be compared to BB submission and graded on effort, content, and clarity. No handwritten submissions will be graded.

The speech should be delivered extemporaneously from a brief speaking outline or note cards. Hand in notes or 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; your works cited [bibliography] list should utilize MLA format.

**Your submissions should include:**
Headings for the Introduction, Body, Conclusion, and Works Cited in the outline and paper
Use of complete sentences for all main points and citations (short phrases are acceptable in the outline)
Follow all standard instructions for manuscript neatness and preparation.
The paper requires more evidence in the form of cited research.
Highlight the source of the research in the paper

Remember, the essay will be on the same topic as your informative speech.

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-compatible, double-spacing processing or typing required.
**DESCRIPTIONS FOR PERSUASION ASSIGNMENTS**

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.

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

1. Persuasion on questions of fact
2. Persuasion on questions of value
3. Persuasion on questions of policy (often called motivational because they are intended to motivate the audience to agreement action)

**Project #3**

Persuasive Outline & Speech, 6-8 minutes. Question of Fact or Value. 5 sources minimum. See assignment description above.

Persuasive Essay (600-800 words), Using same topic as persuasive speech; See description above relating to required functions, format, grammar, syntax, etc. 5 sources minimum, include one direct quotation and two paraphrases.

Fact or value persuasion relies on the speaker to provide enough information to convince the audience that the fact of value the speaker supports is a fact or value they can accept. The first point in the body should offer orienting material or “background.”

**Project #4**

Outline & Speech 4
Persuasive/Motivational Speech, 7-10 minutes, new topic on a Question of Policy. 5 sources minimum, include one direct quotation and two paraphrases.

Persuasive/Motivational Essay, 600-800 words, 5 sources minimum. Same topic as speech

**Essay # 4** 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 topic as the policy speech. 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 [at least, to some], 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.

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**General Outline Instructions for Speeches and Essays**
Your outline should be reviewed and revised before you begin practicing your speech. Assessment/grading will include the logical organization of ideas, grammar, syntax and clarity. Typing/word processing is required. All informative and persuasive assignments (speeches and essays) will include formal outlines which follow the same guidelines.

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 OR MANUSCRIPT! Only brief speaker's notes in the form of a word or phrase outline (1 page maximum) should be used; note cards acceptable.

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. The outline is part of the development of the speech and is valued at 30% of the final score. 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!

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!

A MASTER PLAN FOR EFFECTIVE PAPERS AND SPEECHES

The following is a detailed plan for outlines and for the papers and/or speeches; 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.

Your introduction and conclusion will have specific functions labeled with Roman numerals i.e., Introduction: Attention Gaining Device (AGD), Motivational Link (ML), Credibility Building Statement (CRED), introduction of thesis, and preview. The Conclusion must include a review and concluding statement or “clincher.” All outlines must include developed introductions and conclusions. Please be consistent in following outline format.

Your outline should include headings for the Introduction, Body, and Conclusion. The main points in the Body should include transitions to inform the audience that you will be speaking/writing about a new point.

Verbatim (direct) quotations must be included in the informative and persuasive outlines. Paraphrased information must include the citation too. All citations must be in “oral citation” format. Highlight your research and direct citations, a link to the source listed in the works cited entry is required as PART of your MLA citation.

Note on the terms “Thesis statement” vs. “Central Idea statement”: both terms refer to a single-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.
A MASTER PLAN FOR EFFECTIVE PAPERS AND SPEECHES

Title: (Compose a nicely worded title that fits your topic)

Specific Purpose: i.e., to inform or persuade

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 statements 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 (AGD)
II. Motivational Link (ML)
III. Credibility statement (CRED)
IV Clear introduction of the Central Idea or Thesis
V. Preview of main points to be covered. Do not simply sample or list the major arguments, or points of proof, from your thesis or research. Preview briefly 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.

SEGWAY 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. OR
   In order to understand ___________, we must begin by examining its definition.

Supporting example or claim:
A. Introduce supporting example or make the claim
   1. State the authority of the example (source of information, quotation, paraphrase, etc.) in oral citation format. See: Purdue- Verbal Citations https://goo.gl/M8rESa
   2. Analyze, comment upon, explain example
3. 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.

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

SIGNPOST OR CUMULATIVE TRANSITION (use between major Roman numeral points)
(cf. internal summary + internal preview) into major point #2.

II. _____ is (or should be) _____ because of major point #2.

A. Supporting example (See I., A., above)

B., etc.

SIGNPOST OR CUMULATIVE TRANSITION
(cf. internal summary + internal preview) into major point #3.

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) or the functions 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

WORKS CITED
