



Course Syllabus

Course Title: Effective Speaking

Term and Year:

Course and Section Number: SP 203

Time and Place: Asynchronous, Online

Number of Credit Hours: 3-0-3

Instructor: TBD

Office Location/Hours: TBD

Office Phone: TBD

Email: TBD

Course Description: Throughout this course, students will learn communication principles to improve public speaking and listening skills. Through application, students will develop confidence in the delivery of oral presentations. Additionally, students will learn how to organize, outline, research, and conduct audience analysis to prepare for effective speaking.

Prerequisites: None

Learning Outcomes: Upon completion of this course, the student should be able to:

1. Outline speeches to prepare for engaging oral presentations
2. Research presentation topics and include source materials to support presentation ideas
3. Use non-verbal and verbal skills to increase audience engagement
4. Apply active listening skills to speaker's message
5. Develop audience centered speeches with ethical considerations through audience analysis
6. Demonstrate effective speaking through oral presentations

Required Text: Stand Up, Speak Out: The Practice and Ethics of Public Speaking, 2011 ([Chapter 1: Why Public Speaking Matters Today – Stand up, Speak out \(umn.edu\)](#))

Other Course Materials: Articles, videos and sample speeches provided on the Moodle course site.

References: The Purdue OWL Writing Lab (<https://owl.english.purdue.edu/owl/resource/625/1/>)

Links to a range of other academic resources can be found on the Effective Speaking (SP203) Moodle course site under 'Student Resources.'

MINIMUM SYSTEM AND TECHNOLOGY REQUIREMENTS: This is an Internet class, utilizing a lot of streaming video and audio, and thus it is not suitable for a dial-up connection. If you do not have a DSL modem, a cable modem or satellite internet, then you will have to work from a computer lab. Students who cannot access the audio and video files cannot expect to pass the course. You will need a functional webcam and microphone on computer, and preferably an external microphone to ensure high quality audio recordings.

The Moodle course site for Effective Speaking does utilize Kaltura for recording and posting videos for speech assignments, and links to guidelines for installing and using Kaltura are included in the Week 1 materials. If you any difficulties with Kaltura (including compatibility issues), I will accept videos produced via other means, including PowerPoint, TikTok and Zoom. If needed, in coordination with the course instructor, you may also present your speech within a recorded Zoom session.

The standard software for the course is Microsoft Office: Word, PowerPoint, and Excel. All files exchanged between students and instructors for word processing, presentation, and spreadsheet should make use of the Microsoft Office software.

Trine University standard software is Microsoft Office and is available to all Trine University students, staff and faculty. (Contact the Help Desk to purchase a copy).

You will also need a computer audio webcam with a microphone headset. This can be purchased at Best Buy or the Trine Bookstore for around \$20.

Your computer needs to be equipped with Quicktime, VLC, iTunes and/or Windows Media Player, all of which are free downloads for either a PC or a Mac.

For assistance with any technology-related problems, I recommend contacting Trine University Information Technology Services (<https://services.trine.edu/support/home>).

Course Requirements: Students in this course are expected to have sufficient computer skills to successfully run and navigate Moodle. Students should also know how to record videos using a webcam and microphone, attach files, download items from the Internet, and use PowerPoint.

Attendance/Participation: All students are expected to log in to their courses regularly throughout the week to receive instruction, materials, and updates from the instructor. It is your responsibility to check in and submit your assignments, complete your discussion board postings, and finish quizzes and exams by the due dates.

If you do not participate in the course, you will be counted absent. Simply logging in is not enough; you must submit/complete an assignment, post to a discussion board, or other similar assignment tasks to avoid being counted absent. Instructors are required to submit attendance the Monday following each week of class.

This attendance is reported to the Financial Aid Department and may result in the loss of any financial aid refund you are expecting if you have not been participating in your courses. **In addition, you will be administratively dropped from the course if you are reported absent a total of three weeks.**

Grading/Evaluation:

The undergraduate course grading scale is as follows:

90 – 100%	A
85 – 89%	B+
80 – 84%	B
75 – 79%	C+
70 – 74%	C
65 – 69%	D+
60 – 64%	D
59% or below	F

Your grade in this course is based on the timely and successful completion of assigned speeches, peer reviews, discussions and written assignments. Emphasis is placed following instructions, effort and comprehension.

In the calculation of the total course grade, all assignments are graded on a 100-point scale and weighted according to the following chart:

Category of Assignment	Points
Introduction Speech	10
Instructional Speech	10
Persuasive Speech	10
One Minute Elevator Pitch (Speech)	5
Peer Reviews (5 @ 2 points per review)	10
Discussions (2 @ 5 points per discussion)	10
Written Assignments (6 @ 5 points per assignment)	30
Visual Aid (in support of Persuasive Speech)	10
General Education Assessment	5
Course Total	100

A week-to-week breakdown of assignments (course map) is included on the Moodle course site under 'Course Home.'

The following is a basic description of each category of assignment. Each category includes a general grading rubric that describes how the assignments within the respective category will be graded. **It is important that you complete all assigned work – the maximum course grade for students missing assignments is a C.**

- **Speeches:** During this course, you will submit four speeches – an introduction speech (Week 1), an instructional speech (Week 3), a persuasive speech (Weeks 6 and 7), and a one minute elevator pitch (Week 8). Specific instructions for the development and submission of each speech is included on the Moodle course site.

Grading for each of the four speeches will be based on the following criteria (grading rubric):

The *average speech* (grade C) should meet the following criteria:

1. Conform to the kind of speech assigned—informative, persuasive, etc.
2. Be ready for presentation on the assigned date
3. Conform to the time limit
4. Fulfill any special requirements of the assignment
5. Have a clear specific purpose and central idea
6. Have an identifiable introduction, body, and conclusion
7. Show reasonable directness and competence in delivery
8. Be free of serious errors in grammar, pronunciation, and word usage

The *above average speech* (grade B) should meet the preceding criteria and also:

1. Deal with a challenging topic
2. Fulfill all major functions of a speech introduction and conclusion
3. Display clear organization of main points and supporting materials
4. Support main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency
5. Exhibit proficient use of connectives—transitions, internal previews, internal summaries, and signposts

6. Be delivered skillfully enough so as not to distract attention from the speaker's message

The *superior speech* (grade A) should meet all the preceding criteria and also:

1. Constitute a genuine contribution by the speaker to the knowledge or beliefs of the audience
2. Sustain positive interest, feeling, and/or commitment among the audience
3. Contain elements of vividness and special interest in the use of language
4. Reveals a thorough understanding of the form and organization issues covered in the textbook.
5. Is well focused, with abundant detail.
6. Be delivered in a fluent, polished manner that strengthens the impact of the speaker's message

The *below average speech* (grade D or F) is seriously deficient in the criteria required for the C speech.

- **Peer Reviews:** In conjunction with each speech, as well as the visual aid assignment, students will provide detailed feedback on each other's work within a virtual discussion forum. To earn the maximum number of points, you must substantively review and respond to the work of at least four of your classmates.

Grading for assigned peer reviews will be based on the following criteria (grading rubric).

- Own project submitted on time and four peers reviewed with thorough detail, specifics and examples – 100
- Own project submitted on time and four peers reviewed with some detail but too many generalizations – 85
- Own project submitted on time and four peers reviewed but clearly rushing through the reviews – 75
- Late and/or incomplete, but some effort – 65
- Missing own project – 0

- **Discussions:** In addition to peer reviews, during this course, students will participate in two class-wide discussions (Week 2 – Prepping for the on-Line Interview; Week 4 – Navigating the News). Each discussion will require an initial written post to a virtual discussion forum that fully answers the assigned discussion prompts, and then respond to the posts of a minimum of four classmates.

Discussions are graded on content – in particular, on how well you develop and support your work. I recommend that you draw from concepts discussed in the textbook (and include in-text citations).

Grading for each of the assigned discussions will be based on the following criteria (grading rubric):

100 – Student's answer to the discussion prompt is thorough, logically coherent, free of typos, well supported by details from the textbook and examples from the speech. Student responds thoughtfully and thoroughly to at least one classmate.

85 – Student's answer is logically coherent and free of typos, but may need more development and/or more details and examples from the textbook and speech. Student responds thoughtfully and thoroughly to at least one classmate.

75 – Student's answer needs more development, contains some typos that impede clarity, and/or needs more supporting detail from the textbook and speech. Student responds thoughtfully and thoroughly to at least one classmate.

0-50 Initial post is late/missing. Student responds adequately to the discussion prompt, but responses to classmates are missing.

- **Written Assignments:** During this course, you will have four written assignments. Specific instructions for the completion of each assignment is included on the Moodle course site. I also recommend that you draw from concepts discussed in the textbook (and include in-text citations).

Grading for each of the written assignments will be based on the following criteria (grading rubric):

- Adhering to the assignment instructions
 - Complete and comprehensive analysis of the prescribed elements of the assignment
 - Clarity in the written discussion of ideas and concepts
 - Support (use of credible sources)
 - Proper attribution (in-text citations and references)
- **Visual Aid:** In support of your Persuasive Speech, you will develop a six to eight slide PowerPoint designed to enhance and support your speech. Specific instructions for the design and submission of this visual aid is included on the Moodle course site.

Grading for the visual aid will be based on the following criteria (grading rubric):

- Adhering to the assignment instructions
- Alignment with your persuasive speech outline
- Visual appeal (clean, consistent, balanced text and images, as well as transitions where appropriate)
- Focused content (coherent and straightforward arguments in support of your persuasive speech thesis/position)
- Support (use of credible sources)
- Proper attribution (in-text citations and reference slide)

Course Policy on Late Assignments:

Turning in assigned work on time is part of the learning process in this course. Late writing and speech assignments may lose 30 percent of their potential grade unless accompanied by medical or military documentation. Furthermore, discussion posts and peer reviews must be initiated by their prescribed due dates to facilitate participation – late discussion posts and peer reviews will receive a grade of '0' as they lose their value as a means of delivering content and building classroom

community for the week they were due.

No assignments are optional – the maximum course grade for a student missing assignments is a ‘C.’

Any assigned work received after the publishing closing date of the course will not be accepted.

Please refer to the Course Calendar and Course Map (included on the Moodle course site under ‘Course Home’) for the week-to-week breakdown of assignments and precise due dates.

Some consideration will be given to students who have a documented illness, death in the family or other documented crises, military duty, jury duty, religious obligations and participation in official University activities. Consideration will be given, as well, to students whose dependent children experience serious illness. However, it is incumbent upon the student to communicate this to the course instructor in advance of assigned work being due.

Instructor Policy on Communication with Students:

Communication is a critical element within a virtual learning environment, Therefore, as the instructor for this course, I adhere to the following policies:

- Responding to email inquiries within 24 hours
- Graded assignments returned within one week of the published due date
- Weekly announcements highlighting specific tasks for the given week, as well as any information that may be helpful in the completion of assigned work.
- Written feedback on speeches and the visual aid

Within this syllabus, I have published both my Trine email address and my cell phone number. If you have an immediate need, I ask that you text me at my cell phone number. I also ask that you be respectful of my time – for example, calling me at 10:00 pm on a Sunday night will likely not get an immediate response.

Communication/Netiquette in a Virtual Learning Environment:

In your correspondence with the course instructor and your classmates, exhibit polite, respectful behavior (just as you would within a work environment). This includes providing positive feedback and encouragement within peer reviews and discussions, as well as being mindful of possible cultural and ability differences of your peers.

Academic Misconduct:

The University prohibits all forms of academic misconduct. Academic misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as one’s own (plagiarism) or knowingly furnishing false information to the University by forgery, alteration, or misuse of University documents, records, or identification. Academic dishonesty includes, but is not limited to, the following examples: permitting another student to plagiarize or cheat from one’s own work, submitting an academic exercise (written work, printing, design, computer program) that has been prepared totally or in part by another, acquiring improper knowledge of the contents of an exam, using unauthorized material during an exam, submitting the same paper in two different courses without knowledge and consent of professors, or submitting a forged grade change slip or computer tampering. The faculty member has the authority to grant a failing grade in cases of academic misconduct as well as referring the case to Student Life.

Plagiarism:

You are expected to submit your own work and to identify any portion of work that has been borrowed from others in any form. An ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and will result in an F for that assignment. A deliberate act of plagiarism, such as having someone else do your work, or submitting someone else's work as your own (e.g., from the Internet, fraternity file, etc., including homework and in-class exercises), will at least result in an F for that assignment and could result in an F for the course.

Artificial Intelligence (AI) is prohibited: All work submitted by students in this course must be generated by the student. Students may not have another person or entity contribute to an assignment for them, which includes using AI. Students may not incorporate any part of an AI-generated response in an assignment, use AI to formulate arguments, use AI to generate ideas for an assignment, or submit work to an AI platform for improvement. Using an AI tool to generate content may qualify as academic misconduct in this course.

OR

Artificial Intelligence (AI) is allowed: Students may use AI tools on instructor-identified assignments in this course. To adhere to our scholarly values, students must cite any AI-generated material that informed their work. Using an AI tool without proper attribution may qualify as academic misconduct in this course. It is the responsibility of the student to verify the accuracy, reliability, and ethical implications of AI-generated content.

Electronic Devices:

Use of electronic devices including smart watches and cell phones is prohibited during exams or quizzes unless directly allowed by the instructor.

Reference List for Course Content

Abdaal, A. (2022). How to Start a YouTube Channel [Video]. YouTube.
<https://www.youtube.com/watch?v=XpopyNZKYKw>

Anderson, C. (2016, April 19). *TED's secret to great public speaking* [Video]. YouTube.
<https://www.youtube.com/watch?v=-FOCpMAww28>

Bahler, K., (2014, November 12). How to introduce yourself [Video]. YouTube.
<https://www.youtube.com/watch?v=V1xt7zgnuK0&t=55s>

Crown, E. (2020, October 11). *How to create animated videos with PowerPoint* [Video]. YouTube.
<https://www.youtube.com/watch?v=DoyE48W3RUY>

Edutopia (2020, April 23). How to Make Effective Videos for Learning [Video]. YouTube.
<https://www.youtube.com/watch?v=8Swzhq9Pnr0>

Encina, M. (2020, November 17). How to Make YouTube Videos – Plan, Shoot, Edit, Post, Grow [Video]. YouTube. <https://www.youtube.com/watch?v=5Kb3mIUwwL0>

Howfinity (2022). How to Create a YouTube Channel – 2022 Beginner's Guide [Video]. YouTube.
https://www.youtube.com/watch?v=wYkvmvq_vANs

- Lighthouse Communications (2017, January 23). *How to start your presentation: 4 step formula for a killer intro* [Video]. YouTube. <https://www.youtube.com/watch?v=aGEFtRwPhE4>
- Lok, D. (2019, December 25). *Tell me about yourself – A good answer to this interview question* [Video]. YouTube. <https://www.youtube.com/watch?v=5v-wyR5emRw>
- Lyon, A. (2019, November 11). Public Speaking Credibility [Video]. YouTube. <https://www.youtube.com/watch?v=Ymoz4FxbZ5E>
- Marchione, D., (2019, August 19). *Take BETTER UNIQUE HEADSHOTS for LinkedIn – Step Up your Profile!* [Video]. YouTube. <https://www.youtube.com/watch?v=Ih4NAuc-em0>
- Mind Tools Content Team (2022). *Crafting an elevator pitch*. Mind Tools. <https://www.mindtools.com/pages/article/elevator-pitch.htm>
- Mora, C., (2019, September 5). *How to Write a Bio*. Grammarly Blog. https://www.grammarly.com/blog/how-to-write-bio/?gclid=EAlalQobChMIzvDF09qv-QIVEOzjBx0aUAPpEAAYASAAEgKbmfD_BwE&gclsrc=aw.ds
- NTDTrainingVideos (2013, April 5). *How to look good in Skype interviews* [Video]. YouTube. <https://www.youtube.com/watch?v=rQwanxQmFnc>
- Perry, I. (2018, October 26). *How to write an rhetorical analysis* [Video]. YouTube. <https://www.youtube.com/watch?v=Djv-1WovRAU>
- Phillips, D. (2017). *The magical science of storytelling* [Video]. YouTube. <https://www.youtube.com/watch?v=Nj-hdQMa3uA>
- Posner, B. (2015, February 5). *Why credibility is the foundation of leadership* [Video]. YouTube. <https://www.youtube.com/watch?v=QmMcSBQvQLQ>
- Prentiss, S. (2021). Speech anxiety in the communication classroom during the COVID-19 pandemic: Supporting student success. *Frontiers in Communication*. Retrieved June 5, 2022 from <https://www.frontiersin.org/articles/10.3389/fcomm.2021.642109/full>
- Seburn, C. (2021, February 7). *Credible Source: Five tips to determine if your source is credible* [Video]. YouTube. <https://www.youtube.com/watch?v=tdcmjPR7Ntw>
- Stirling, L. (2020). *Lindsey Stirling – short interview 2020* [TikTok Video]. YouTube. <https://www.youtube.com/shorts/0Er1YGB9dTw>
- Stirling, L. Lindsay Stirling YouTube Channel. <https://www.youtube.com/c/lindseystirling>
- Stratvert, K. (2019, September 12). *How to make a video in PowerPoint* [Video]. YouTube. <https://www.youtube.com/watch?v=D8JV3w4TOVw>
- Treasure, J. (2015, June 27). *How to speak so that people want to listen* [Video]. YouTube. <https://www.youtube.com/watch?v=elho2S0Zahl>
- University of Minnesota (n.d.) *Stand up, speak out*. Pressbooks. Retrieved July 5, 2022 from <https://open.lib.umn.edu/publicspeaking/chapter/14-4-practicing-for-successful-speech-delivery/>
- Viola, G. (2022). *10 Benefits of Having a YouTube Channel (Besides \$\$\$)* [Video]. YouTube.

<https://www.youtube.com/watch?v=Ez5bYlvn1wY>

Viola, G. Gabriella Viola YouTube Channel. <https://www.youtube.com/@GabriellaViola>

Visme (2019, December 2). *21 creative presentation ideas to delight your audience* [Video]. YouTube.
<https://www.youtube.com/watch?v=BuB7lhWZnJs>

Waknell, P. (2020, January 28). *The 3 magic ingredients of amazing presentations* [Video]. YouTube.
<https://www.youtube.com/watch?v=yoD8RMq2OkU>

Course Mapping:

Week One: Your online public persona (LO1-6)	
Learning Activities and Materials	Assessments
<p>Read:</p> <ul style="list-style-type: none"> • Speech Anxiety in the Communication Classroom During the COVID19 Pandemic: Supporting Student Success (LO6) • Chapter 1 of your textbook – ‘Stand Up, Speak – The Practice and Ethics of Public Speaking’ (Why Public Speaking Matters Today, pages 3 – 16) (LO1, LO4, LO5) • Chapter 3 of your textbook (Speaking Confidently), pages 45 – 67 (LO3, LO6) <p>Watch:</p> <ul style="list-style-type: none"> • Week 1 Overview: Building Your On-Line Public Persona (instructor produced video) (LO2, LO5, LO6) • TED’s secret to great public speaking (LO3, LO6) <p>Review: General Education Assessment Prompt</p>	<p>Discussion:</p> <ul style="list-style-type: none"> • Peer Review of Introduction Speeches (LO4): Students will be expected to provide written feedback on the introduction speeches of four classmates within an on-line discussion forum. This serves as an exercise in constructive criticism. <p>Assessment:</p> <ul style="list-style-type: none"> • The Introduction Speech (video) (LO1, LO3, LO5, LO6): Each student will develop and shoot a two to three-minute video introduction of themselves, as well as provide a brief written discussion of how they want to portray themselves • Electronic Profile Picture and Professional Bio (LO2): Each student will write and submit a 200 to 250-word professional bio that includes (1) a quality profile picture, (2) an eye-catching introduction, (3) notable achievements and interests, (4) key words (for key word searches and search engine optimization), and (5) a short testimonial from a friend, colleague, professor or boss/supervisor
Week Two: Virtual Org Comm (LO2,3, 5, 6)	
Learning Activities and Materials	Assessments
<p>Read:</p>	<p>Discussion:</p> <ul style="list-style-type: none"> • Prepping for the On-Line Interview (discussion) (LO2, LO3, LO5, LO6):

<ul style="list-style-type: none"> • Chapter 13 of your textbook (The Importance of Language), pages 405 – 431 (LO2, LO3) <p>Watch:</p> <ul style="list-style-type: none"> • How to Look Good in Skype Interviews – Tips and Training (LO3) • Tell Me About Yourself – A Good Answer to This Interview Question (LO2, LO5, LO6) • How to speak so that people want to listen (LO5, LO6) • The magical science of Storytelling (LO2, LO3, LO5, LO6) 	<p>Each student will select a posted job opportunity from an on-line job search site (i.e., Indeed.com, Glassdoor, Monster, ZipRecruiter). Based on their chosen opportunity, they will write a brief narrative on preparing for an on-line interview.</p> <p>As part of this assignment, students will provide short answers to the following interview prompts: (1) describe yourself, (2) what is your biggest strength, and (3) describe a challenge you encountered and how you handled it.</p> <p>Students will share their work with their classmates through an on-line discussion forum.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • The Success Story (written or video) (LO3): Each student will write a short narrative that describes (1) their personal definition of success, (2) a personal experience or accomplishment, and (3) what they learned from their experience.
Week Three: Instruction on Instruction (LO1-6)	
<p>Learning Activities and Materials</p> <p>Read:</p> <ul style="list-style-type: none"> • Chapter 4 of your textbook (The Importance of Listening), pages 69 – 100 (LO4) • Chapter 5 of your textbook (Audience Analysis), pages 104 – 136, (LO3, LO5) • Chapter 6 of your textbook (Finding a Purpose and Selecting a Topic), pages 140 – 183, (LO1, LO2, LO5) <p>Watch:</p> <ul style="list-style-type: none"> • The 3 Magic Ingredients of Amazing Presentations (LO5, LO6) • How to Start Your Presentation: 4 Step Formula for a Killer Intro (LO5, LO6) 	<p>Assessments</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Peer Review of Instructional Speeches (LO4): Students will be expected to provide written feedback on the instructional speeches of four classmates within an on-line discussion forum. Key elements of this discussion will be constructive criticism on content, delivery and the effectiveness of the instruction. <p>Assessment:</p> <ul style="list-style-type: none"> • The Instructional Speech (speech outline and video) (LO1, LO2, LO3, LO5, LO6): Each student will develop and produce a short instructional speech (video) that includes (1) an introduction that clearly describes the topic and the nature of the instruction, (2) establishment of the speaker's

	<p>credibility on the topic, (3) well-organized and presented content/instruction, and (4) a summary or close. This assignment will also require the submission of a detailed lesson plan that includes at least one clearly stated learning objective.</p> <ul style="list-style-type: none"> • Critique of YouTube Instructional Videos (LO4): To form a better understanding of the elements of instructional videos, each student will critique five selected YouTube instructional videos, focusing on informational content, organization, delivery and effectiveness. <p>The five YouTube videos are as follows:</p> <p>25 Things to Do in Barcelona, Spain (Samuel and Audrey – Travel and Food Videos)</p> <p>Things you need to know before visiting Barcelona (Marcello Arrambide)</p> <p>Top 5 Foods to Eat in Barcelona (Jaycation)</p> <p>5 Stupid Reasons Why Tourists Get Arrested (Wolters World)</p> <p>European Travel Skills: Packing Light (Rick Steve's Europe)</p>
Week Four: Ethics and Credibility (LO2, 5)	
<p>Learning Activities and Materials</p> <p>Read:</p> <ul style="list-style-type: none"> • Chapter 2 of your textbook (Ethics Matters: Understanding the Ethics of Public Speaking) (LO5), page 18 – 41 • Chapter 17 of your textbook (Persuasive Speaking), pages 545 – 578 (LO2, LO5) <p>Watch:</p> <ul style="list-style-type: none"> • Week 4 Overview: Why Lying in Front of a Camera is a Really Bad Idea (instructor produced video) (LO5) 	<p>Assessments</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Navigating the News (discussion) (LO5): each student will write a brief narrative on (1) what issues and topics they pay attention to, (2) where they obtain news and information on these issues/topics, and (3) how they determine the reliability of the news or information they obtain. Students will then share their narrative with fellow classmates within an on-line discussion forum. <p>Assessment:</p>

	<ul style="list-style-type: none"> Persuasive Speech Written Audience Analysis and Outline (LO2, LO5): Recognizing that understanding the target audience is a critical element in effective persuasion, students will develop a written audience analysis and speech outline that includes (1) the title of the presentation, (2) a one sentence persuasive message, (3) a one paragraph description of the target audience, (4) a brief explanation of what the student is asking the audience to do, and (5) a brief explanation of what makes the student's persuasive message and strategic approach effective.
Week Five: Thinking Visually (LO1, 2, 5)	
Learning Activities and Materials	Assessments
<p>Read:</p> <ul style="list-style-type: none"> Chapter 15 of your textbook (Presentation Aids: Design and Usage), pages 473 – 514 (LO1, LO2, LO5) <p>Watch:</p> <ul style="list-style-type: none"> 31 Creative Presentation Ideas to Delight Your Audience (LO2, LO5) How to Make a Video in PowerPoint (LO5) How to Create Animated Videos With PowerPoint – Beginners Guide (LO5) 	<p>Discussion:</p> <ul style="list-style-type: none"> Peer Review of Visual Aids (LO2, LO5): As part of the visual aid assignment, each student will critique the draft visual aids of four of their classmates within an on-line discussion forum. <p>Assessment:</p> <ul style="list-style-type: none"> Visual Aid (in support of the Persuasive Speech) (LO1, LO2, LO5): Each student will develop a PowerPoint or Prezi presentation in support of their upcoming persuasive speeches. Key elements of this visual aid will be visual appeal, focused and analytical content, organization of content/information, and attribution of sources.
Week Six: Effective Persuasion (LO1-6)	
Learning Activities and Materials	Assessments
<p>Read:</p> <ul style="list-style-type: none"> Chapter 7.2 of your textbook (Developing a Research Strategy), pages 195 – 221 (LO2) Chapter 8 of your textbook (Supporting Ideas and Building Arguments), pages 241 – 279 (LO2, LO5) Emotional Appeals (instructor developed notes) (LO2, LO3 LO5, LO6) 	<p>Discussion:</p> <ul style="list-style-type: none"> Peer Review of Draft Persuasive Speeches (LO4): As part of the draft persuasive speech assignment, each student will critique the draft persuasive speeches of four of their classmates within an on-line discussion forum. <p>Assessment:</p>

<p>Watch:</p> <ul style="list-style-type: none"> • How to Write a Rhetorical Analysis (LO4) 	<ul style="list-style-type: none"> • Draft Persuasive Speech (video) (LO2, LO3, LO5, LO6): Each student will develop and produce a short persuasive speech (video) that includes (1) an introduction that includes a clearly stated persuasive message, (2) establishment of the speaker's credibility on the issue, (3) two to three well-organized and presented arguments in support of the persuasive message, and (4) a summary or close. • Annotated Speech Analysis (written) (LO5): Each student will conduct a detailed (annotated) analysis of the iconic Martin Luther King, Jr. 'I Have a Dream' speech. The purpose of this analysis is to build a deeper understanding as to why persuasive speeches work or don't work. <p>A full transcript and recording of King's speech is from National Public Radio (NPR).</p> <p>General Education Assessment</p>
Week Seven: The persuasive speech (LO1, 2, 3, 5, 6)	
Learning Activities and Materials	Assessments
<p>Read:</p> <ul style="list-style-type: none"> • Chapter 14.4 of your textbook (Practicing for Successful Speech Delivery), pages 451 – 469 (LO3, LO5, LO6) <p>Watch:</p> <ul style="list-style-type: none"> • Week 7 Overview: Making Effective Arguments (instructor produced video) (LO3, LO5, LO6) • 10 Benefits of Having a YouTube Channel (Besides \$\$\$) (LO1, LO2) • How to Start a YouTube Channel – Beginner's Guide to YouTube (LO1, LO2) • How to Create a YouTube Channel – 2022 Beginner's Guide (LO1, LO2) 	<p>Assessment:</p> <ul style="list-style-type: none"> • Persuasive Speech (final version) (LO3, LO5, LO6): Based on feedback from their classmates and the course instructor, each student will revise their draft persuasive speeches. • Starting Your Own YouTube Channel (written) (LO1, LO2): Extending the discussion of persuasion and innovation, each student will develop a concept for starting their own targeted YouTube channel, including six video ideas.
Week Eight: Innovation (LO1-6)	
Learning Activities and Materials	Assessments

Read: <ul style="list-style-type: none">• Start-Up Weekend (instructor developed notes) (LO1, LO2)• Getting the Idea (instructor developed notes) (LO2, LO3, LO5, LO6)• The Problem-Solution Approach (instructor developed notes) (LO5, LO6)• Crafting an Elevator Pitch (LO1, LO2)	Discussion: <ul style="list-style-type: none">• Peer review of student one minute elevator pitches (LO4): As part of the Student One Minute Elevator Pitch assignment, each student will critique the elevator pitches of four of their classmates within an on-line discussion forum. Assessment: <ul style="list-style-type: none">• One Minute Elevator Pitch (video) (LO1, LO2, LO3, LO5, LO6): Consistent with the elevator pitch concept, each student will develop and produce a one-minute speech (video) pitching an idea, product or service. This pitch will include a brief introduction, a description of the problem, and a solution to the problem being presented.
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