Instructor & class information

Richard Slawsky
Strickler 308F
Cell (504) 289-1837
Office hours: Wednesdays and Fridays 2 – 3 p.m. or by appointment

***This course is not 100 percent distance education. Although there is no attendance in a classroom, students must attend and speak at all three mandatory meetings held on Saturdays from 9:30 am-12:30 pm in Ekstrom Library, W 254, on the following dates: January 31, February 28, and April 18.


Welcome to Comm 112!
The business environment today is a complex and varied one involving communication interactions both face-to-face and electronically. We have unlimited amounts of information available but limited amounts of resources and time to communicate effectively and efficiently. We need to learn to manage the information and master the skills for effective business communication. Delivering a presentation at a meeting, giving and receiving feedback, interviewing a person and persuading an audience to action are just a few of the situations we will encounter in this course. You will also become a stronger critical thinker and evaluator of communication in the business and professional world. You will be able to explore new content areas of interest and learn how to present information effectively and confidently. Finally, you will experience the process of developing and implementing group projects, and presenting both individual and group reports.

Because this is a distance education class, you will do most of your communicating by writing. So, as a result, there will be more writing, perhaps, than in a traditional, face-to-face setting. Class communication is largely asynchronous, meaning not occurring at the same time. The cyber classroom will not function in a single unit of time, like the traditional classroom. You can access the course and assignments at any time of day or night from any part of the world.

There is a student-teacher role reversal in this class. I am more a facilitator, guide, coach, or resource than source of information. My job is to create an environment that guides you to acquire and apply the information yourself. You assume a great deal more responsibility for your own learning—interacting with academic opportunities provided, constructing and sharing information, managing your time, and using that time for critical thinking/reflection/application. Students depend on technology to submit work and to communicate. The key word here is “depend.” Please keep in mind, you might need to find alternate Internet access if the computer
at your home/work has an outage. University of Louisville and many public libraries offer access. Need help? Contact the HelpDesk at (502) 852-7997 or helpdesk@louisville.edu. Hours: Monday thru Thursday: 6am - 10pm; Friday: 6am - 5pm; Saturday: 7am - 5pm; Sunday: 10am - 10pm; Thanksgiving Day: Closed; Christmas Day: Closed. Need help more quickly? Use the Live Online Support button.

GORR (Grumpy old Richard’s ramblings): Over the past few years I’ve noticed a few trends with this class, which I’ll try to head off at the beginning. This is by no means a comprehensive list and most of these items are covered elsewhere in the syllabus, but let me emphasize them here:

- I’m more than happy to make accommodations for members of the military or participants in University-sanctioned events. Please let me know about those issues so we can take care of them.
- Take note of the speech dates! Please don’t take the class if you are unable to make these dates except as noted above. A key component of the class is giving speeches in front of an audience. We may experiment with formats other than meeting on campus, but to pass the class it is imperative that you attend the presentations.
- Supporting each other makes the presentations much easier. Plan on staying for the entire presentation session even if you go first.
- Please turn assignments in on time! I will offer everyone a free pass on one late assignment, but after that I will not accept late assignments. Discussion boards cannot be made up.
- Please don’t ask me to inflate your grade in order to maintain a scholarship, financial aid, etc. With a modest amount of effort you should be able to make the grade you hope for. There are 1000 total points available.
- I’ve had a number of instances where someone has not participated in the class for most or all of the semester, but then asks to make up the entire semester’s worth of work in the last week. It won’t happen, so please don’t ask.

Course Overview/Objectives: According to the University of Louisville’s General Education program, Oral Communication (3 hours) is the ability to convey ideas, emotions, and information through speech. Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Speak publicly, in both formal and informal context, demonstrating skills such as appropriate selection of topic and materials, clear organization, effective presentation, and the ability to adapt to audience, setting, and occasion;
2. Participate effectively in discussion;
3. Analyze and critique the oral communication of oneself and others.

This course will help you to become critical thinkers and evaluators of communication processes through analysis, preparation, and delivery of presentations focusing on areas in the business and professional world. You will be given opportunities to explore areas of interest to you and areas new to you while learning to present the information acquired in an organized and effective manner. Successful completion of the class requires students to master the following skills:

A. Select appropriate topics for business and professional presentations.
B. Use the library and other resources to discover information about a topic.
C. Organize a presentation in a logical and concise manner
D. Deliver the presentation effectively.
E. Conduct an information-seeking interview.
F. Prepare and present an informational interview presentation.
G. Prepare and present a persuasive presentation.

These skills will be assessed by the following assignments:

A. Five quizzes
B. Three graded presentations
C. Written outlines to accompany the presentations; written analyses of several assignments
D. Self, peer and “outside” speaker evaluations
E. Library assignment

**Critical Thinking Guides**

As you go through the entire process of speechmaking— from the initial brainstorming of topics to the final presentation of your speech—you are involved in critical thinking. Each decision and choice you make should be based on some validating criteria.

At the University of Louisville we are involved in helping our students recognize and strengthen their use of critical thinking tools in order to improve their work and educational learning.

Dr. Richard Paul and Dr. Linda Elder have written a guide to help you understand the process of critical thinking and to incorporate these skills into every educational pursuit you undertake in college and life.

In “The Miniature Guide to Critical Thinking: Concepts and Tools” Paul and Elder propose you ask yourself the following questions to guide you as critical thinkers. We have adapted their use focusing on the speechmaking process.

- **Purpose**: What is the purpose/goal I am trying to accomplish in my speech? What do I want the audience to know, think, feel or do when I am done with my speech?

- **Question**: What question am I addressing? What are the needs of my listeners?

- **Information**: What information am I providing to support my goal and purpose? What experience do I bring to the topic, method and goal?

- **Concepts**: What are the concepts I want my listeners to understand? Are they clear? Are they relevant? Do they make sense?

- **Assumptions**: What assumptions have I made about my listeners, their knowledge level, their interests, their needs? Are my assumptions valid? Am I taking my listeners for granted? How can I answer the listener’s questions or assumptions?
• **Inferences**: Have I reasoned out all aspects and lines of thinking in presenting my evidence? What is my support for the inferences and suggestions I am making in my speech? Have I evaluated the sources I will use for support?

• **Points of View**: Do I acknowledge, allow and respect other points of view from my listeners? In the speech building stages how do I incorporate these opposing views? How do I respond to the other points of view?

• **Implications**: Do I understand the ramifications and results of the position and goal I am presenting in my speech? How can I incorporate these pieces of information as I progress as a speech writer and presenter?


For more information on this model, go to: http://louisville.edu/ideasto action/what/critical-thinking/paul-elder-critical-thinking-model

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**Course Requirements and General Policies:**

• **Social media**: Students should sign up for free accounts on the social media service LinkedIn and connect to the instructor’s account (rslawsky@outlook.com). Instructions will be provided if you are unfamiliar with any of these.

• **Class Participation**: To the greatest extent possible, this course is broken into weekly segments. For each weekly discussion, you will be required to post at least two comments and respond to another poster’s comments, for a total of three posts. At least two of those must be made at least 24 hours apart. For example, you might make an initial post on Tuesday and make your second post and respond to another poster’s comments on Friday. Posts should contribute to that week’s discussion and be more substantial than “Me too!” or “I agree.”

I personally have taken at least a dozen online courses. In my experience, it will be much easier to succeed if you check in and make your initial post Monday or Tuesday, then check back in Thursday or Friday for your second post.

Other assignments will be due by 11:59 p.m. Sunday evenings.

• **Class Conduct**: It is imperative that you are respectful and courteous to your peers. Healthy discussion is encouraged, but please keep it civil.

• **Quizzes**: There will be five quizzes throughout the semester. These are designed to reinforce the concepts we are learning in class. These conceptually cover material from the class discussion with a focus directly on the text/book. In other words everything used for study in this class will be used to synthesize the material for the tests.

If you experience any difficulty during the taking of the quiz please send me an e-mail immediately. If you do not I may not be able to address the issue to your satisfaction.
• **Outside Critique:** You are to write a critique/evaluation of 1 outside speaker using the criteria we are using in class to create the presentations. It is to be 1½ - 2 full pages in length. Follow the guidelines for the analyses for paper format.
  
  o You are to find a professional organization for your career choice, major, or a particular interest and attend one of the monthly meetings. (Most organizations welcome students). It may be either an on campus organization or off campus.
    
    ▪ You will attend the meeting and write a 1½ - 2 full page evaluation of the proceedings using the information found in the chapters on groups and meetings in your text.
    
    ▪ **Some things you may look for are:**
      
      • agenda use, leadership qualities, flow of discussion, problem solving techniques, and anything else appropriate to the meeting.

• **Self Critiques:** Each of your presentations will be recorded. You will watch the recording of your presentation and write a 1 1/2 - 2 page evaluation. Be specific and concrete. One of the best ways to improve as a speaker is to honestly evaluate your work.

• **Peer Critiques:** You will be doing in class peer critiques of your classmates’ speeches. This is to help them become better speakers and also for you to become better listeners and speechmakers. We will assign those in advance of the assignment

• **Presentations:** There will be three (3) formal presentations during the semester. An outline and/or written analysis will be provided to the instructor in conjunction with the presentations.
  
  o “When I grow up” Introductory Speech
    3 - 5 Minutes
  
  o Interview Presentation
    4-6 minutes
    2 sources, cited out loud
  
  o Persuasive Presentation
    6-8 Minutes
    3 sources, cited out loud
    Use of Power Point required
  
  **Make-up presentations or quizzes are not considered except in very limited circumstances.**

• **Research/Plagiarism/Fabrication:** – You should know that you are expected to perform original work in this class. Plagiarism on any assignment will result in at least a zero (0) for the assignment, and most likely failure for the course. It could possibly lead to expulsion from the university.
Also, be sure your research comes from reliable sources. While the Internet is a handy tool, **Web pages such as Wikipedia are not acceptable sources** unless you have cleared them with the instructor. You are to use the recognized search engines for the university, **Lexus-Nexus, Ebsco-host, etc.** You will learn more about them during the semester. Be aware, search engines like Google, Lycos, Ask Jeeves, etc. are not infallible.

- **Speech Time Limits:** Time limits are to be observed. They are to help you understand the importance of time and to be able to narrow your speech down to specified limits. You are given a two (2) minute time frame to meet, (for example 3-5, 4-6, 6-8) you are to finish your speech in between these parameters. **If you are 1 second over/under (2:59 or 5:01) it will be 5% off the top of your speech.** I realize this may sound harsh but you have 2 minutes in which to work. If you **PRACTICE** your speech you should have little difficulty in meeting this requirement. Please use the Teaching assistants to help you practice.
  - **Do not** focus on only making the time – if time is your only focus then your speech will most likely suffer as you are not truly presenting an audience centered presentation

- **Dress Code:** Part of being a successful presenter in the business world is to send **nonverbal messages of credibility.** One of the ways is to present a clean, well-kempt image. **Please dress respectably for your presentation.** You are not required to “dress up” (i.e. in tux and formals) but your presentation tends to go better if you feel “up” for the occasion. Please dress at least nice business casual for your presentations. Please do not wear hats during your presentations.

**Please Note:**

** I will not accept assignments sent through e-mail. They must be submitted via Blackboard on the assigned day during the class period. After the cut off time there is no credit for the assignment except as noted above. I will be glad to look over your work at any time to make sure you are on the correct path.

** Please check Blackboard on a regular basis as I put grades up when I have them graded. Notify me as soon as possible if there is an error in your grade book.

- **EXTRA CREDIT:** There are opportunities for extra credit.

- **You may earn points for visits to the Communication TA’s (Teaching Assistants).**
  - They are located in the basement of Strickler Hall. Their hours will be announced, signs are up throughout Strickler Hall, on Blackboard and you may ask me
  - Remember: Five points per each of the formal speeches for up to 15 total points added to your final grade.
*Disabilities:* The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. Students with disabilities, who need reasonable modifications to successfully complete assignments and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. If you are a student with a disability and believe your require accommodation to participate in and complete requirements for this class, contact the Disability Resource Center (Robbins Hall, 852-6938) for verification of eligibility and determination of specific accommodations. Students may be asked to supply a letter from the Disability Resource Center or other documentation, which will assist in modification planning.

Counseling Center

College can be a stressful experience. If you are feeling overwhelmed, troubled or just need to talk to someone, please contact the University of Louisville Counseling Center at (502) 852-6585.

Dean of Students

Please get acquainted with the Dean of Students’ office. They “promote a positive learning experience and make available opportunities for students to achieve their full academic and personal potential.” If you are having issues or need help and guidance academically please contact them.

W 301 Swain Student Activities Center
http://louisville.edu/dos
(502) 852-5787

Grading Scheme

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>“When I grow Up” (70 pts)</td>
<td></td>
</tr>
<tr>
<td>Preparation outline</td>
<td>15</td>
</tr>
<tr>
<td>Speaking notes</td>
<td>5</td>
</tr>
<tr>
<td>Interview Assignment (145 pts)</td>
<td></td>
</tr>
<tr>
<td>Interview Presentation</td>
<td>100</td>
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<tr>
<td>Interview Outline</td>
<td>15</td>
</tr>
<tr>
<td>Interview Analysis</td>
<td>25</td>
</tr>
<tr>
<td>Speaking notes</td>
<td>5</td>
</tr>
<tr>
<td>Persuasive Assignment (220 pts)</td>
<td></td>
</tr>
<tr>
<td>Persuasive Presentation</td>
<td>200</td>
</tr>
<tr>
<td>Persuasive Outline</td>
<td>15</td>
</tr>
<tr>
<td>Speaking notes</td>
<td>5</td>
</tr>
</tbody>
</table>
Discussion board participation: (140 pts)
(14 @ 10) 140

Critiques: (125 pts)
Outside Critique (1 @ 25) 25
Peer Critique (1 @ 25) 25
Self – Critiques (3 @ 25) 75

Online Quizzes: (5 total@40) 200

Library assignment 50

Class Activities: 50
(participation, library assignments, etc.)

Total Points 1000

Extra credit points
Visit speaking assistants (once per speech, max of 4) +5

Total Points Final Grade
1000 A +
930 – 999 A
900 – 929 A-
870 - 899 B+
830 – 869 B
800 – 829 B-
770 – 799 C+
730 – 769 C
700 – 729 C-
670 – 699 D+
630 – 669 D
600- 629 D-
Below 600 F
Class Schedule

1/7  Introductions/Ice-Breaker /Course requirements, chapters 1 & 2
1/11 Communication, Organization of presentations, Chapter 9
1/18 “When I Grow Up” presentation requirements” Quiz #1
1/25 Outline reviews, presentation practice, Chapter 11
1/31 When I Grow Up presentations (3-5 minutes) *** 9:30am-12:30pm in Ekstrom Library, W 254

2/1 Interviewing Skills, Gathering information - Chapter 6
2/8 Chapters 3 & 4 – Quiz #2
2/15 Chapter 10, Interviews
2/22 Outline reviews, presentation practice, Chapter 5
2/28 Interview presentations (4 - 6 minutes) *** 9:30am-12:30pm in Ekstrom Library, W 254

3/1 Chapter 12, persuasive presentation requirements
3/8 Quiz #3
3/15 Spring break
3/22 Chapter 7
3/29 Quiz #4
4/5 Chapter 8
4/12 Outline review, Quiz #5
4/18 Persuasive presentations (6 - 8 minutes) *** 9:30am-12:30pm in Ekstrom Library, W 254

SPEECH ASSIGNMENTS

A clean copy of your preparation outline (complete sentences, labeled, etc.) with works cited and questions answered is required on speech day. This is for me. You may speak from a speaking outline organized with key words. These will be graded as separate work.
Also, all presentations will be recorded. We will discuss the method for recording presentations in class.

H. **Introductory Presentation - “When I grow up”**

Point values:

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>“When I grow up” presentation</td>
<td>50</td>
</tr>
<tr>
<td>Full complete sentence preparation outline</td>
<td>15</td>
</tr>
<tr>
<td>Speaking notes</td>
<td>5</td>
</tr>
<tr>
<td>A self critique of your presentation</td>
<td>15</td>
</tr>
</tbody>
</table>

**Length:** 3 - 5 Minutes

**Learning Objectives:**

- Develop a specific purpose statement and central idea
- Divide the speech into introduction, body, and conclusion.
  
  *Follow the example outline provided!*
- Outline the speech in proper outlining form. Use labels for all essential speech elements (attention getter, preview, etc.) Please follow example outline!
- Prepare a one-page *speaking* outline with key words to use during speech delivery.
- Deliver the speech extemporaneously.

Your speech should meet the following criteria:

**Structure:**

An introduction with...

- An attention getter
- A combined thesis / preview statement (central idea)
- A transition to the body

The body of the speech should have...

- Distinct main points (three at the most)
- Support material “beneath” (in the outline) each main point
- Transitions between them

A conclusion that includes:

- Signaling the end
- A summary of the main points of the speech (a review)
- Restatement of thesis / central idea
- An ending with a "clincher" or memorable statement

**Delivery:**

Try to achieve the following aspects of good delivery:

- Make eye contact! -- look at everyone in the room, not just the instructor.
- Be enthusiastic and expressive. You're talking about a topic that interests you.
• Be extemporaneous, which means: Refer to your notes, but don't read them.
• Gesture. Don't just be a talking head.
• Try to avoid the "um's" -- or vocal fillers.

Materials to submit:

** A preparation outline with bibliography (yourself) and questions answered required.**
Please check the “outline requirements handout provided in class for specifics.

** Your speaking notes** after you present your speech.

**Your 1 1/2 - 2 page self evaluation** of your presentation performance

II. Interview Presentation

Points value:

<table>
<thead>
<tr>
<th>“Interview” Presentation</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full complete sentence preparation outline</td>
<td>15</td>
</tr>
<tr>
<td>Speaking notes</td>
<td>5</td>
</tr>
<tr>
<td>1 ½ - 2 page written analysis of the Interview process</td>
<td>15</td>
</tr>
<tr>
<td>A self critique of your presentation</td>
<td>15</td>
</tr>
</tbody>
</table>

Length: 4 – 6 minutes

Learning Objectives:
• Analyze the information you gained through the interview.
• Develop an audience centered thesis/preview statement (central idea).
• Divide the speech into introduction, body, and conclusion.
• Include three main points summarizing what you learned.
• Outline the speech in proper outlining form. Follow prescribed format!
• Develop a reference/bibliography page. Cite the interview within the speech and also cite the interview in proper format (using MLA or APA) in the bibliography area.
• Come up with a compelling attention getter and ending statement.
• Prepare a speaking outline with keywords to use during the speech and to be turned in after your speech.
• Deliver the speech **extemporaneously.**

Guidelines:

An introduction that includes...
• An attention getter
• A thesis sentence/preview (central idea) – what you want us to remember
• A credibility statement – you interviewed the subject.
• A preview – tell us your main points
• A transition to the body
The body of the speech should have ...
- An appropriate organizational pattern
- Three distinct main points
- Transitions between them
- One oral footnote, which means citing your reference (the interview) ALOUD in the body of your speech (or in the introduction/conclusion).

A conclusion with ...
- A summary of the main points of the speech
- Restatement of thesis / central idea – what you want us to remember (a review)
- An ending with a "clincher" or memorable statement

Delivery......
- Make eye contact! Look at everyone in the room, not just the professor.
- Be enthusiastic and expressive.
- Be extemporaneous, which means: Refer to your notes, but don't read them.
- Gesture. Don't just be a talking head.
- Try to avoid the "um's" -- which are called vocal fillers

Information-Gathering Interview Specifics:

This is a three-part assignment designed to help you obtain career information, enhance competence in interviewing, and hone organization and delivery skills. Part one is to conduct an informational seeking interview, part two is a classroom presentation of the information you acquired and a self evaluation of your performance, and part three is a 1 ½-2 page written analysis of the interview process itself.

*Please see the handout of the interview to help you with your analysis

Assignment Description: You will conduct an information-gathering in-person interview (see Chapter 7) of a professional in your field of career interest. You will be the interviewer. You will present your findings to the class.

CAUTION: You should not use this interview to seek employment or a promotion. You are simply seeking knowledge about a career that interests you.

Part One – “The Interview”

This is primarily an information-gathering interview. It is a three-part project consisting of a preparation outline, a presentation, and an analysis paper that focus on information about your major or career choice. You will interview someone either on campus or off who is in some way connected to your major/career. This person cannot be a friend or relative. Examples of people who may be interviewed include, but are not limited to the following:

- professors
- small business owners
• teachers  • managers
• principals  • corporate
• accountants  • newscasters
• doctors  • nurses
• lawyers  • artists
• musicians  • loan officers
• bankers  • Retail
• anyone else you may be able to think of
• I may have a non-inclusive list of possibilities

Please clear all interview subjects with me first.

In the project, you may identify what people in the career do, what skills, training, knowledge, and credentials are needed to gain employment and do the job well. You may also find out the salary range (for the Louisville Metropolitan area), the outlooks for openings in the career, both locally and nationally. If you are gathering information on a major you might ask similar questions but also find out what will the major do for you, what is expected to graduate, particular plans of action you might follow, etc.

We will discuss this assignment more in class. Begin looking for a person to interview early, you need time to set it up and prepare.

Part Two –“The Presentation “

You are to present a 4-6 minute presentation highlighting the information you gathered from your interview. This will follow the accepted form for a well prepared presentation.
• Introduction, including a clear Thesis/Preview, credibility statement
• Body, including effective transitions
• Conclusion

Briefly covered in the body of your speech will be:
• At least two (no more than three) specific things you learned in the interview that you did not know before, and how this information has affected you.
• Any information that may be interesting/important to your specific audience of classmates
• Advice your interviewee has for college students.

We may be presenting short impromptu speeches throughout the project on your choice, who they are, why you chose them, your career plans, what you want to find out form them, etc. Be prepared to discuss your interview assignment during class.

A typed preparation outline with bibliography and questions answered will be turned in for your speech. It includes:
• one sentence per number or letter
• full complete sentences
• everything you intend to say
• I should be able to take your preparation outline and do your presentation in another class (decently but not as brilliant as you, of course).
• bibliography in MLA or APA format
• *see page on outline requirements for specifics

Speaking notes will be used while speaking. It needs to contain all the parts mentioned above plus:
• any speaking notes to yourself.
• short, key words only.
• These presentations are an exercise in becoming comfortable in front of, and talking with your audience.
• Difficult and scary at first, but more than possible with time, effort and practice.

Part Three “The Analysis”

A typed analysis of the interview process, it will include some of the same information discussed in the presentations but also cover other aspects.

• A 1½ - 2 page analysis of the interview itself.
  • Once again, NOT less than 2 full pages.
• Use chapters 6 and 7 to assist you in writing a detailed, critical view of the interview process.
  • For example:
    • the setting - help or hurt, expected or not.
    • Your preconceived idea of what the interview would be like.
      • Did the interview follow your idea or not.
      • Did this help or hurt the interview?
      • How?
• What questions did you use?
• How were they arranged?
  • What type were they?
  • were they effective? Why or why not.
• What structure did you use? Why?
• What sequence did you follow?
  • Was it the same for all sections?
  • What was different? Why?
• What were your 3 major strengths?
• What were your 3 major weaknesses?
• What 3 things will you do differently next time? and why?
• Anything else necessary to complete this highly detailed and critical look at your interview process.
• Remember, your grade is based on depth and breadth of your critical analysis.
  • Really look at the interview process.
The only place we truly learn and progress is in looking back and asking why or why not.

**Materials to submit:**

**A preparation outline with bibliography (yourself) and questions answered required.** Please check the “outline requirements handout provided in class for specifics.

**Your speaking notes after your presentation.

**the 1 ½ - 2 full page analysis of the interview process.

**Your 1 ½ - 2 page self evaluation of your presentation performance.

**A copy of your thank-you letter: Write and mail a thank-you letter to the person you interviewed. Submit a copy of that letter with this assignment.

**III. Persuasive Presentation**

Points Value:

| “Persuasive” Presentation | 200 |
| Full complete sentence preparation outline | 15 |
| Speaking notes | 5 |
| A self critique of your presentation | 15 |

**Length: 6 - 8 Minutes**

**Use of Power Point required**

You are to choose an issue in the business, professional, or educational world, and examine it carefully. It may be an issue for which you will explore and address the topic as a question of fact, or a question of value, or present a solution in a question of policy (these will be discussed in class) as always audience centered toward this particular audience (class).

• You may want to refer to the 7 step reflective thinking sequence if applicable.

• You may use any of the persuasive patterns of organization that will be the most successful to your task (comparative advantages, problem-solution, criteria-satisfaction, Monroe’s Motivated Sequence).

• Show the 5 W’s and 1 H. (who, what, where, when, why, how) when applicable.

• If you provide a plan you must show how it will work.

• Most problems have viable solutions, we need to look at the core of the problem to find those answers.

• beware of a “band-aid” solution.

Prepare a persuasive presentation for the class, based on your findings of the significance of the problem and your viable, workable solution.
• 6-8 Minutes
• 4 Sources (at least), cited (out loud) within the presentation.
• Power point is to be used with this presentation
• A written preparation outline of your presentation
• Speaking notes for your use during the presentation.

Learning Objectives:
• Select a two-sided persuasive topic.
• Decide if you are making a claim of value, fact, or policy.
• Submit preparation outline for pre-evaluation by instructor on or before assigned date.
• Use an appropriate organizational pattern for the claim you are making.
• Research the topic -- you'll need at least four outside current references.
• Develop an audience centered thesis sentence/preview statement (central idea).
• Create a preparation outline utilizing proper outlining form.
• Develop a Power Point presentation supporting and extending your message. In today’s business market, power point is a useful and visually enhancing presentational method. The problem found with it is the overuse and the ill use of it. At no time is it to be the focus of your presentation. You are always the focus!!
• Develop a bibliography page utilizing MLA or APA formatting.
• Come up with a compelling attention getter and ending statement.
• Make an appeal to our emotion.
• Prepare a speaking outline on note cards (using keywords only) to use during your speech.
• Deliver the speech extemporaneously using your note cards.

Guidelines:
An introduction with...
• An attention getter
• A thesis / central idea --
• A credibility statement
• A relevancy statement, if needed
• A preview
• A transition to the body

The body of the speech should have ...
• An appropriate organizational pattern, based on the claim you are making
• An emotional appeal (which doesn't have to be in only the body; it could be in the introduction or conclusion or at any time needed to connect with your audience): fear, compassion, pride, anger, guilt, reverence
• Distinct main points with transitions between them
• An internal summary or an internal preview
• Oral footnotes, which means citing at least two references ALOUD in the body of your speech (or in the introduction/conclusion).

A conclusion that includes the following:
• A summary of the main points of the speech (A Review)
• Restatement of thesis / central idea
• An ending with a "clincher" or memorable statement

Delivery....
• Make eye contact! Look at everyone in the room, not just the teacher
• Be enthusiastic and expressive.
• Be extemporaneous, which means: Refer to your notes, but don't read them. Talk “with” us
• Gesture. Don't just be a talking head
• Try to avoid the "um's" -- which are called vocal fillers

Materials to submit:

** A preparation outline with bibliography and questions answered required. Please check the “outline requirements handout provided in class for specifics.

** Your speaking notes after your presentation.

**Your 1 ½ -2 page self evaluation of your presentation performance.

Library assignment

Although you may not be on campus, you still have access to many of the library’s resources. In addition, there is a wealth of resources freely available via the Internet. The library assignment will reinforce your ability to tap those resources and will involve finding specific information via a variety of databases. More info provided as the due date approaches.

Please note that the syllabus is subject to change at the discretion of the instructor.