

COMM 170 (10:30-11:50 T/TH BH 318)
Fundamentals of Speech—Extended Truman Week Course
Fall 2003 Syllabus

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Office Hours: Noon-2 PM Tuesday/Thursday; 5-6 PM Wednesday, and by appointment

(Note about calls to home: Please feel free to call me at home whenever you can't find me in the office. If you get a machine at one location, I'm probably at the other. All that I ask is that you restrict your calls to between 8 AM and 10 PM when calling my home. While I may be awake outside of those hours, I may not prove that helpful during those hours.)

Purpose: It is quite possible that the basic course in public speaking will prove to be one of the most important courses you will take in college. It is a fundamental component of the liberal arts curriculum because it teaches organizational skills, critical thinking, coherent expression of ideas, and the fundamentals of the most basic aspect of human interaction—communication. This course will prepare you for greater success in other courses throughout the University and will further prepare you for various roles in your future professional life. Students completing this course can expect to be more confident speakers and more critical receivers of communication.

Materials: A single textbook is required for this course, but I have also included some materials that you might find useful as you perform your work in this class.

- **Required:** Lucas, Steven E. The Art of Public Speaking, 7th Edition. New York, McGraw-Hill, 2000.
- **Required:** An operating e-mail address. Whether you are using a Truman account or a commercial one, you will be expected to check it regularly for BINDING announcements pertaining to your assignments. If you miss your e-mail, you'll miss important details.
- **Recommended:** A copy of a style guide for the writing of research papers such as the MLA Guide to Writers of Research Papers, the APA Style Manual, the Chicago Manual of Style, or any style guide used by the department of your academic major. My **preference** is that you use MLA and I will grade on that assumption. If you have learned another style manual, or are in a discipline that teaches another, please let me know and indicate that on any written work you turn in. MLA and APA have style guides on the web. Bookmarking them on your browser can save \$\$\$.

Attendance Policy: I respect your adulthood and your ability to recognize the importance of attendance. Still, my experience has proven that an attendance policy is necessary in a communication course to ensure the proper environment for discussion and to provide speakers with an audience for their performances. Attendance is *uniquely* important in a public speaking course. Excessive absences in this course will not be tolerated. Students will be allowed three absences without penalty. Absences in excess of three will result in a loss of 10 points from your total grade for each absence (or 1% of your grade for the course). Students missing more than one-third of class periods will receive a failing grade. Students must attend class on EVERY speech day. Absences on a speech day (days when you are not speaking, but are an audience member) will result in the lowering of the letter grade on that speech by one full grade for each speech day missed (or ten percent of the total point value for the assignment).

Here are the simple rules to follow with regard to absences...

- 1) There is NO SUCH THING as an excused absence (unless you miss class due to a university-sponsored activity, accompanied by documentation from the appropriate university official or professor).
- 2) Illness DOES count AGAINST your absence total. Short of a catastrophic illness, there is little reason that you should miss four or more days for the sniffles. Your free days are allotted for this purpose. So do not waste your free days on oversleeping, extended weekends, or too many beers at the Dukum on Monday or Wednesday night.

- 3) Illness on a speech day will be treated the same way as a regular claim of illness. Since the Health Center will not issue doctor's excuses, all illnesses on a speech day are automatically suspect. If you miss a speech day you WILL NOT be allowed to make up the speech. You will receive a zero on the assignment.
- 4) If you anticipate a conflict or illness will prevent you from speaking on your appointed day, you may arrange for another student to take your slot in a "trade." If the person you trade with does not show up as your replacement, YOU will receive the zero on your speech. It is your responsibility to make sure such exchanges happen and to inform me a full 24-hours in advance of the trade that you intend to make the transaction.
- 5) If you miss class the day of an exam, paper turn-in date, or other in-class assignment, you must inform me by 5 PM the day of the class or at the time the class meets, whichever comes first. Make-up of the missed work must take place BEFORE the next class meeting or at the instructor's earliest convenience. Make-ups will not be delayed at the convenience of the student.
- 6) An attendance sheet is distributed precisely at the beginning of class and collected when it has made the circuit of the room. If you are late, you are absent. Do not be late.

Holidays: All holidays are accounted for by this syllabus. If you have a religious holiday conflict that I am not aware of, please let me know. Do not schedule early departure or late return from Midterm Break or Thanksgiving. Such absences WILL count against your total.

University-Related Business: Several students in this class have already informed me that they will be missing classes due to University-sponsored activities (i.e.: basketball, debate, conference presentations, etc.) As co-curricular activities, these events are encouraged. Students involved in these activities are responsible for the complete make-up of their work and should provide a complete travel schedule to me as soon as possible so that I can reschedule their assigned speech days accordingly. Conflicts due to social activities (i.e.: Greek Week, club events, etc.) will not be so treated and students are expected to take the necessary steps to make sure such activities do not conflict with class responsibilities.

Speech Days: With the exception of students traveling on University-sponsored trips, all speech day assignments are given randomly with no consideration of name, class rank, or previous speech day order. The exception is the introductory speech, which will be assigned in alphabetical order based on last name. You will receive a speech day rotation schedule in the second week of class.

Work Format Policy: Speech documents (outlines and works cited/bibliography) must be submitted in the proper format and be in compliance with the rules of style of the MLA style guide (unless alternative style guide arrangements have been made with the instructor). Papers must be written using the formatting and grammatical rules indicated in the guide. Outlines may be single-spaced, but all papers MUST be double-spaced. While style guides differ on margins and fonts, for purposes of uniformity in length, please use 1" margins and 12-point font for all written work (even if I approve the use of an alternative style guide). If you are unsure about formatting, ASK. Be careful to proofread your work carefully. Spelling and grammar count and are important to effective communication. Students turning in work with errors of grammar, spelling, or format in excess of ten will be reduced by one point for every errors thereafter, *including repeating errors*. After thirty errors, I stop reading and a zero is assigned.

Helpful requirement guides:

- 1) Please staple all written work. Do not paperclip, bind, fold, or tear corners. All documents so affixed will be given a zero.
- 2) Use clean paper with a fresh, readable ribbon or ink cartridge. If I cannot read the text you will get a zero.
- 3) Handwritten work is not acceptable.

Internet Sources: It is important to use the library, as well as the Internet. As the Internet has grown, many people have forgotten how to use the actual library. Each assignment has a required number of sources. Only ONE web page can count toward that source requirement. All other materials must be from the hard-copy found in the library OR a legitimate print source found using on-line retrieval (such as Lexis-Nexis, EbscoHost, etc.).

Special Needs: Students with special needs, such as a physical impairment hindering performance in class, a learning disability, English as a second language, or a speech impediment, should address those concerns to me as soon as possible. I will do everything I can within the bounds of the law to accommodate those needs.

Completion of the Course: Students must complete all speeches and exams in this course to receive a passing grade.

Failure to complete all of the assignments by the assigned due dates will result in the student receiving a failing grade. You cannot “blow-off” a speech or exam because you feel you can “afford” to lose the points. Incompletes will only be granted in the most extreme circumstances.

Grading: All assignments are graded on a straight scale. No assignments are curved.

Introductory Speech	25	
Current Events Speech	100	
Process Speech	100	A = 900-1000
Policy Speech	125	B = 800-899
Balloon Debate	125	C = 700-799
Test #1	100	D = 600-699
Test #2	100	F = 000-599
Test #3	150	
Peer Review	50	
Class Participation*	50	
Persuasion Analysis Paper	75	
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Total	1000	

*Class participation may include pop quizzes, short written assignments, or other in-class work, in lieu of mere discussion, at the discretion of the instructor.

Grade Appeals: If you wish to contest a grade, please wait 24 hours (a 24-hour “cooling-off” period, if you will). Then submit your objection in the form of typed, rational “arguments.” I will consider those arguments and schedule an appointment to discuss your objections and my decision. Do not address grade concerns to me in class, before or after class, or via e-mail. Such an approach, in the former two cases, disrupts class, and in the latter case, is against the law (the federal Buckley Amendment).

Policy on Academic Dishonesty: Originality and creativity are important components of this course. For both educational and ethical reasons, there is no room for academic dishonesty in my classes. Academic dishonesty includes presenting other people’s papers, exam answers, or speeches as one’s own. It also includes presenting a source’s ideas or data without attribution, excessive failure to document sources, direct quotation of sources without attribution, and any form of cheating on tests and exams. If you are unsure if a certain action is or is not academically dishonest, feel free to ask. Be sure of your choices as the penalties for academic dishonesty range from failure on an assignment to expulsion from school. Be aware that I REGULARLY spot-check your research and have all of the “buy a paper” and “buy a speech” Websites conveniently bookmarked on my Internet browser.

Course Schedule

Freshman Week

Mon., Aug. 18	8:30-10:30 AM Introduction to the Class; First Perceptions Mixer “Discussion of Introductory Speeches” Lecture on Chapter One “Introduction to Communication” Reading for Next Time: Chapter One of Lucas
Tuesday, Aug. 19	9:45-11:45 Introductory Speeches “Navigating the Bureaucracy”--Survival Skills for Truman State
Wed., Aug. 20	Division Day—Class Does Not Formally Meet Consult Your Freshman Week Schedule For Instructions
Thurs., Aug. 21	8:30-10:30 “Topic Selection and Audience Analysis” Reading: Chapters 4 and 5
Fri., Aug. 22	9:45-11:45 AM TBA

Regular Schedule

Tuesday, 26	“Outlining and Organizing the Speech” Reading: Chapters 8, 9, 10
Thursday, Aug. 28	Library Database Orientation
Tuesday, Sept. 2	“Informative Speaking” Reading: Chapter 14 Assignment: Speech Documents for Current Event Speech Due (Draft Version)
Thursday, Sept. 4	Current Events Speech (5-6 Minutes); Final Speech Doc. Due w/ Speech
Tuesday, Sept. 9	Current Events Speech (5-6 Minutes); Final Speech Doc. Due w/ Speech
Thursday, Sept. 11	Test #1
Tuesday, Sept. 16	Discussion of Exams “Research and Evidence” Reading: Chapters 6 and 7
Thursday, Sept. 18	“Language Use” Reading: Chapter 11
Tuesday, Sept. 23	“Using Visual Aids” and “Delivering the Speech” Reading: Chapter 12 and 13
Thursday, Sept. 25	Delivery Day Assignment: Speech Documents for Process Speech Due (Final Version)
Tuesday, Sept. 30	Process Speech (5-6 Minutes)
Thursday, Oct. 2	Process Speech (5-6 Minutes)
Tuesday, Oct. 7	“Constraints and Situations: Evaluating Speech Effectiveness”
Thursday, Oct. 9	“Introduction to Persuasion” Reading: Chapter 15
Tuesday, Oct. 14	Exam #2
Thursday Oct. 16	Test Discussed “Introduction to Persuasion Continued”
Tuesday, Oct. 21	“Argumentation: The Process of Induction” Reading: Chapter 16
Thursday, Oct. 23	“Argumentation: The Process of Deduction” and “Fallacies”
Tuesday, Oct. 28	Catch-Up Day...Topic to Be Announced
Thursday, Oct. 30	Career Center Visit
Tuesday, Nov. 4	Impromptu Speaking Exercises in Class Assignment: Speech Documents for Policy Speech Due (Final Version)
Thursday, Nov. 6	No Class--Dr. Minch in Los Angeles Work on Preparing Policy Speeches

Tuesday, Nov. 11	Policy Speech (5-6 Minutes)
Thursday, Nov. 13	Policy Speech (5-6 Minutes) Papers Due (For Extra Credit Option)
Tuesday, Nov. 18	NCA Convention--No Class
Thursday, Nov. 20	NCA Convention--No Class
Tuesday, Nov. 25	Balloon Debates
Thursday, Nov. 27(TH)	Thanksgiving Day--No Classes
Tuesday, Dec. 2	Balloon Debates
Thursday, Dec. 4	Balloon Debates
Tuesday, Dec. 9	Balloon Debates
Thursday., Dec. 11	Final Exam 9:30-11:20 AM (Note: There is an error on the Schedule of Classes--This will need to be reverified.)

Test #3 will be administered during the appointed final exam period. Consult the course schedule for dates and times. Times for the final will be announced several times during the last month of class. The persuasion analysis papers are due on exam day, BUT you may turn the paper in EARLIER in the semester, and are strongly encouraged to do so. Early work on the paper will make the exam seem much easier. Delayed work on the paper will make the exam seem like a burden.

This schedule is subject to change with notice. In addition to my teaching duties I also serve as Truman's Director of Forensics, which means I am often on the road traveling with the debate and speech teams. I will try to inform the class of schedule changes more than a week in advance, however, you are responsible for checking on schedule changes if you are absent from class and may have missed announcements.

It is the policy of the University to never cancel classes due to inclement weather, etc. If unusual circumstances prevent me from reaching class I will leave a message on my office voicemail. If I am ever absent at the beginning of class, BEFORE YOU LEAVE, have someone check my office voicemail. In nine years of college teaching I have never been absent without at least a week's advanced notice, but there is a first time for everything.

Prohibited Topics List

The following speech topics may not be used in this class due to overuse and high risk for plagiarism. Speeches given on these topics will not be approved or (if changed after the speech document has been checked) graded.

Abortion
 Animal Testing
 Cloning
 Drunk Driving
 Gun Control
 Safe Sex
 Sexually Transmitted Diseases
 The Advantages of Exercise
 Why Students Should "Go Greek"
 Legalized Marijuana/Hemp

This list is not being created to stifle your originality or your free speech, but to push you to seek topics with greater originality and currency and to reduce the risk of questionable duplication of your speech by students in this or other sections of COMM 170.

Introductory Speech

August 19, 2003

25 Points

Objective: Fundamentally, this assignment is aimed at getting you up on your feet and speaking. Confidence and comfort comes with increased speaking experience. This speech also serves as a useful assessment tool for setting personal and class-wide benchmarks for improvement.

Assignment: You will be required to prepare a speech of personal introduction not to exceed three minutes (but not less than two minutes) in length. To do this, you are asked to select an object that best represents who you are. Use the object as a basis for shaping the points of the speech.

For example, one might advance the thesis that a rock best represents them. They might further develop three independent points expanding upon this thesis. First, one might discuss their hobby of geology, explaining how they find the earth sciences an interesting diversion from other academic pursuits. Second, they might treat the “rock” metaphorically, arguing that the rock’s hardness represents a stubborn streak—rocks are hard to break and are sometimes hard to move. Finally, this person might seize upon the Biblical metaphor of “the rock” to discuss religious interests.

Feel free to stretch the objects metaphorically and move beyond mere literal interpretations of what the object means to you. Past topics have included objects such as: a personal Bible, a day planner, a dictionary, a model car, a baseball cap, various small cooking devices, personal family heirlooms, a Tootsie Roll Pop, etc.

Content: Every speech given for this assignment should contain the following...

- An introduction (introduce us to your object and topic and briefly outline your points).
- Two to three points of analysis.
- A conclusion (a summary of your points and a restatement of your thesis).

Requirements: Every speech should be accompanied by a speech document. In this instance that will probably be a full sentence outline of approximately one page. In the event that you cite any sources for this speech, include a works cited/ bibliography page for any sources you use.

Grading: You will receive full credit for this speech provided that a) it is given on the appointed speech date, b) it is accompanied by a completed speech document conforming to the rules of style outlined in the syllabus, c) that the speech is a minimum of two minutes and does not exceed three minutes. Points may be deducted from the 25 points assigned for this speech if these requirements are not adhered to.

Follow-Up: Within a week or two after the speech you will be asked to schedule a brief appointment with me to discuss the speech, set goals for the semester, and find ways to improve.

Current Events Speech

September 4 and 9, 2003
Speech Documents Due Sept. 2, 2003
100 Points

Objective: To introduce the student to basic content expectations of informative speaking while improving basic skills of organization, presentation, and research.

Assignment: For this speech you will be asked to present an informative speech on a topic related to current events. The idea is to present your audience with information that they need to know or will have a significant interest in knowing. Therefore, your subject matter needs to be relevant to the audience and/or be justified to them in some way. Look through recent issues of newsmagazines or newspapers or watch broadcasts of network news or TV newsmagazines for fresh ideas. The events you speak about should have taken place within the last month.

Put yourself in the role of a “briefer.” Imagine you are a government official, business or legal adviser, and you have been given the task of concisely presenting the background and essential facts related to a current event.

Whatever you select, you want to make it as interesting as possible. Don’t feel restricted to political or social news. Please stick to “newsworthy” topics, such as those that you would see on the evening news. Speeches on the latest Backstreet Boys or Dixie Chicks concert tour, for example, wouldn’t meet the threshold of “newsworthiness” for this assignment.

Requirements: Every speech should include the following:

- A completed speech document including an outline and a works cited page in proper format.
- An introduction that includes an attention-getter, thesis statement, and preview.
- An appropriate number of fully-developed main points (at least two) employing a format discussed in class.
- A conclusion that includes a closing anecdote or similar device, a review of the main points, and a restatement of the thesis.
- A minimum of four sources actually cited (verbally) in the speech and recorded in the proper format on the works cited page.
- The speech should last no more than six minutes and no less than five minutes.
- Speakers may use no more than four single-sided notecards for this speech.

Grading: This speech is worth 100 points which will be divided as follows...

10 points for the introduction, 10 points for the conclusion, 10 points for the outline and works cited page (zero points if late or incomplete), 20 points for organization (independent of outline formatting rules), 30 points for content quality, and 20 points for delivery quality.

Process Speech

September 30 and October 2, 2003
Speech Documents Due September 25, 2003
100 Points

Objective: This speech is designed to introduce the student to the use of visual aids and further the student's familiarity with the organization and presentation of informative speeches—specifically those speech designs used to describe processes. The assignment is also designed to give the student a broader range of content and aesthetic choices.

Assignment: The student may elect an informative topic of his or her own choosing (the student should stick to informative topics of a descriptive rather than a demonstrative nature—no “how to” speeches on making boxes of mac ‘n’ cheese!!!). Students are required to use visual aids (at least one poster, two or more overhead transparencies, or appropriate concrete or abstract representations). Visual aids should add to the understanding of the topic and should be produced in appropriate size and quantity to be effective.

Content: Each speaker should include the following...

- A complete introduction.
- A complete conclusion.
- A complete speech document, including a properly formatted outline and works cited page.
- At least five sources cited in the speech and properly documented in the works cited page.
- A speech design consistent with those discussed in class.
- A demonstrated improvement in delivery skills over the previous presentation.
- The speech should last no less than five minutes and no more than six minutes.
- Speakers may use no more than three single-sided notecards for this speech.

Grading: This speech is worth 100 points that will be divided as follows...

10 points for the introduction, 10 points for the conclusion, 10 points for the outline and works cited page (zero points if late or incomplete), 20 points for organization (independent of outline formatting rules), 30 points for content quality, and 20 points for delivery quality.

Be sure to meet all of the deadlines as set-out in the syllabus to avoid point deductions.

Selecting a Topic: This will be one of the more difficult assignments in terms of selecting a topic. Bear in mind that whatever topic you pick has to lend itself to appropriate visual aids. Don't pick a topic and wait until the night before to see if you can produce a visual aid or you will get burned! When we talk about a process, we're talking about *how* things work. So, for example, you might consider topics like these:

- How cancer develops in the human body.
- How the internal combustion engine works.
- How volcanoes work.
- How DNA fingerprinting is done.
- How lie detectors work.

In short, the best way to select a topic for this assignment is to ask yourself, about what things have I posed the question, “How does that work?” That will give you a good clue as to what your peers are wondering about.

Policy Speech
November 11 and 13, 2003
Speech Documents Due November 4, 2003
125 Points

Objective: This speech is designed to give students the opportunity to express themselves in a persuasive fashion while improving delivery skills and lengthening delivery time.

Assignment: Students will prepare a persuasive speech on a topic of pressing public policy concern. The topic should be based on a controversy that has been in the public eye during the last year. Current news magazines are a helpful tool in determining the currency of your topic. This assignment requires the speaker to present the audience with a clearly articulated thesis on a needed course of action, supported by a clear description of a problem and a proposed solution to that problem.

Content: All speakers should include the following in their work...

- A complete introduction and conclusion.
- At least six sources cited in the speech and properly documented in the works cited page.
- A complete speech document including a properly formatted outline and works cited page.
- An appropriate persuasive speech organizational structure as discussed in class.
- No more than 2 single-sided notecards may be used in this speech.

Grading: The grade is based on 125 points and will be divided as follows...

15 points will be assigned for the introduction. 15 points will be assigned for the conclusion. 20 points will be assigned to organization. 30 points will be assigned to content and 25 points will be assigned to delivery and 20 points will be assigned to the outline.

Balloon Debate

November 25 and Dec. 2, 4, 9, 2003
125 Points

Objective: To enable students to apply skills learned in both the persuasive speaking and argumentation units to an environment in which more than one person is engaged in the act of persuasion. Further, this assignment seeks to develop a basic understanding of skills of refutation and critical evaluation of arguments.

Assignment: Students will be organized into groups of five to six (depending on class size at the end of the semester). These groups will engage in a “debate” similar to the forums used in the presidential primary debates. In other words, these will be less actual debates and more a series of “statements” with opportunities for response.

Each student will assume the persona of a figure in history. Each of you is in a mythical balloon hovering over shark-infested waters. The balloon is sinking due to excess weight and the participants need to decide who to throw overboard as ballast and who to save. Your job is to use your speeches to present arguments for your own preservation and the ejection of others. You may choose to allocate your time however you see fit and may use any argument you see fit to achieve the objective of being the last survivor. Your grade will be based on a combination of votes by the class and a grade assigned by me.

Format: Each participant will be given five minutes for an opening statement. After the opening statements, each participant will have the opportunity for a 2.5 minute rebuttal statement. After the rebuttals, a vote will be taken for whom to eject first. After the first ejection, the remaining participants will have one minute each to summarize and advocate before the next vote. The process will continue until two people remain. The last two participants will have two minutes each to weigh the advantages and disadvantages of keeping one person over another.

Grading: 25 points will be assigned based on the class vote--a holistic grade which I will assign that assesses the overall impression of the performance and how effectively you adapted to the audience in the classroom (I correct for whatever unfair biases I observe). The remaining points will be based on the following criteria: 40 points of opening statement argumentation, 20 points for rebuttal speech argumentation, 20 points for delivery, 20 points for organization (including appropriate introductions and conclusions, responsiveness of argumentation, order of points, and so forth). Evaluation of research and evidence will be included in the grade for the opening statement. There will be no speech document graded for this assignment.

Suggested Character Identities: Thomas Edison, Albert Einstein, Mother Theresa, Jonas Salk, FDR, Ronald Reagan, Marie Curie, Susan B. Anthony, George Washington, Henry Ford, Socrates, Joan of Arc, Martin Luther King, etc. I would prefer that you not select figures that would invoke ferocious controversy (Hitler, David Duke, Pol Pot) or would create significant class upset if attacked by an opponent (such as Jesus, the Virgin Mary, or other prophets/dieties). Use good judgment when selecting your characters. Most importantly though, have fun!!!

Persuasion Analysis Paper

Due at the Final Exam Meeting

Objective: Part of being able to be an effective oral communicator is being able to prepare and organize arguments in written form first. This assignment tests your ability to express arguments in written form about a piece of communication. We will discuss during this course how all kinds of discourse, without regard to their general purpose, have some inherent persuasive elements. This assignment will push you to think about how persuasion works in contexts *outside* of the persuasive speech.

Assignment: Select an advertisement (newspaper, magazine, billboard, television commercial, political campaign pamphlet) for analysis. Print advertisements are the easiest to work with and are preferred. If you use something less tangible (such as a piece of video or a billboard) you will need to provide some representation of it (such as a tape of a photo), so that grading can take place. Using one of the persuasive or argumentative concepts discussed in class, explain how the piece of persuasive communication “works” (or doesn’t work). You might, for example, use Maslow’s Hierarchy of Needs, Motive Clusters, the enthymeme, tests of evidence, logical fallacies, strategems, and so on, to complete your critique. You might also take a less specific approach and discuss strategies such as the use of humor, visual layout, and so on. The key to a good grade is to be both creative and persuasive in your argument.

You may find it useful to do background research on the topic of the ad or the audience that sees/saw it. Very often such materials can easily be located in local newspapers on the dates around the time the ad was made, if it’s a high profile communication or a controversial ad. Consider such materials when framing the context of the communication. If such information isn’t available, consider the magazine, or other context in which the piece is presented.

Content: Any good paper should be structured in a similar fashion to a good speech. Be sure to have a complete introduction with a clear thesis, an attention-getter, and a preview of your arguments. Set out to advance your argument with an easy-to-follow structure in mind. Make your arguments, then use the description of the communication to support them (but don’t quote so much of the material that it drowns out your own ideas). Offer a clear rationale for the conclusions you draw. Use an appropriate conclusion at the end of the paper to summarize your arguments. The paper should be no more than three pages in length and no less than two. It should be double-spaced, with one-inch margins and 12-point font. The paper should be *very carefully* proofread (see below).

Grading: This paper will be graded on both the arguments and the presentation of those arguments. Careful attention should be paid to both elements. Points will be allocated as follows: 10 points for the introduction, 10 points for the conclusion, 20 points for the structure, 60 points for content quality. Errors in grammar or style in excess of ten (including repeating errors) will result in a point deduction for every error thereafter. Once over thirty errors I will stop reading and the assignment will receive a zero.

Due Dates: As stated in the course schedule, the paper is due at the end of the semester. **HOWEVER**, it is preferable that you complete this assignment **BEFORE** that date. Papers completed before Nov. 13 will be graded before the completion of the Balloon Debates ensuring that you will know your grade standing before the final. This will help you decide how much effort you need to exert to prepare for the final. It is in your best interest **NOT** to leave this assignment to the last minute. As a further incentive, students turning the paper in by Nov. 13 will receive 10 points extra credit.

Peer Evaluations

All students will be required to complete peer evaluations on half of the students giving speeches during a particular speech cycle. So, for example, if there are 24 students speaking during a speech cycle, you will be asked to complete twelve evaluations. You will only be required to write evaluations on one set of speeches, but the evaluations that you do write must be complete.

To write evaluations you will be given copies of the same evaluation form that I use to grade your speeches. You will be asked to use the same system of check marks to “grade” each section of the speech. You will also be expected to write complete comments in the locations indicated and write constructive criticism for improvement on future speeches. You must also provide a letter grade for the speech. The quality of these evaluations is extremely important. While I, as an instructor, am greatly concerned with the form and content of your speeches, your opinion will tell your classmates a great deal about how well they selected their topic as well as how well they adapted to the demographics of this particular audience.

Grading: Grading on evaluations will be holistic. In other words, I will look first, to see whether you have turned in a complete set. I will next consider how thoroughly you have completed the evaluation forms. Comments like “good” and “needs work” would be insufficient constructive criticism. Your comments should be in complete sentences that will help your classmates make decisions about what to do on future assignments. My overall impression of how seriously you considered your comments will be my guide in assigning points. You will lose five points for every evaluation not completed.

Accountability: You **MUST** put your name on all evaluations. This is done to keep track of the evaluations for you to receive credit, but it is also done so that you will be accountable for your comments. Your peers will be reading these and they will know that you are the source of the comments. Be nice, but be honest.

Effect on Speech Grades: Peer evaluations are not considered when figuring speech grades.

Personal Data Form

Please complete the following information as thoroughly as possible. This information will help me to better help you in this course.

Name: _____

Campus Address: _____

Campus Phone: _____

Work Phone: _____

E-Mail Address: _____

Home Town: _____

May I include your e-mail address in a class mailing list to facilitate quicker dissemination of class news and feedback?

_____ Yes _____ No

Do you have any prior public speaking experience? If so, where and how recently?

If you have taken other COMM courses, please identify which ones and the name(s) of the instructor(s).

Name three controversial issues that really tick you off

- 1)
- 2)
- 3)

Why did you take this class?

Please Read and Sign the Following (Due by Second Class Period):

I have read, or plan to read, the course syllabus in its entirety. I understand and accept the policies stated here and agree to abide by those policies. I understand that completion of all of the assignments in this course is necessary to pass it and that I am responsible for obtaining all of the necessary class materials and instructions for the fulfillment of the assignments given here. In addition, I agree to read the University's policy on academic misconduct and am aware of what constitutes plagiarism and the penalties for engaging in it.

Name

Date