

Saint Louis Christian College
GSP105N SPEECH
3 Credit Hours

Course Prerequisites: None

Mondays
8:10 – 10:00 p.m.

MISSION STATEMENT

Saint Louis Christian College pursues excellence in the Word and develops servant leaders for urban, suburban, rural, and global ministry.

COURSE DESCRIPTION

This skill-building course is designed to help students develop and deliver effective oral presentations. Students explore areas such as research, organization of information, logical thinking, the art of persuasion and critical listening skills. Students prepare and present several forms of speeches in class.

COURSE RATIONALE

During the course, you will be asked to stand before a group and deliver information, argue a position, or honor a special event. It is important you command the audience's attention and present yourself as a competent and credible speaker. In this course, you will be asked to present speeches. The goal is for you to gain more confidence in communicating in public contexts.

COURSE OBJECTIVES

1. Students will learn how to construct (research, outline, and organize) public speeches for delivery to audiences.
2. Students will be able to deliver ceremonial, informative, and persuasive speeches.
3. Students will develop analytical and critical listening skills.
4. Students will learn how to successfully manage their apprehension about communicating in public contexts.

COURSE REQUIREMENTS

1. You are expected to remain attentive and proactive in the learning process.
2. These expectations include: Classroom Attendance; Classroom Participation; Class Projects; Individual Projects; Required Readings; Tests, Quizzes or Examination procedures.
3. Please refer to Course Schedule for assignments, quizzes, tests, speeches and assigned reading.

4. Exams will be given and will include a variety of questions (i.e. True/False, Multiple-Choice, Fill-in-the-Blank, Essay and Short Answer). Exams will cover the chapters indicated for each exam. Make-up exams will only be given if arrangements are made prior to the night of the exam.
5. Written assignments are to be typed in no less than 12 pt. Font and follow MLA style. The assignments should include a cover sheet with your name, course name and number, and mailbox number. Assignments will be returned to you via campus mail. Assignments not typed and in proper format will only receive half credit.
6. Course grading will be as described in the Course Evaluation section of this syllabus.
7. Questions due for class as indicated by dates. Late assignments will be deducted 2 pts each day.

COURSE ASSESSMENT (EVALUATION)

1. Exams will count for 75 points each for a total of 225 points.
2. Peer evaluations as well as instructor evaluations will be used to determine each speech grade. The point value for each speech will vary (see below) but will total 400 points. Some factors to be considered by the instructor are (1) whether the outline reflected the guidelines for each speech, (2) did the speech meet the requirement of the topic (i.e. was it motivational or used to convince), (3) was the material organized logically, (4) was the speaker confident and enthusiastic, (5) did the speech show research and practice and fall within the allotted time and (6) was the speech free of distractions (i.e. smacking of gum, hands in and out of pockets, poor posture, lack of eye contact, etc.) Speeches not given the date they are due may not be able to be made up.
3. Self-evaluations as well as peer evaluations will be used in the grading system as well and will count for a total of 90 points.
4. Attendance and participation will count 10 points each week class meets.
5. Chapter questions will count 10 points per chapter.
6. Please see below the grading system that will be used for this class.

Student's Record of Grades

Speeches

Ceremonial Speech ____/75
 Informative Speech ____/150
 Persuasive Speech ____/175

Exams

First Exam ____/75
 Second Exam ____/75
 Third Exam ____/75

Other required assignments

Self-Evaluation (3 @ 15 points) ____/45
 Peer Evaluation (3 @ 15 points) ____/45
 Speech Critiques (3 @ 20 points) ____/0

End of Chapter Questions

Each Chapter 10 pts
 ____/250

Attendance/Participation

____/110

Subtotal ____/1075

GRADE TOTAL ____

COURSE SCHEDULE

Session 1 – April 7

- Review Syllabus; Course & Instructor Expectations
- Speech – “I” Have a Dream
- Read Ch 1 - Becoming a Public Speaker
- Read Ch 2 - Giving It a Try: Preparing Your First Speech
- Read Ch 3 – Listeners and Speakers
- Read Ch 4 – Ethical Public Speaking
- Read Ch 5 – Managing Speech Anxiety
- Questions for chapters 1 – 5 due

Session 2 – April 14

- Discuss Ceremonial Speech Assignment
- Read Ch 27 - Special Occasion Speeches
- Read Ch 6 - Analyzing the Audience
- Read Ch 7 - Selecting a Topic and Purpose
- Read Ch 11- Main Points, Supporting Points, and Transitions
- Questions for chapters 6, 7, 11 & 27 due

Session 3 – April 21

- Read Ch 13 - Types of Outline Formats
- Review Ceremonial Speech Outline – Peer Evaluations

- Exam 1 (Chapters 1, 2, 3, 4, 5, 6, 7, 11, 27)

Session 4 – April 28

- Speech #1: Ceremonial Speeches (Outlines Due)
- Speech #1: Ceremonial Speeches
- Read Ch 12 - Types of Organizational Arrangements
- Read Ch 14 - Developing the Introduction
- Read Ch 15 - Developing the Conclusion
- Questions for chapters 12 – 15 due

Session 5 – May 5

- Introduce Informative Speech/Paper Assignments
- Read Ch 23- The Informative Speech
- Read Ch 8 - Developing Supporting Material
- Read Ch 9 - Locating Supporting Material
- Read Ch 10 - Using the Internet to Support Your Speech
- Questions for chapters 8, 9, 10 & 23 due

Session 6 – May 12

- Read Ch 16 - Using Language to Style the Speech
- Read Ch 17 - Methods of Delivery
- Read Ch 18 - The Voice in Delivery
- Read Ch 19 - The Body in Delivery
- Questions for chapters 16 – 19 due
- Discuss Persuasive Speech Assignment

Session 7 – May 19

- Informative Speech Outline – Peer Evaluation
- Read Ch 24 - The Persuasive Speech
- Read Ch 25 - Developing Arguments for the Persuasive Speech
- Read Ch 26 – Organizing Persuasive Speeches
- Questions for chapters 24 & 25 due
- Exam 2 (Chapters 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 23)

Session 8 – June 2

- Speech #2: Informative Speeches (Outlines Due)
- Speech #2: Informative Speeches
- Read Ch 20 - Using Presentation Aids in the Speech
- Read Ch 21- Designing Presentation Aids
- Read Ch 22 - Using Presentation Software
- Questions for chapters 20 – 21 due

Session 9 – June 9

- Speech #2: Informative Speeches
- Persuasive Speech Outline – Peer Evaluation
- Exam 3 (Chapters 20, 21, 22, 24, 25, 26)

Session 10 – June 16

- Speech #3: Persuasive Speeches (Outlines Due)
- Speech #3: Persuasive Speeches

Session 11 – June 23

- Speech #3: Persuasive Speeches
- Read Ch 28 - Communicating in Groups
- Read Ch 29 - Business and Professional Presentations
- Read Ch 30 - Speaking in Other College Courses
- Questions for chapters 28 – 29 due

QUESTIONS TO BE COMPLETED FOR INDICATED CLASSES – When asked for “an example”, credit will not be given for textbook examples.

DUE FOR CLASS SESSION 1**Chapter 1 Questions – Becoming a Public Speaker**

1. What are the four categories of public speaking?
2. What are the similarities and differences between public speaking and other forms of communication?
3. Define and explain the elements of communication. (i.e. Source, etc. . .)
4. There are three special considerations speakers need to be aware of. Please list and explain them.
5. What are the canons of rhetoric? Do the canons of rhetoric need to be followed in order? Why or why not?

Chapter 2 Questions – Giving It a Try: Preparing Your First Speech

1. List each of the steps in the speechmaking process.
2. Name at least three places where you could gather supporting materials.
3. What three things should a speaker consider when selecting a topic to speak on?

Chapter 3 Questions – Listeners and Speakers

1. What is circular response?
2. Listening involves selective perception, which is influenced by several factors. List and define these factors.
3. List and explain the barriers to active listening.

Chapter 4 Questions – Ethical Public Speaking

1. What is ethics?
2. What is ethos? Give an example of someone who you believe demonstrates ethos.
3. Identify and explain the ground rules for ethical speaking?
4. What is plagiarism, and how can you avoid it?

Chapter 5 Questions – Managing Speech Anxiety

1. What are the roots of public speaking anxiety?
2. Identify and define the four types of public speaking anxiety people experience during the speechmaking process.

DUE FOR CLASS SESSION 2

Chapter 6 Questions – Analyzing the Audience

1. What is audience analysis?
2. Define and give an example of attitudes, beliefs and values.

Chapter 7 Questions – Selecting a Topic and Purpose

1. Public speaking can be classified into three general speech purposes. List these purposes, and give an example of each.
2. What are some factors to consider when narrowing a topic?
3. What is a specific speech purpose? What is a thesis statement? Give an example of a general purpose, a specific purpose, and a thesis statement.

Chapter 11 Questions – Main Points, Supporting Points, and Transitions

1. What are main points? How many main points should you use?
2. What other two items need to be present in the body of the speech?
3. What are transitions? Give two examples of transitions?
4. What are the four principles of organizing main and supporting points?

Chapter 27 Questions – Special Occasion Speeches

1. What is a special occasion speech? What is its main goal?
2. What is a speech of introduction?
3. What key elements make up a good speech of introduction?
4. What should a speaker include in a speech of acceptance?
5. What is a speech of presentation? What are its guidelines?
6. What is a roast? A toast?
7. What is a eulogy? What guidelines should you follow when delivering one?
8. What is a speech of inspiration? What should a speaker include in this type of speech?

DUE FOR CLASS SESSION 4

Chapter 12 Question – Types of Organizational Arrangements

1. Identify and explain the five types of organizational arrangements.

Chapter 13 Question – Types of Outline Formats

1. Identify and explain the five types of outlines covered in the chapter.

Chapter 14 Questions – Developing the Introduction

1. The textbook mentions seven techniques designed to win the audience's attention. Please identify at least five of them.
2. Provide an example of introducing the purpose and topic within the introduction of a speech.
3. How do you motivate the audience to accept your goals? Cite an example of how you would do this.
4. In the introduction, the audience needs to be given a reason to believe the speaker. What should the speaker do in the introduction in order to achieve this goal?

Chapter 15 Questions – Developing the Conclusion

1. What are the three functions of a conclusion?
2. Explain what a call to action is, and provide an example of ending a speech with one.

DUE FOR CLASS SESSION 5**Chapter 8 Questions – Developing Supporting Material**

1. What are the five types of supporting materials?
2. What is a narrative? What purpose does it serve?
3. What is testimony? Identify the two types of testimony, and give an example of each.
4. What are facts? Identify the two types of statistics, and give an example of each.

Chapter 9 Questions – Locating Supporting Materials

1. What is primary research?
2. What is secondary research?

****Chapter 10 Question – Using the Internet to Support Your Speech**

****You must have online Internet access for these questions****

Each answer MUST be accompanied by the URL address to verify the source.

1. Use the Internet to find the following:
 - a. The lyrics of a song mentioning the word *America*.
 - b. A magazine article that provides a direct quote from the president of the United States.
 - c. Current statistics on the number of homeless people in the United States.
 - d. A comparison of the annual incomes of men and women in the United States (ten years ago and currently).
 - e. An example of misinformation and the source used to find the correct information.
 - f. The number of hits for the term “speech topics”.

Chapter 23 Questions – The Informative Speech

1. What is the goal of informative speaking? What is the goal of your informative speech?
2. What’s involved in defining information? Cite five ways in which you can define something.
3. Give an example in which you define something using each of the five methods above.
4. List the four approaches to informative speeches, and give specific examples of each.
5. What are five tips for effective informative speeches?

DUE FOR CLASS SESSION 6**Chapter 16 Questions – Using Language to Style the Speech**

1. Explain what the text means by *style*.
2. Define *figure of speech*. Define three types of figures of speech, and give an example of each.
3. What is abstract language? Give three examples to demonstrate how you can make an abstract word more concrete.
4. What two things can a speaker do to convey confidence and conviction?

Chapter 17 Questions – Methods of Delivery

1. What is effective delivery, and what are the four qualities of an effective delivery?
2. Identify and explain each of the four methods of delivery.

Chapter 18 Question – The Voice in Delivery

1. If speakers have inadequate control over their voices, they may lose their audiences' attention. Speakers can learn to control vocal delivery by practicing seven different elements. Identify and discuss each of these elements.

Chapter 19 Questions – The Body in Delivery

1. What is the aural channel, and what is the visual channel?
2. What are the four ways in which nonverbal behavior works well with verbal components of a speech?
3. What are three functions of physical gestures?

DUE FOR CLASS SESSION 7**Chapter 24 Questions – The Persuasive Speech**

1. What is persuasion, and what is persuasive speaking? Give an everyday example of persuasion.
2. How are persuasive and informative speeches different, and how are they similar?
3. How can you determine whether your topic and goals are persuasive?
4. What is rhetorical proof?
5. What are Aristotle's three modes of persuasion called? Give an everyday example of each one.
6. What is a syllogism and enthymeme? Give an example of each.
7. Using television commercials, explain the Elaboration Likelihood Model, and give one example of an advertisement that taps into listeners' central processing and one example that taps into their peripheral processing.

Chapter 25 Questions – Developing Arguments for the Persuasive Speech

1. What is reasoning? Give an example of reasoning that you follow every day.
2. What is an argument? Give an example of an argument that you have recently heard in the media.
3. Identify the three types of claims and give an example of each.
4. Identify the three types of evidence and give an example of each.
5. You can determine the strength of the evidence by using three tests. Explain these.
6. Identify the six types of warrants and give an example of each.
7. What is a fallacy? Identify four types of fallacies.

DUE FOR CLASS SESSION 8**Chapter 20 Questions – Using Presentation Aids in the Speech**

1. What are presentation aids? How do you decide whether to use them?
2. What are some functions of visual aids?

Chapter 21 Question – Designing Presentation Aids

1. Regardless of the type of aid used, there are some guidelines for creating all visual aids. List three of them.

DUE FOR CLASS SESSION 11

Chapter 28 Questions – Communicating in Groups

1. Making group decisions can be very difficult. One way to approach effective group decisions is through Dewey's six-step process. Identify the six steps.

Chapter 29 Questions – Business and Professional Presentations

1. What is presentational speaking?
2. What are the differences between presentational and public speaking?
3. What are the five types of presentations?

COURSE STUDENT LEARNING RESOURCES (BIBLIOGRAPHY)

- O'Hair, D., Stewart, R., & H. Rubenstein. *A Speaker's Guidebook, Third Edition* Boston: Bedford/St. Martin's. (2007)

COURSE POLICIES

1. Speeches are to be given on the date due. Any special circumstances or missed assignments need to be brought to the instructors attention prior to the day they are due. Speeches not given on due date may not be able to be given and therefore not graded.
2. *"If you have a diagnosed learning disability, please see the professor privately to discuss assessment measures that would enhance your ability to learn."*
3. *"Please understand the Instructor reserves the right to modify this course plan by changing topics, due dates, or even an assignment as long as it does not add to the students' work load."*

COURSE INSTRUCTOR CONTACT INFORMATION

Amy A. Gall

Phone number: (636) 922-0015 – calls taken 8 am – 8 pm

E-mail: agall@slcconline.edu

Description for Speech #1

Ceremonial Speech

Time: 3 – 5 minutes

The ceremonial speech provides students with practice in preparing and delivering a basic public speech. The content of this speech should be a fictional speech of introduction, toast, or eulogy concerning an individual or individuals with whom the audience is familiar. Choose a person to speak about (e.g., a historical figure, a current film or television star, a person in the class), and construct a speech that discusses the qualifications or positive personal qualities of that person.

The goal is to learn how to (a) adapt a topic to your audience, (b) use a clear presentational pattern, (c) present an extemporaneous speech, and (d) formulate a key-word outline (which you will turn in to your instructor **before** you give your speech). You must:

- provide an introduction to gain the audience's attention and a clear, relevant statement of purpose.
- use a clear organizational pattern that allows the audience to follow your speech (follow your key-word outline).
- provide closure and leave the audience with information that is interesting.

Examples of Topics

- speech of introduction for the president of the United States
- toast at the wedding of two well-known television stars
- eulogy of a famous historical figure

Hints: Remember, this speech can mix factual events with fictional events. **Be creative!** Make sure that you focus on the **interesting** aspects of your speech topic. Do not merely provide a list of the events or achievements. Create a **vivid and memorable** image that will be interesting to the audience.

Outline Worksheet for Ceremonial Speech #1

Title:

Speaker:

Specific Purpose:

Thesis Statement:

Introduction

- I. Attention-getter:
 - II. Establishment of ethos:
 - III. Thematic statement:
 - IV. Preview (each main point):
 - First . . .
 - Next . . .
 - Finally . . .
- (Transition)

Body

- I. Main idea #1 (narrative/story)
 - (Internal summary)
 - (Transition to conclusion)
- II. Main idea #2 (significance of narrative)
 - (Internal summary)
 - (Transition to conclusion)
- III. Main idea #2 (significance of narrative)
 - (Internal summary)
 - (Transition to conclusion)

Conclusion

- I. Summary:
- II. Review (each main point):
- III. Tie to the introduction:
- IV. Creative concluding thought (end with impact):

Works Cited/References

Description for Speech #2

Organizing and Outlining the Informative Speech

Time: 6 – 8 minutes

All informative speeches have an identifiable introduction, body, and conclusion **with at least three verbal citations.**

Introduction: The introduction should compel the audience to listen (with an attention getter) and provide a preview. The preview usually includes the thesis statement and an overview of the main points.

Body: Most informative speeches should contain no more than three main points, organized in a way that helps the audience make sense of the message. Once the main points and organizational pattern are set, identify what evidence supports which main point and place these sub-points in the correct location.

Conclusion: All informative speeches should include a brief summary of the main points. No new information should be given to the audience in the conclusion. An effective conclusion leaves the audience thinking about the speaker's message.

Outlining the Informative Speech: A detailed outline is mandatory and should include the following sections: title, statement of specific purpose, thesis statement, introduction, body (including internal summaries and transitions), conclusion, and references.

Outline Worksheet for Informative Speech #2

Title:

Specific Purpose:

Thesis Statement:

Introduction

- I. Attention-getter:
- II. Establishment of ethos:
- III. Thematic statement:
- IV. Preview (each main point):
 - First . . .
 - Next . . .
 - Finally . . .
 - (Transition)

Body

- I. Main idea #1
 - A. Subpoint and/or supporting material (such as a statistic or a quotation)
 - 1. Sub-subpoint (optional)
 - 2. Sub-subpoint (optional)
 - B. Subpoint and/or supporting material
 - 1. Sub-subpoint (optional)
 - 2. Sub-subpoint (optional)

(Internal summary)
(Transition)
- II. Main idea #2
 - A. Subpoint and/or supporting material
 - 1. Sub-subpoint (optional)
 - 2. Sub-subpoint (optional)
 - B. Subpoint and/or supporting material
 - 1. Sub-subpoint (optional)
 - 2. Sub-subpoint (optional)

(Internal summary)
(Transition)
- III. Main idea #3
 - A. Subpoint and/or supporting material
 - 1. Sub-subpoint (optional)
 - 2. Sub-subpoint (optional)
 - B. Subpoint and/or supporting material
 - 1. Sub-subpoint (optional)
 - 2. Sub-subpoint (optional)

(Internal summary)
(Transition to conclusion)

Conclusion

- I. Summarize (overall theme):
- II. Review (each main point):
- III. Tie to the introduction:
- IV. Creative concluding thought (end with impact):

Works Cited/References

Description for Speech #3

Organizing and Outlining the Persuasive Speech—Action

Time: 8 – 10 minutes

Organization plays a central role in a persuasive speech: The speech must logically establish why the audience must change. (Unless audience members feel there is something wrong with what they are doing or feeling, they are unlikely to change.) While other persuasive designs are also effective in preempting psychological resistance to change, the most widely used organizational pattern for public speaking is Monroe's motivated sequence.

A. Monroe's motivated sequence (problem-solution format)**1. Gain the audience's attention**

Attention-getters grab the audience, arousing curiosity about what the speaker is going to say. To help avoid the effects of psychological resistance, the preview statement should be omitted.

2. Identify unfulfilled needs

The speaker must establish a clear, urgent, and unfulfilled need in the mind of the audience. This is a critical step in the sequence. No solutions should be proposed during this stage.

3. Propose a solution that satisfies

Present the solution to the needs or problems described in Step 2. During this stage, speakers must also identify and eliminate possible objections to the solution.

4. Visualize the resulting satisfaction

Intensify audience members' desire for the solution by getting them to visualize what their lives will be like once they've adopted it. Use vivid images and verbal illustrations to support the benefits of the proposed solution.

5. Define specific actions

In the final step, the speaker must turn the audience's agreement and commitment into positive action. Tell audience members what they need to do to obtain the described solution and its benefits.

B. Making the most of Monroe's motivated sequence

To make the most of Monroe's motivated sequence, the steps should be followed in sequence. The sequence closely resembles a problem-solution organizational format, but it digresses from linear logic in several ways. In the attention step, the structure tends to deviate from linearity by noting potential objections and dispelling audience concerns or problems with a solution. The most critical principle in Monroe's sequence is the identification of the audience's needs before proposing a solution.

C. Outlining the persuasive speech

Each of the five steps in Monroe's motivated sequence should be represented by a Roman numeral. Main points and subpoints are represented by capital letters and numbers, respectively. (See outline worksheet.)

Outline Worksheet for Monroe's Motivated Sequence Persuasive Speech #3

Title:

Speaker:

Specific Purpose:

I. Introduction

- A. Attention-getter:
- B. Establishment of ethos:

(Transition)

II. Need

- A. Main idea #1 with supporting material (such as a statistic or quotation)
 - 1. Subpoint (optional)
 - 2. Subpoint (optional)
- B. Main idea #2 with supporting material
 - 1. Subpoint (optional)
 - 2. Subpoint (optional)
- C. Main idea #3 with supporting material
 - 1. Subpoint (optional)
 - 2. Subpoint (optional)

(Internal summary)

(Transition)

III. Satisfaction

- A. Main idea #4 with supporting material
 - 1. Subpoint (optional)
 - 2. Subpoint (optional)
- B. Main idea #5 with supporting material
 - 1. Subpoint (optional)
 - 2. Subpoint (optional)
- C. Main idea #6 with supporting material
 - 1. Subpoint (optional)
 - 2. Subpoint (optional)

(Internal summary)

(Transition)

Works Cited/References