University of Hawai‘i – Honolulu Community College
GENERAL EDUCATION - Diversification Designation
Certification and Recertification

Application Form
(as of Spring 2011)

APPLICANT:  Kara Kam-Kalani & Doug Raphael
E-MAIL:    kamkara@hawaii.edu & draphael@hawaii.edu
COURSE ALPHA and NUMBER:  SP 251
COURSE TITLE:  Principles of Effective Speaking
ESTIMATED NUMBER OF SECTIONS:  Fall 2   Spring 2
Is this request for a:  □ New Course   □ Modified Course   □ Existing Course
                                                □ Re-designation
Is this request for a:  □ Certification   □ Re-Certification. Date of last certification: March 2006 (estimated)

DIVERSIFICATION AREA DESIGNATION SOUGHT:

☒ DA (Arts)  ☐ DP (Physical Sciences)
☐ DB (Biological Sciences)  ☐ DS (Social Sciences)
☐ DH (Humanities)  ☐ DY (Laboratory)
☐ DL (Literature and Language)

What percentage of the CONTENT of this course focuses on this diversification area?  100 %
What percentage of CLASS MEETINGS focuses on this diversification area?  100 %

1. Please explain how the course SLOs align with the diversification area’s hallmarks.

A) The hallmarks for the DA designation are:

DA.1 - uses the definitions, descriptions, and terminology of the visual arts, performing arts, or other creative arts;

DA.2 - emphasizes the acquisition of practical and theoretical skills necessary to produce visual, performing, or other creative arts for primarily aesthetic purposes;

DA.3 develops creative abilities in which artistic conventions are applied and originality is sought.
B) The SLOs for SP 251 do satisfy the three hallmarks of the DA designation.

DA.1 is satisfied by the following SP 251 SLOs:

1. Discuss relevant concepts, theories, and principles of effective public communication.

2. Understand the ethical implications of public speaking and being an attentive audience member.

3. Distinguish between different types of public presentations.

10. Demonstrate proper use of language in a public presentation.

12. Listen critically and provide constructive feedback to other public speakers.

DA.2 is satisfied by the following SP 251 SLOs:

4. Select appropriate and effective speech topics.

6. Select and employ an organizational format that is suitable to the goals of the presentation.

7. Analyze and adapt to specific audiences.

8. Develop and support a persuasive argument.

11. Demonstrate confidence and effectiveness in both physical and vocal delivery.

DA.3 is satisfied by the following SP 251 SLOs:

5. Research and gather supporting material for various types of public presentations.

9. Develop visual aids that enhance audience comprehension of the speech topic.

C) The SP 251 SLOs meet the DA hallmarks for the following reasons:

To satisfy the first DA hallmark, students are required to use definitions, descriptions, and terminology of the visual arts, performing arts, or other creative arts. In SP 251 students learn the definitions, descriptions and terminology of public speaking so that they can discuss relevant concepts, theories, and principles of effective public communication. Students must also learn the ethical implications of public speaking and being an attentive audience member. Students become
familiar with the relevant terminology of public speaking so that they can distinguish between different types of public presentations and demonstrate the proper use of language during their presentations. Finally, students must understand the relevant definitions, descriptions and terminology so that they can listen critically and provide constructive feedback to their classmates.

To satisfy the second DA hallmark students must acquire the practical and theoretical skills necessary to produce visual, performing, or other creative arts for primarily aesthetic purposes. In SP 251, students learn the practical skills of selecting appropriate and effective speech topics. Also, students learn to select and employ an organizational format that is suitable to the goals of the presentation. In order to select an organizational format that is suitable to the goals of the presentation, students must become familiar with the practical and theoretical skills of analyzing and adapting to the specific audience. In SP 251, students work on the skills necessary to develop and support persuasive arguments and the skills necessary to demonstrate confidence and effectiveness in both physical and vocal delivery.

To satisfy the third DA hallmark, students are required to develop creative abilities in which artistic conventions are applied and originality is sought. Students in SP 251 develop their creative abilities through researching and gathering supporting material for various types of public presentations. Many of the speeches in SP 251 do require visual aids. Students must be creative when selecting visual aids which enhance audience comprehension of the speech topic.

Explanatory notes. The hallmarks (three for each designation) are posted on the HCC Intranet. In the text-box below, (a) re-state the hallmarks for the diversification designation you are seeking; (b) for each hallmark provide the course SLO(s) that meet each hallmark (statement of the SLOs and their numbers, e.g., SLO#1, should match what is given in the curriculum action form or course syllabus; and (c) explain how the SLO(s) meet each hallmark.

2. Explain assessment strategies you plan to use (or have used, in the case of recertification) to measure the degree to which students exit the course with the expected SLOs. If there are multiple sections of the course, please discuss how assessment will be carried through all sections.

In order to verify that the course Student Learning Outcomes are being met, students complete the survey items below at the end of each semester.

1. For each of the following oral communication skills, please indicate which have improved as a result of taking this class: (None=1, Tremendous=4)
   - Choosing appropriate topics
   - Clear organization of message
   - Providing strong support
   - Using better language
   - Using vocal expressiveness
   - Adapting to an audience
   - Connecting to an audience
   - Able to smoothly handle visual aids
   - Using body language that emphasizes the message
• Eliminating nervous body language
• Using sustained eye contact during presentations
• Evaluating presentations for content, organization, and delivery
• Giving critique of others’ presentations or performances
• Maintaining poise during a presentation

2. Students also rate the statements below on 5-point Likert scales (1=Very Low, 5=Very Good):
   To what degree can you...
   1. discuss relevant concepts, theories, and principles of effective public communication.
   2. understand the ethical implications of public speaking and being an attentive audience member.
   3. distinguish between different types of public presentations.
   4. select appropriate and effective speech topics.
   5. research and gather supporting material for various types of public presentations.
   6. select and employ an organizational format that is suitable to the goals of the presentation.
   7. analyze and adapt to specific audiences.
   8. develop and support a persuasive argument.
   9. develop visual aids that enhance audience comprehension of the speech topic.
   10. demonstrate proper use of language in a public presentation.
   11. demonstrate confidence and effectiveness in both physical and vocal delivery.
   12. listen critically and provide constructive feedback to other public speakers.

3. Any faculty member assigned to teach Speech 251 must become familiar with both the Student Learning Outcomes and the Speech Requirement Hallmarks. It is the responsibility of the Speech Department Liaison to meet with the instructor and ensure that the course learning outcomes and hallmarks are being satisfied.

4. Student Learning Outcome #1, 2, and 3 will be assessed by the use of embedded questions on exams because they address knowledge of concepts or theories of speech. See embedded questions below. Speech faculty will meet at the end of every year, for the first two years, to evaluate the embedded questions and determine whether the learning outcomes are being addressed by the items selected. Thereafter, Speech faculty will meet every three years for a review of the process.

Q1. Which of the following does your textbook recommend as a way of dealing with nervousness in your speeches?
   a. Remember that your nervousness is not usually visible to your audience.
   b. Concentrate on communicating with the audience rather than on your nerves.
   c. As you rehearse, visualize yourself giving a successful speech.
   d. all of the above
   e. b and c only

Q2. A listener anxious about an upcoming exam, worried about a recent argument with a friend, or distracted by cold air in the classroom would be experiencing
   a. interference/noise.
   b. situational cues.
   c. communication apprehension.
   d. psychological dissonance.
   e. feedback.
Q3. All of the following are guidelines for ethical speechmaking except
   a. be honest in what you say.
   b. avoid name calling and other forms of abusive language.
   c. make sure your goals are ethically sound.
   d. exaggerate the facts if it helps to make your speech more persuasive.
   e. be fully prepared for each speech.

Q4. ______________ plagiarism occurs when the speech as a whole is ethical but the speaker fails to give credit for particular quotations and paraphrases.
   a. incremental
   b. patchwork
   c. accidental
   d. incidental
   e. global

Q5. Which of the following is an instance of informative speaking?
   a. a doctor explaining how antioxidants affect the body
   b. a vitamin distributor urging listeners to buy antioxidants
   c. a scientist arguing that antioxidants have minimal health benefits
   d. all of the above
   e. a and c only

5. Student Learning Outcome #4-12 will be assessed through instructor evaluations of student performance on speech presentations because these outcomes address student development of specific skills related to public speaking.

The Informative Speech Presentation in Speech 251 is a culmination of many skills that the student learns throughout the semester, including but not limited to, the ability to: select an appropriate topic, research and gather information, use an appropriate organizational format, choose strong supporting material, use a visual aid effectively, use language appropriately, demonstrate confidence in both physical and vocal delivery, adapt to specific audiences, and to listen critically and provide constructive feedback to other public speakers. Since the Informative Speech is a mandatory speech that all Speech 251 instructors must incorporate into their curriculum at Honolulu Community College, and because each instructor will use their own instrument for assessing student achievement of the learning outcomes, it is necessary to establish consistency in evaluation across instructors teaching this course. To that end, each instructor will randomly select at least two students from a fellow instructor’s class to evaluate using his/her own evaluation instrument. At the end of the class session, both instructors will meet to compare the results of their independent evaluations. To complete this process, the Speech department will meet to compare the results overall and to make adjustments and improvements where needed. A rubric will be collectively developed to evaluate student speeches in three basic areas: (1) Content and Organization, (2) Delivery, and (3) Topic Choice. Since this is a relatively labor intensive process, this assessment endeavor will occur once every three years.

Explanatory notes. For this question, provide a clear connection between the course SLOs (e.g., understand research methodology) with assessment strategies (e.g., quizzes, final project). For multiple sections of the same course, provide a plan for coordinating and assessing these SLOs across sections.
3. How have you **used the assessment findings** to modify or improve this course?

In their self-assessments, students indicated that they wanted the opportunity to participate in more in-class presentations, so the number of presentations was increased from the standard three, as mandated by the Speech Requirement, to six.

Students still reported some degree of nervousness when giving a presentation, so the increase in number of class presentations should give students enough experience and practice to help alleviate their nervousness to manageable levels.

*Explanatory notes. If this is a new course, enter “N/A” as an answer. Courses being re-certified should include a summary of how assessment strategies and measures (Question #2) were used to modify or improve the course. Again, if multiple sections of the course are offered, provide an explanation for review of assessment across sections.*

**Reminder:** If this is an application for an EXISTING or MODIFIED course, please attach a copy of your course syllabus that includes information described in the instruction part of this form. If this is a new course proposal, please attach a copy of the **Curriculum Action Proposal** for a new course.

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**DIVERSIFICATION BOARD DECISION:**

- [x] Approved
  - Re-Certification Due: **Fall 2016**

- [ ] Not approved
  - If not approved, reasons for disapproval:

  

Diversification Chair Signature: **Eunice J. King**  Date: **8/22/11**
SPEECH 251: PRINCIPLES OF EFFECTIVE PUBLIC SPEAKING
University of Hawaii System - Honolulu Community College
T/Th 10:00-11:15 a.m.
Bldg. 7, Rm. 532

Instructor: Dr. Karadeen Kam-Kalani
Phone: (808) 845-9208
Office: Bldg. 7, Room 624
E-mail: kamkara@hawaii.edu (e-mail is the best way to contact me)
Course Website: https://laulima.hawaii.edu (login using UH username and password)
Office Hours: MTWR 1:00-2:00PM, F by appointment

COURSE DESCRIPTION

This course provides students with the opportunity to improve their public speaking skills through extensive practice in speech preparation and delivery techniques. Emphasis is given to audience analysis, gathering supporting materials, organizing and outlining, in addition to other speechmaking techniques for a variety of speaking occasions.

*This course fulfills the graduation Speech requirement for Honolulu Community College's AA degree as well as the arts diversification (DA) requirement for UH Manoa. Many programs at UH Manoa require Speech 251 as a degree program requirement. You should check with your specific program for degree fulfillment requirements.

STUDENT LEARNING OUTCOMES

Upon successful completion of SP 251, the student will be able to:

1. Discuss relevant concepts, theories, and principles of effective public communication.
2. Understand the ethical implications of public speaking and being an attentive audience member.
3. Distinguish between different types of public presentations.
4. Select appropriate and effective speech topics.
5. Research and gather supporting material for various types of public presentations.
6. Select and employ an organizational format that is suitable to the goals of the presentation.
7. Analyze and adapt to specific audiences.
8. Develop and support a persuasive argument.
9. Develop visual aids that enhance audience comprehension of the speech topic.
10. Demonstrate proper use of language in a public presentation.
11. Demonstrate confidence and effectiveness in both physical and vocal delivery.
12. Listen critically and provide constructive feedback to other public speakers.

REQUIRED COURSE TEXTS AND MATERIALS


You will be required to download course materials and receive updates regularly from Laulima, the course website. The address for accessing Laulima is: https://laulima.hawaii.edu. Log in using your MyUH Portal username and password. To succeed in this course, you should make it a habit to check the course website on Laulima DAILY.
COURSE POLICIES

OFFICIAL USE OF E-MAIL (EXECUTIVE POLICY E2.213)

The Office of the Vice President of Student Affairs has recently instated a policy wherein: “Students are responsible for checking their email account frequently and consistently to remain current with University communications. They are expected to monitor and manage their email storage quota to insure that their mailboxes are not saturated and are able to receive new messages.” Hence, for the purposes of this course, you are required to check your email EVERY DAY to keep up to date on important correspondence related to the course. A copy of the policy can be viewed online at: http://www.hawaii.edu/svpa/ep/e2/e2213.pdf

STUDENT CODE OF CONDUCT

All students at Honolulu Community College must adhere to the Student Code of Conduct. Impermissible behavior includes that which directly or indirectly interferes with or disrupts the processes of teaching, learning and/or the administration of those processes. Violations of this code also include but are not limited to: use of inappropriate or offensive language in class, plagiarism, cheating, and producing false documentation for absences. If you violate the Student Code of Conduct in Speech 151, an official report will be filed with the Office of the Dean of Students.

This classroom is a Safe Zone: Students will be sharing their ideas, their questions, their points of view, and their own experiences. You may not agree with some of the ideas, but you must listen with respect and patience, and learn how to communicate your own opinions in an organized, professional, and respectful manner. These are the skills of an effective communicator, whether at school, at work, at home, or anywhere. If you cannot practice these skills, you will have to leave the classroom/activity and your final grade will be lowered.

Penalty for violations to the Student Code of Conduct may include academic probation, suspension, or expulsion from the university. Read the Student Code of Conduct online at: http://honolulu.hawaii.edu/policies/conduct.html

ATTENDANCE AND PUNCTUALITY

You must be present in class every day to learn the theories and practice the techniques to improve your public speaking abilities. Due to the nature of this course, it will be impossible to receive a passing grade without regularly attending and participating in class everyday. Attendance will be taken EVERY day. Showing up late to class, as well as making an early departure from class, will result in a 5 point deduction for each occurrence. Refrain from asking the instructor if it is “OK to leave class a little early” as the instructor cannot tell you that it is acceptable for you to leave early while requiring all other students to remain in class. Absences without giving the instructor prior notification and providing the appropriate documentation will result in a 10 point deduction for each occurrence.

Appropriate documentation is that which notes the exact date of the absence, provides a legitimating reason for the absence, is printed on official stationery or letterhead, and signed by the appropriate authority or government official (e.g., doctor’s note, jury duty notification). Informal notes from your mother/father/relative/roommate do NOT qualify as appropriate documentation of your absence. The instructor reserves the right to discern the legitimacy of the absence based on the documentation provided.

LATE WORK

Late assignments or speeches without justifiable circumstances and without notifying the instructor prior to the due date will not be accepted. In extreme circumstances, the instructor can make alternative arrangements for you to submit late work, but only IF: (a) you make every effort possible to contact your instructor PRIOR TO the due date and time (contact your instructor by e-mail), and (b) you provide reasonable justification of the nature of circumstances which will prevent you from submitting your assignment in a timely manner. “Reasonable justification” is the sole discretion of the instructor.

Those with legitimate foreseeable excused absences (e.g., court subpoena) MUST provide official documentation to their instructor PRIOR TO the absence. Those in this type of predicament are also responsible for finding out which assignments or activities will be missed during the period of absence BEFORE departing for travel.
It is YOUR responsibility to contact the instructor at the EARLIEST possible opportunity to find out about missed assignments and due dates. If you fail to do so, you will not be allowed the opportunity to make up missed work. Most importantly, if you fail to show up on the day you are scheduled to present your speech without notifying your instructor beforehand, and your absence is determined to be UNexcused, you forfeit the opportunity to deliver your speech for a point grade. In the event that you are absent during the class period prior to your assigned speech date, it is YOUR responsibility to find out from the instructor if you are scheduled to speak during the class period immediately following your absence.

Late work with no justifiable reason will receive a default score of half credit or 50% of the total point value of the specific assignment. Additional points may also be subtracted according to the quality of the work submitted. Late work received beyond one week of the assignment due date will receive zero credit.

Any assignment that is submitted late with no justifiable circumstances will result in forfeiture of the opportunity to receive feedback from the instructor.

CELLULAR/DIGITAL PHONES AND OTHER ELECTRONIC DEVICES
Before attending class, turn off all cellular/digital devices that can ring and disrupt the class. Should your cell phone ring during the class, you will be penalized 10 points for each occurrence. Also, if you are caught text messaging on a cell phone or other communication device during class, you will receive a 10 point deduction off of the top of your final grade for each occurrence. During examinations/quizzes, using or the act of looking at your phone will be considered cheating and you will forfeit your right to take the exam or quiz.

LAPTOP COMPUTERS AND OTHER ELECTRONIC DEVICES
You will only be allowed to have a laptop computer or other electronic device during class if it is not distracting to other students and if you are using it to take notes for this class. You may NOT use the laptop or other device (e.g., iPod Touch) to check and send e-mail during class, to browse the web, to play games, listen to music, prepare work for another class or activity, or to check and post messages on any networking domain such as MySpace, Facebook, etc. If you are caught doing any of these during class time, you will not be allowed to use your computer or device in class for the entire semester.

STUDENTS WITH DISABILITIES
Students who need accommodations for a disability should submit documentation and requests to the Student ACCESS offices in Bldg. 7, Rm. 319. Phone: 844-2392 voice/text for more information. If you have already registered your requests with Student ACCESS this semester, please see me after class or during my office hours and be prepared to provide a current verification letter from Student ACCESS.

GRADE APPEALS
To appeal a grade on an assignment, speech, or exam, you must do so by providing a written (typed) argument as to why you feel the grade is in error. All typed appeals must be provided within one week of receiving the grade.

‘INCOMPLETE’ AND ‘N’ GRADES
The grade of ‘I’ or ‘Incomplete’ will be assigned ONLY in cases where a majority of the coursework has been completed and all but a single assignment or project remains to be submitted for credit. Arrangements for an ‘I’ grade need to be made with the instructor well beforehand and prior to the deadline for submitting an ‘I’ grade. Similarly, the grade of ‘N’ or ‘No Grade’ is reserved for extreme circumstances beyond one’s reasonable control. These circumstances need to be communicated to the instructor as early as possible and with the appropriate documentation or evidence of hardship. ‘N’ grades will NOT be given in place of a failing grade for the course. Ex post facto claims of hardship (i.e., claims of personal hardship after the fact, or once the semester is over or nearly over) will not be considered for the ‘N’ grade.
# SP 251: COURSE SCHEDULE

(NOTE: Any changes in the course schedule will be announced in class or posted on Laulima. Students are responsible for being aware of and adhering to any changes that are announced by their instructor regarding assignments and topics of discussion.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Readings</th>
<th>Topic</th>
<th>Assignment(s) Due TODAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(T) Jan 11</td>
<td>Introduction to the Course</td>
<td></td>
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<tr>
<td></td>
<td>(R) Jan 13</td>
<td>Ch. 1, 11</td>
<td>Introduction to Public Speaking</td>
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<tr>
<td>2</td>
<td>(T) Jan 18</td>
<td>Ch. 17</td>
<td>Introduction to Commemorative Speaking: Review Guidelines; Organizational Format; Literary Devices</td>
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<tr>
<td></td>
<td>(R) Jan 20</td>
<td></td>
<td>In-class: Pair up and conduct interviews; Complete creative language worksheet in groups</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>(T) Jan 25</td>
<td></td>
<td>Commemorative Speeches (3-4 mins.)</td>
<td>DUE: Commemorative Speech Manuscripts</td>
</tr>
<tr>
<td></td>
<td>(R) Jan 27</td>
<td></td>
<td>Commemorative Speeches (3-4 mins.)</td>
<td>DUE: Self Evaluations for Speakers, and Peer Evaluations for Evaluators</td>
</tr>
<tr>
<td>4</td>
<td>(T) Feb 1</td>
<td>Ch. 4, 14</td>
<td>Informative Speaking: Selecting a Topic and a Purpose</td>
<td>DUE: Self Evaluations for Speakers, and Peer Evaluations for Evaluators</td>
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<tr>
<td></td>
<td>(R) Feb 3</td>
<td>Ch. 2</td>
<td>Ethics and Public Speaking</td>
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<tr>
<td>5</td>
<td>(T) Feb 8</td>
<td>Ch. 5</td>
<td>Analyzing the Audience</td>
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<td></td>
<td>(R) Feb 10</td>
<td>Ch. 6</td>
<td>Gathering Materials</td>
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<tr>
<td>6</td>
<td>(T) Feb 15</td>
<td>Ch. 7</td>
<td>Supporting Your Ideas</td>
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<td></td>
<td>(R) Feb 17</td>
<td></td>
<td>Newscasts (3-4 mins.)</td>
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<tr>
<td>7</td>
<td>(T) Feb 22</td>
<td>Ch. 8, 10</td>
<td>Organizing the Body of the Speech</td>
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<tr>
<td></td>
<td>(R) Feb 24</td>
<td>Ch. 9</td>
<td>Beginning and Ending the Speech</td>
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<tr>
<td>8</td>
<td>(T) Mar 1</td>
<td>Ch. 13</td>
<td>Using Visual Aids and PowerPoint</td>
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<tr>
<td></td>
<td>(R) Mar 3</td>
<td>Ch. 12</td>
<td>Delivery and Nonverbal Communication</td>
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<tr>
<td>9</td>
<td>(T) Mar 8</td>
<td></td>
<td>Demonstration Speeches (3-4 mins.)</td>
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<td></td>
<td>(R) Mar 10</td>
<td></td>
<td>Demonstration Speeches (3-4 mins.)</td>
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<td>10</td>
<td>(T) Mar 15</td>
<td>Ch. 3</td>
<td>Effective Listening</td>
<td>DUE: Informative Speech Outline w/ Reference List</td>
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<td></td>
<td>(R) Mar 17</td>
<td></td>
<td>Evaluating and Providing Feedback to Speakers</td>
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<td>11</td>
<td>(T) Mar 22</td>
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<td>Spring Recess</td>
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<td></td>
<td>(R) Mar 24</td>
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<td>Spring Recess</td>
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<tr>
<td>12</td>
<td>(T) Mar 29</td>
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<td>Informative Speeches (4-6 mins.)</td>
<td>DUE: Self Evaluations for Speakers, and Peer Evaluations for Evaluators</td>
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<tr>
<td></td>
<td>(R) Mar 31</td>
<td></td>
<td>Informative Speeches (4-6 mins.)</td>
<td>DUE: Self Evaluations for Speakers, and Peer Evaluations for Evaluators</td>
</tr>
<tr>
<td>13</td>
<td>(T) Apr 5</td>
<td></td>
<td>Informative Speeches (4-6 mins.)</td>
<td>DUE: Self Evaluations for Speakers, and Peer Evaluations for Evaluators</td>
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<tr>
<td>Week</td>
<td>(T)</td>
<td>Ch. 15</td>
<td>Persuasive Speaking</td>
<td>DUE: Self Evaluations for Speakers, and Peer Evaluations for Evaluators</td>
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<td>14</td>
<td>(R)</td>
<td>Apr 7</td>
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<tr>
<td>15</td>
<td>(R)</td>
<td>Apr 12</td>
<td>Methods of Persuasion</td>
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<tr>
<td>15</td>
<td>(R)</td>
<td>Apr 14</td>
<td>Persuasive Delivery</td>
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<tr>
<td>16</td>
<td>(T)</td>
<td>Apr 19</td>
<td>Work on Persuasive Presentations</td>
<td></td>
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<tr>
<td>16</td>
<td>(R)</td>
<td>Apr 21</td>
<td>Introduction to Presentation/Acceptance Speeches; Assign awardees—every student presents and receives an award; General Course Evaluations</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>(T)</td>
<td>Apr 26</td>
<td>Persuasive Speeches (5-7 mins.)</td>
<td>DUE: Persuasive Speech Outlines w/ Reference Lists</td>
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<tr>
<td>16</td>
<td>(R)</td>
<td>Apr 28</td>
<td>Persuasive Speeches (5-7 mins.)</td>
<td>DUE: Self Evaluations for Speakers, and Peer Evaluations for Evaluators</td>
</tr>
<tr>
<td>17</td>
<td>(T)</td>
<td>May 3</td>
<td>EXAM</td>
<td>DUE: Self Evaluations for Speakers, and Peer Evaluations for Evaluators</td>
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<tr>
<td>18</td>
<td>(T)</td>
<td>May 10</td>
<td>FINAL SPEECH: Presentation/Acceptance 10:00AM-12:50PM</td>
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**GRADING SCALE**

Each graded assignment earns points, not letter grades. The final grade for the course is a letter grade. There is no class curve on any of the assignments and/or quizzes. You are responsible for keeping track of your own progress. There are 1070 total possible points that may be earned in this course. Students who do not complete all major assignments (i.e., major speeches and examinations) will not receive a grade higher than a D. Grades will be assigned on the following basis:

- 900-1000 90%-100% A
- 800-899 80%-89% B
- 700-799 70%-79% C
- 600-699 60%-69% D
- 0-599 59% and below F
### SUMMARY OF COURSE ASSIGNMENTS

<table>
<thead>
<tr>
<th>COURSE ASSIGNMENTS</th>
<th>POSSIBLE POINTS</th>
<th>POINTS Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMEMORATIVE SPEECH UNIT (11.5%)</strong></td>
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<tr>
<td><strong>DEMONSTRATION SPEECH UNIT (5%)</strong></td>
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<td>Acceptance Speech</td>
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