1. PREREQUISITES: None

2. COURSE CATALOG DESCRIPTION:
   Communication 101 Public speaking (3 units)
   Introduction to communication theory and the study of the human communication process with
   an emphasis on effective public communication. This course includes intensive practice in
   public speaking, reasoning and critical listening. (GenEd A1) 3 units

3. STATEMENT OF PURPOSE
   The objective of this class is to provide an introduction to public speaking through a discussion
   of theory and application of communication theory to a number of different speaking situations.
   You will be required to research and present at least 4 prepared in-class speeches. At the end of
   this class, you should be more comfortable presenting public speeches in your personal and
   professional life and be able to present a well-reasoned, well-presented speech that is appropriate
   for the situation in which it is presented.

4. LEARNING OBJECTIVES AND ANTICIPATED OUTCOMES:
   This class is intended to help all students, no matter what their level of experience, to improve
   their skills in speaking before an audience.
   Students will:
   • know how to choose a topic and conceive an approach best suited to relaying that topic to an
     audience.
   • organize their ideas and create an outline for presentation.
   • discern the styles of speech delivery which are from notes, extempore, memorized, and read
     from a text.
   • determine which style of delivery is best suited to their skills and level of experience.
   • understand the proper use of audio-visual aids.
   • appreciate the speaker/audience relationship.
   • improve their skills in generating audience interest and involvement.
   • understand the nature of performance apprehension and develop the ability to utilize its
     positive aspects.

5. SPECIFIC BEHAVIORAL OBJECTIVES
   A. Intraperonal Communication Competencies
      After completion of this course, students shall be able to understand how the self-concept
      influences the intrapersonal and public speaking levels of speech communication. This
      includes:
1. Acquiring an understanding of the factors which influence the development of the self-image in public speaking;
2. Acquiring an understanding of the self-esteem and how it influences the quality of public speaking;
3. Utilizing various self-assessment instruments available to assist students to:
   a. Acquiring an understanding of the factors which influence the development of the self-image in Public Speaking.
   b. Acquiring an understanding of self-esteem and how it influences the quality of Public Speaking.
   c. Utilizing various self-assessment instruments available to assist students to:
      i. understand and appreciate their individuality;
      ii. develop individual plans for improving self-esteem.

B. Public Speaking Competencies
1. Upon completion of this course, students shall be able to compose a message, and provide ideas and information suitable to the topic purpose, audience. This includes:
   a. determining the purpose of the speech;
   b. choosing a topic and restricting it according to the purpose, the audience, the time and the method of delivery.
   c. fulfilling the purpose by:
      i. formulating a these statement;
      ii. providing adequate support material;
      iii. selecting a suitable organizational pattern;
      iv. demonstrating careful choice of words;
      v. providing effective transitions;
      vi. understanding how non-verbal communication affects speaking publicly.
   d. developing an introduction and conclusion which tie in to one another and set the tone for their speech.

2. Students must also be able to transmit the message by using delivery skills suitable to the topic, purpose and audience. This includes:
   a. employing vocal variety in rate, pitch, and intensity;
   b. articulating and enunciating clearly;
   c. employing the level of American English appropriate to the designated audience;
   d. demonstrating non-verbal behavior which supports the verbal message.

C. Listening Competencies
1. Students must be able to listen with literal comprehension. This includes:
   a. recognizing main ideas;
   b. identifying support details;
   c. recognizing explicit relationships among ideas;
   d. recalling basic ideas and details.

2. Students must listen with critical comprehension.
   a. perceiving the speaker’s purpose and organization of ideas and information;
   b. discriminating between statements of fact and statements of opinion;
   c. distinguishing between emotional and logical arguments;
   d. detecting bias and prejudice;
   e. recognizing the speaker’s attitude;
f. synthesizing and evaluating by drawing logical inferences and conclusions;
g. recalling the implications and arguments;
h. recognizing discrepancies between speaker’s verbal and nonverbal messages.

CRITERIA FOR GRADING SPEECHES

The grade of “C” is the normal grade for a speech, which meets all of the requirements of the assignment satisfactorily. Specifically, for the grade of “C” a speech should:

1. Achieve the general purpose of the assignment (inform, persuade, etc.).
2. Stay within the time limits (a 5 minute speech should not be shorter than 4 minutes or longer than 6).
3. Develop a clear and concisely worded central idea: thesis statement, proposition, questions, etc.
4. Develop relevant main supporting points.
5. Use relevant main supporting points.
6. Demonstrate the basic essentials of sound organization and outlining.
7. Fulfill the special requirements for the assignment that may be made by the instructor – such as, use of two examples, or support by means of authority and statistics, etc.
8. Demonstrate reasonable standards of intellectual achievement in the development of the subject and support of assertions.
9. Achieve reasonably direct and communicative delivery.
10. Use acceptable grammar, pronunciation, and clear articulation.
11. Demonstrate an understanding of the additional elements of style such as: accuracy, clarity, appropriateness, vividness, etc., in language usage.
12. Demonstrate adequate audience adaptation.

Grades of “D” and “F” are the normal grades for speeches which, in relevant degrees fail to meet the standards outlines for the grade of “C”.

The grade of “B” is the normal grade for a speech which, in addition to meeting the standards for the grade of “C”, should:

1. Contain above average usage of elements of style with special interest in vividness.
2. Be of more than average simulative quality in challenging the audience.
3. Demonstrate a mastery of the various means of supporting an idea.

The grade of “A” is the normal grade for a speech which, in addition to meeting the standards for the grade of “C” and “B”, should:

1. Constitute a genuinely individual contribution to the thinking of the audience.
2. Leave the audience with the feeling that this was the BEST speech that they have heard.

INSTRUCTOR INFORMATION: Dr. Sawyer’s office is Bell Tower #2551, phone: (805)437-8546. Email: Greg.Sawyer@CSUCI.edu. Office hours are by appointment; please call Shannon at (805)437-8536.

HOW THIS CLASS WORKS:
In today’s media oriented society, it has become increasingly important not only to improve your own speaking and presenting abilities but to be able to recognize how these skills are utilized by others. Advertisers, politicians, the media, and others use the power of the spoken word to sell, to convince, to persuade, and to entertain.
It is important for us all to understand what these skills are and how they can be used. In order to acquire and recognize these skills, we will approach our learning in two ways. The best way to increase your skills and comfort level in speaking before an audience is to garner as much practical experience as possible. To that end we will use our class time to practice our skills. You will do this by discussing with me your ideas and plans for your presentations. After each presentation we will similarly conduct a critical analysis of each speech. I will guide these discussions in order to create as supportive an environment as possible. In fact, we will probably have some fun in the process!

In addition to the skills noted above, you will gain experience in listening (probably the most valuable skill for any speaker). You will also find that by helping to develop projects with your fellow classmates, you will attain a more objective view of your own. By the time you make your in-class presentations, you will have had the opportunity to receive feedback from me as well as your classmates. This will help you to create a well researched and well organized public presentation.

Outside of class, you will use our required textbook to gain as much background information as possible on Public Speaking. You will find that our required text *The Essential Elements of Public Speaking* is an excellent reference.

**How Do I succeed in this class?**

- Attend class and show up on time! Since the class is so verbally/orally oriented, there is no way to really make up missed classes. Reading someone else’s notes or even a tape recording of the class session cannot adequately capture the range of communication that will occur in class discussions.
- Read the book as early in the term as you can. The more background you have, the more you will be able to take advantage of the classroom experience; especially in discussion participation. Do NOT wait until the quizzes to read.
- Participate in class discussions. Your opinions are valuable and the only way you will improve your speaking ability is to exercise it.
- If you have any questions, ask. If something is not clear to you, chances are you’re not alone. I will appreciate the chance to make clarifications on any point.
- Volunteer to present early in the sequence for each assignment.
- Try to be sensitive to the varying skill and comfort levels of your classmates. In deference to people’s feelings, some truths are best left unsaid (or left to me to share with individuals privately). For example, if someone has a speech impediment, or a heavy accent, or perspires excessively when they are nervous, it would not help them to have it pointed out to them publicly, risking possible embarrassment.

**TEACHING METHODOLOGY:**

The format of this class will be mostly in-class discussions of the assigned materials and exercises designed to reinforce important concepts. Class discussions and exercises will assume that all of the assigned readings have been completed. Lectures will be conducted sparingly. Occasional quizzes will reinforce the readings and discussions.

**COURSE TEXT**


Please read this syllabus carefully. Unless you ask questions, it is assumed that you have read and fully understand the policies of this course!
Attendance:
Given the nature of performance/presentational course, attendance is required! Public speaking cannot exist without an audience. More than one (1) absence could negatively affect the participation portion of your final course grade. We meet approximately 16 times in this semester, so it is important for you to be there for every class period. Should you need to miss a class, proper documentation will be required. If an absence is foreseeable, you must notify the instructor in advance. Habitual or excessive tardiness will be considered in the same terms as absences. Also, there will be a break mid-way through the class period. Failure to return to class after the break will count as an absence.

• If you are scheduled to speak on a particular day, you must give your speech on that day. Failure to give your speech on your assigned day will result in a grade of “0” for that presentation. “Make-ups” on speeches do not exist!

Outlines
For each speech that you present you are required to turn in a formal outline. The length of each outline depends upon the topic and assignment. Outlines need to include all important information presented—including references and bibliographic information. The outlines are an integral part of your speech and must be turned in on the day that you speak.

Assignments: You will be assigned
• Four (4) major speeches,
• A group project
• Participation in a campus speech tournament this semester.
• Two quizzes

QUIZZES
There will be two traditional short answers, true/false, matching and file in the blank quizzes worth 50pts a piece. The questions will come from lectures, handouts, and readings. Bring your book to class (total 100pts).

GROUP PROJECT
Your will be randomly assigned to groups in class that will be responsible for delivering a “marketing” presentation of CSUCI. You group is to design and present a PowerPoint presentation as your final project in this class. This thirty minute presentation will require that the group meet several times throughout the course of the semester. This presentation is worth 100pts. Each member to the group must present an equal amount of time (total 100pts).

SPEECH TOURNAMENT
Each student will be required to participate in at least two events at the CSUCI Intra campus Speech Tournament to be held Saturday April 21, 2005. Students who cannot participate in the Tournament MUST clear with Dr. Sawyer within the first three weeks of class in order to receive an another assignment (total 100pts).

*********************************************************************
SPEECHES *
You will construct and deliver a total of 4 significant speeches – an Impromptu Speech, an Informative Speech, a Persuasive Speech and a Ceremonial/After Dinner Speech. Speeches are awarded points on the basis of a) how well you incorporate the various "critical criteria" into your speech (i.e. introduction, three points in the body and conclusion), b) how well you deliver your material c) how well you perform your material in comparison with your classmates d) and the degree of improvement you display over time.

You MUST deliver your speech on the day/date assigned. Exceptions are limited to severe emergencies involving unforeseeable and substantially life threatening PERSONAL injuries and are wholly subject to Instructor authorization.

* Remember, how you dress communicates as loud as what you say! Therefore, on speech day, look like you are delivering a speech!

Impromptu (100pts):
You have 7 minutes to divide between preparing the speech and giving the speech and speaking. Topics may be quotations, cartoons, posters, objects, marketing tag lines, etc. The should be mentioned at least three times in your speech. You should also have an introduction which includes the topic, the body should also include the topic line as well as the conclusion. Your 7 minutes begin when select your topic. Limited notes are permitted.

Informative (100pts):
6-8 minute speech is designed to inform your audience. The speech is memorized and uses a variety of sources. An Informative speech is an original, factual speech by the student on a realistic subject to fulfill the general aim to inform. Five (5) sources should be used and cited in the development of the speech. Minimal notes are permitted (but NOT recommended). This speech should basically have only information and NO opinions!

Persuasive (100pts):
6-8 minute speech where you identify a problem and present a solution to that problem on both an individual level and a larger level. A Persuasive speech is an original speech by the student designed to inspire, reinforce or change the beliefs, attitudes, values or actions of the audience. Five (5) sources should be used and cited in the development of the speech. Minimal notes are permitted (but NOT recommended)! CALL TO ACTION is imperative

Ceremonial/After Dinner (100pts):
6-8 minute speech in which you commemorate someone or something. Polished presentational style and some research are required for this speech. The main objective is not simply to talk about how great something/someone is or was, but also to inspire your audience by this greatness. There should still be something "in it" for your audience, even if we have never heard of or do not really care about what you have chosen to commemorate. You need to make a direct link to your audience's values, beliefs, attitudes, etc. via your topic. Your challenge is to find something about your topic that can "speak" to audience and inspire them in their own lives. If you were to choose someone who overcame great adversity, for example, or something that changed the world, establish a connection between that greatness and your audience. It requires some creativity in order to bridge that gap.
Criteria for Speech Evaluation:
Your voice should be easily audible, with clear articulation, an appropriate tone, varied pitch and rate, properly paced, and with pauses used correctly. Language should be precise, appropriate, and grammatically correct. Ideas should be clear and well supported, using a variety of types of effective, well developed, accurate, interesting and creative support documentation. You should have a well developed introduction, followed by an organized body of the speech with a minimum of three strategic points. Finally, the speech should include a “tie in” conclusion that brings the introduction and body together.

You should also be appropriately dressed, poised, relaxed and natural, with eye contact with all of the audience, appropriate gestures, and without distracting mannerisms. Overall presentation must be enthusiastic, well adapted to audience interests, and polished!

IMPORTANT FACTS:
• If you require audio/visual equipment for your speech, it is your sole responsibility to obtain the equipment. A minimum of three (3) business days is required to secure this equipment.
• Visual aids may not include: any animals, weapons, drugs, drug paraphernalia, or any other illegal or potentially dangerous item. If an item is questionable, you must see the instructor in advance.
• Topic choices must be approved by the instructor. Failure to do so may result in significant grade deductions or a failing grade. This is not an attempt to censor your work in any way, but rather it is an effort to ensure that your topic is sufficiently narrowed and workable for the time limits and the purpose of the assignment. It also prevents repeat topics. Topics must be academically suitable, which means they must be challenging and significant.
• Speeches have time constraints that must be followed. Time limits must be respected because other students will need to present their speeches on the same day as you. If one person uses more time than is allotted, it affects adversely the next speaker. Additionally, time constraints contribute to fairness. View them exactly as you would page limits for a paper. It is unfair to allow some but not all students to have “unlimited” time or space to accomplish a given task. Conforming to time limits is a significant factor in determining your speech grade. Violations in time will result in grade deductions.
• Research used for speeches must be of high-quality. Internet-only research is not allowed. I will explain this further in lecture.
• It is required that you consult with me regarding your topic before deciding on your presentation.
• A bibliography must be turned in alongside the outline, and must list 5 scholarly sources. The outline for speeches need not be full-sentence, a skeleton outline will suffice.

Protocol and Issues of Respect:
If, for an unforeseen reason, you arrive late on a speaking date, please wait outside the classroom until the speaker is finished and you hear applause. While outside the classroom, be quiet and attempt to listen to the speaker. While your fellow students are speaking, you must behave as an attentive, courteous audience. No reading, talking, doing homework, or any other activities will be tolerated while your classmates are presenting speeches; It is rude and potentially disruptive Additionally, beepers and cell phones must be either turned off or set to not make any noise. Remember, chances are others will already be nervous in front of the class. Class starts at the designated time; you are expected to be in the classroom prior to the start of class.
• It is important to respect the multitude of opinions that exist. Never speak negatively of a person; instead, constructively critique their ideas, reasoning, evidence, and so on. A supportive
environment is crucial to a successful public speaking course and disruptive or rude behavior will not be tolerated. Additionally, please keep in mind that offensive or sexist language should be avoided.

**Academic Integrity**: Cheating and plagiarism will not be tolerated. Any incidents of cheating are grounds for failure and University disciplinary action. See policy in the CSUCI Student Guidebook.

**A Few Words about E-mail**

- Written assignments must not be submitted via email unless approved by Dr. Sawyer. Due to compatibility issues and the potential for viruses, I only accept speech outlines in hard copy form immediately prior to your speech.

- Although email is useful for quick, easy to answer questions, I request that students do not use it as a substitute for normal office hours. If you need help in the course, I can not adequately assist you over email. Interaction is the key to making office hour time work, but email does not allow for this kind of interaction. Actually coming to the office or calling are the most effective ways to communicate with me.

- Notification of absences or other unforeseeable problems that may arise must be done over the telephone prior to class time. Sending an email is not adequate notification.

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**EVALUATION OF STUDENTS:**

Students must **satisfactorily complete all course requirements** to receive a passing grade in this class. Grades will be assigned using a 10-point scale (i.e., 100-90=A; 89-80=B; 79-70=C; 69-60=D; 59 and below=F).

**Evaluation and Grading:**

You will be evaluated on the following assignments and speeches:

- Impromptu 100pts
- Informative Speech 100pts
- Persuasive Speech 100pts
- Ceremonial 100pts
- Group Project/Readers Theatre 100pts
- Speech Tournament 100pts
- Quizzes (2X50pts) 700pts

**Brief definitions of letter grades:**

A speech and the process of public speaking can be viewed in three primary areas: form, content, and delivery. While these three areas can be defined separately, it is important to keep in mind that they are inextricably linked. Poor research and weak organization cannot be overcome by an impressive delivery. Likewise, an oral performance cannot be considered superb unless it expresses superior content and research. In general, however, content is worth more than delivery.

A (Superior) The “A” speech presents a challenging and extremely original topic or idea. The analysis of the topic reflects a superior understanding of the subject and its development. The delivery of an “A” speech is nearly flawless in every aspect; it is apparent that the speaker is familiar with and passionate about the speech. In essence, the “A” speech should truly amaze the audience.
B (Good) The “B” speech also possesses a challenging idea or topic. The major portions of the speech are well organized and developed, with attention to detail and excellent research. The delivery of a “B” speech is clearly above average and is obviously polished.

C (Average or Adequate) The “C” speech essentially conforms to the basic requirements of the assignments. It develops a clearly defined idea that is well organized and understandable to the audience. The research is adequate and up to date. The speaker makes effective use of an extemporaneous delivery style.

D or F (Poor or Failing) The “D” or “F” speech may treat a subject matter in a trite or inconsequential manner and it generally does not conform to the assignment in one or more significant ways. The central idea may be too broad or vague to be covered in the time limit. There is little or no attempt to adapt to the audience. Delivery is broken or literally read from a manuscript to the audience. The “D” or “F” speech may also fail to meet the minimum requirements of the assignment, such as research minimums or time limits.

The California State University Channel Islands encourages persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation or have questions about the physical access provided, please contact Student Life at 437-8510
Sample Assignment for the
Informative Speech

**GOAL:** In this speech your goal is to provide NEW information to the class.

The speech is memorized and uses a variety of sources. An Informative speech is an original, factual speech by the student on a realistic subject to fulfill the general aim to inform your audience. Five (5) sources should be used and cited in the development of the speech. Minimal notes are permitted (but NOT recommended). This speech should basically have only information and **NO opinions**!

Time Limit: 6-8 minutes

Other Requirements: You must use 3 types of presentation aids

**Informative Speech Breakdown**

*Introduction*
(Attention getter, thematic statement, and preview)

*Body*
(content, detail, supporting materials, knowledge of topic, interest to audience, sources, clarity of subject)

*Visual Aids*
(Effectiveness, use, and preparation)

*Organization and Transitions*

*Conclusions and Summary*

*Delivery*
(Vocal variety & fluctuation, clarity, eye contact, posture, confidence, enthusiasm, gestures)

*Overall Evaluation*
(Originality, creativity, depth, language, topic choice, Additional tools for a more effective speech)
Sample Assignment for the Persuasive Speech

**GOAL**: In this speech your goal is to persuade your audience to change a belief or attitude or to take a certain course of action. You must clearly state what you want from your audience. For this speech, be sure to choose a topic which clearly has more than one “side” or viewpoint. In other words, you cannot persuade the audience on something which we all agree (For example: “Exercise is good for you” - we all know that. “Child Abuse is bad” - we all know that.). Make sure you tell the audience what you believe and why you want us to agree with you. You will need to have solid reasons for the position you take and you must support those reasons with quality evidence. Your evidence must come from at least 3 different outside sources (books, magazines, internet, interviews, journals, etc.) and these 5 sources must be cited in the body of the speech verbally and on your outline.

**Time Limit**: 6-8 minutes

**Other Requirements**: You must incorporate 5 different outside sources

**Persuasive Speech Breakdown**

*Introduction*
(at attention getter, thematic statement, and preview)

*Body*
(Quality & quantity of evidence, detail, support
Knowledge of topic, interest to audience

Use of Proofs (Ethos - you and your source, Pathos - emotional appeal, Logos - effective reasoning.
Mythos - social value appeals)

*Organization*
(Structure, sequence, transitions, creativity)

*Conclusion*
(Summary statement/full circle)

*Delivery*
(Vocal variety & fluctuation, clarity, eye contact,
posture, confidence, enthusiasm, gestures)

*Overall Evaluation*
(Originality, creativity, depth, language, topic choice,
use of VA’s, additional tools for a more effective speech)
Types of Ceremonial Speeches

Goals of Ceremonial

Identification

The function of ritual and ceremony is to draw people closer together. Identification is the heart of ceremonial speaking. It serves to create close feelings among the members of the audience and between the audience and the speaker.

Magnification

In order to praise individuals, organizations, or society, it is necessary to feature characteristics that are positive and that represent the topic or theme at hand. Magnifying the actions of a person may include these such as:

- Overcoming obstacles
- Unusual accomplishments
- Superior performance
- Pure, unselfish motives
- Benefit to society

Speech of Tribute

Use when you wish to honor a person, group, occasion, or event. Subtypes include award presentation, eulogies, and toasts. Speech of Tribute focuses on contributions or achievements that are unique, superior, and of benefit to society.

- Explain the nature of the award
- Explain what the recipient did to qualify for it
- Refer to personal examples and testimony for support

Speech of Acceptance

Use when you need to acknowledge an award or honor.

Acceptances should be made with graciousness and humility.

- Express your appreciation for the honor
- Acknowledge those who made your accomplishment possible
- Highlight the values the award represents

Speech of Introduction

Use when you must introduce a featured speaker or speakers in a program. Establish the speaker's ethos without embarrassing him or her. If appropriate, prepare the audience for the topic or theme of the speech without revealing too much.

- Be sure you know how to pronounce the speaker's name
- Find out what the speaker would like you to emphasize
- Focus on those parts of the speaker's background that are relevant to the topic, audience, and occasion
- Announce the title of the speech and tune the audience for it
- Make the speaker feel welcome
- Be brief
Speech of Inspiration
Use when you want to motivate listeners to appreciate and commit to a goal, purpose or set of values. May be religious, commercial, political, or social in nature.
- Be enthusiastic
- Draw on past success or frustration to encourage future accomplishment
- Revitalize the audience's appreciation for values or beliefs

Speech of Entertainment
Use when you want to entertain the audience while leaving a message that acts as a guide for future behavior. Should be short and contain touches of light humor.
- Don't force the humor, but use it to make a point
- Let humor develop from the situation at hand
- Consider using humor which centers on your own experience

Master of Ceremonies
Use when you must coordinate a program and see that everything runs smoothly. The master of ceremonies sets the mood for the occasion. A basic speech structure can organize the event's components with an introduction, transition statements between main components, and a conclusion.
- Know what is expected of you
- Plan a good opener (attention getter based on the theme of the event)
- Be prepared to introduce the participants
- Be sure you know the schedule and timetable to stay on track
- Make certain prizes or awards are near the podium
- Plan most of your comments ahead of time (spontaneity is good though)
- Practice your presentation
- Be ready for the inevitable glitches
- End the program strongly (closure based on the theme of the event)
References List Guidelines

**PUBLICATION RESOURCES**

**Book**
a. Author(s)
b. Editors(s)
c. Title
d. Edition
e. Publishing City
f. Publisher’s Name
g. Copyright Year

**Periodical (magazines and newspapers)**
a. Author(s)
b. Title of article
c. Title of periodical
d. Month and year of periodical
e. Pages of article (plus section letter if newspaper)

**Journal**
a. Author(s)
b. Title of article
c. Title of journal
d. Volume and year of journal
e. Pages of article

**Pamphlet**
a. Title of pamphlet
b. Publishing organization
c. Year of publication

**Flyer**
a. Heading on flyer
b. Organization represented
c. Place posted
d. Date observed

**INTERVIEWS**

**Personal Interviews**
a. Name of person interviewed
b. Title or description of expertise
c. Type of interview (in person, telephone, email, etc.)
d. Date of interview

**Surveys**
a. Title of survey
b. Number of persons surveyed
c. Date(s) survey compiled

**INTERNET RESOURCES**

**Web Site**
a. Author of specific article cited
b. Title of specific article cited
c. Title of entire web site
d. URL address of specific site (from http:// )
e. Date researcher accessed the site

**Publication Resource Online**
a-g. Complete information needed from regular publication resource type
h. URL address of specific site (from http:// )
i. Date researcher accessed the site
Reference List Guidelines

Name: ________________________________  Section: _____________________________

Reference #1
Type: ________________________________

Bibliographic Information:

a. 
b. 
c. 
d. 
e. 
f. 
g. 

Reference #2
Type: ________________________________

Bibliographic Information:

a. 
b. 
c. 
d. 
e. 
f. 
g. 

Reference #3
Type: ________________________________

Bibliographic Information:

a. 
b. 
c. 
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<tr>
<th>DATE</th>
<th>CLASS TOPIC</th>
<th>READING(S)</th>
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<td>January 27</td>
<td>Introduction to COMM 101 Public Speaking / Communication Models / Types of Communication</td>
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<tr>
<td>February 3</td>
<td>IMPROMPTU SPEECHES</td>
<td>Chapter 1</td>
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<td></td>
<td>Principles of Communication and Public Speaking</td>
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<td>February 10</td>
<td>IMPROMPTU SPEECHES</td>
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<td>The Speech making process</td>
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<td>February 17</td>
<td>Researching your Speech</td>
<td>Chapter 3</td>
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<td>Visual Aids / Ethics and Public Speaking</td>
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<td>February 24</td>
<td>Listening / Audience Analysis</td>
<td>Chapter 4</td>
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<td>Introductions and Conclusions</td>
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<td>March 3</td>
<td>INFORMATIVE SPEECHES</td>
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<td>INFORMATIVE SPEECHES</td>
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<td>How to…?</td>
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<td>March 31</td>
<td>GROUP PROJECTS (In class work)</td>
<td>Chapter 10</td>
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<td>Date</td>
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<td>Chapter</td>
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** The above is subject to change at the Instructor’s discretion. All changes will be Communicated in class. **