

Communication Arts 100: Introduction to Speech Composition

Communication Arts 100 is an introductory course in speech composition. Its purpose is to improve your skills of writing and presenting effective public speeches, with special emphasis on informative (expository) and persuasive (argumentative) discourse. It fulfills Level A of the University's communication/composition requirement as well as other requirements. The principles you learn in this class should benefit you not only in subsequent courses in the University, but also in your career and in your life as a citizen in a democratic society.

CA100 is a 3-credit course. This means that you will receive direct instruction from an instructor for 3 50-minute sessions per week and that you are expected to complete work outside class, including course readings, as well as speech and homework assignments.

CA100 is a face-to-face course. You can find your grades, as well as important documents and announcements on our course Canvas page.

Course Objectives

1. To improve your ability to write effective public speeches. This will engage you in the full process of speech composition, including the following:
 - a. Selecting, narrowing, and focusing topics
 - b. Generating researching materials
 - c. Adapting the topic and research materials to the specific audience being addressed
 - d. Supporting ideas with evidence and reasoning
 - e. Organizing the message for effective communication
 - f. Preparing and revising drafts of the speech
 - g. Expressing yourself accurately, clearly, vividly, and appropriately
 - h. Using correct grammar, punctuation, spelling, etc.

2. To improve your ability to deliver effective public speeches. This will engage you in activities such as the following:
 - a. Understanding the nature of speech anxiety and how to deal with it
 - b. Learning the vocal principles of effective speech delivery
 - c. Learning the nonverbal principles of effective speech delivery
 - d. Generating speaking notes from a full speech manuscript
 - e. Rehearsing the speech prior to final presentation
 - f. Using visual aids to reinforce and clarify the verbal message

3. To improve your ability to think critically and to apply the skills of critical thinking to the analysis of written and oral texts. This will engage you in activities such as the following:
 - a. Distinguishing main points from minor points in written and oral discourse
 - b. Gauging the credibility of sources and the reliability of claims in supporting materials

- c. Judging the soundness of evidence in public discourse
 - d. Assessing the validity of reasoning in public discourse
4. To improve your ability to listen effectively to public speeches. This will engage you in activities such as the following:
- a. Distinguishing among the introduction, body, and conclusion of a public speech
 - b. Focusing on a speaker's ideas rather than being diverted by his or her delivery
 - c. Listening for the main points and supporting materials of a speaker's message
 - d. Developing note-taking skills
 - e. Preparing written analyses of classroom speeches
5. To improve your ability to utilize research skills and strategies. This will engage you in activities such as the following:
- a. Developing skills of information acquisition, including interviewing, writing away for information, conducting library research, creating a research bibliography, and taking research notes efficiently
 - b. Thinking critically and creatively about materials acquired from print and electronic sources

Required Textbooks

Stephen E. Lucas, *The Art of Public Speaking*, 14th ed. (New York: McGraw-Hill, 2023).

Stephen E. Lucas and Sarah Jedd, *Speech Composition Resources: Communication Arts 100 Course Book*, 17th ed. (New York: McGraw-Hill, 2023).

Rebecca Howard, *Writing Matters*, 4th ed. (New York: McGraw-Hill, 2023).

You may buy these books in a bundle at the University bookstore. The ISBN for the bundle is: **9781264732135**

Speech Assignments

Introductory Speech

A **two-minute speech** introducing yourself or a classmate. Your instructor will give you the specific details for this assignment. But be sure to construct a speech that explains some aspect of your (or your classmate's) personality, background, beliefs, or aspirations.

This speech is to be written in manuscript form and is designed to fulfill two purposes. The first is to give you a brief, initial exposure to speaking before an audience. The second is to provide a piece of original prose that can be used to help diagnose your strengths and weaknesses as a writer. Do your best to express yourself clearly and concisely. Make sure your ideas are clearly organized and that you proofread the manuscript carefully to eliminate errors in spelling, grammar, punctuation, etc.

When you are writing your speech, it is important to keep focused on introducing yourself (or your classmate) to the rest of the class. If you are directed to begin with an article or an object,

use it only as a starting point to explain something of consequence about you (or your classmate). The more creative your speech, the more successful it is likely to be.

A typed manuscript of the speech (four copies) is due on the assigned day. In addition, students are required to email the initial and final revised versions of each speech to their instructor. When you type your manuscript—and all assignments for this course—double space and use 11- to 12-point type, with one-inch margins on all sides.

Informative Speech

A **six-minute speech** informing the audience about an object, concept, process, or event. The speech should follow the guidelines for effective informative discourse presented in Chapter 15 of *The Art of Public Speaking*. Use of a visual aid is required. A typed full-sentence preparation outline of the speech, including bibliography, is due both on paper and as email attachment approximately one week before the speech is presented in class. A final, revised outline is due on the day the speech is delivered. Again, students are required to turn in a paper copy and to upload the final outline. The speech is to be delivered extemporaneously from a speaking outline.

Persuasive Speech

An **eight-minute speech** designed to persuade the audience for or against a question of policy. In the speech, you may seek either passive agreement or immediate action from the audience. In either case, you should be sure to deal with all three basic issues of policy speeches—need, plan and practicality—and to employ the methods of persuasion discussed in Chapter 17 of *The Art of Public Speaking*. This speech will require considerable research and skillful use of supporting materials. Special emphasis should be given to evidence and reasoning in constructing persuasive arguments.

A typed full-sentence preparation outline of the speech, including bibliography, is due approximately one week before the speech is presented in class. A final, revised outline is due on the day the speech is delivered. As with all speech assignments, students should turn in an electronic version as well as a paper copy. The speech is to be delivered extemporaneously from a speaking outline.

In addition, as part of the persuasive speech assignment, you are required to construct an audience-analysis questionnaire in which you seek to gauge the knowledge, interest, and attitudes of your classmates with regard to your speech topic. As explained in Chapter 6 of *The Art of Public Speaking*, these questionnaires should use a blend of fixed-alternative, scale, and open-ended questions.

After you have tabulated the results of your questionnaire, you should use those results to help adapt your speech to the knowledge, interests, and attitudes of your audience. This does not mean you should compromise your beliefs to get a favorable response. Nor does it mean you should use devious, unethical tactics to persuade your listeners. You can remain true to yourself and to the principles of ethical speechmaking while simultaneously seeking to make your ideas as clear, appropriate, and convincing as possible.

Commemorative Speech

A **four-minute speech** paying tribute to a person, a group of people, an institution, or an idea. The subject may be historical or contemporary, famous or obscure. In writing this speech, you should seek to use language creatively and imaginatively so as to invest the topic with dignity, meaning, and honest emotion.

This speech will be delivered from manuscript rather than from a speaking outline.

Note: Students must complete all four major speech assignments in order to pass the course.

Other Written Assignments

Homework/Participation

Throughout the semester, there will be periodic written homework assignments in which you work with the principles of speech composition presented in the textbooks. These assignments are due in class on the assigned day and will constitute a portion of your semester grade. Late homework assignments will not be accepted.

Peer Speech Assessments

As the semester progresses, you will be assigned to write a two-page typed assessment of a speech by one of your classmates during the informative and persuasive units. These assessments are due in class on the assigned day and will constitute a portion of your semester grade. As with other assignments, speech assessments are expected to be carefully written and to be free of errors in spelling, punctuation, grammar, etc. As with other assignments, assessment papers should be submitted as email attachment as well as in paper form.

Self-Assessments

One of the most effective ways to become a better public speaker is to view your speeches on videotape and to engage in serious, objective self-assessment of those speeches. After the speech, you will view your recording on Canvas and prepare a two-page typed self-assessment evaluating your performance on that speech and explaining the major items you want to work especially hard on in your next speech. As with other written assignments, self-assessments should be thoughtfully composed, clearly expressed, and carefully proofread. Self-assessments are due in class (and as a Canvas upload) as assigned by your instructor and will constitute a portion of your semester grade.

Examinations

Communication Arts 100 will have 2 exams. You will take these exams in class on Canvas.

Grading

Final grades will be calculated according to the following scale:

Introductory Unit: 50 points (5%)
Informative Unit: 270 points (27%)
Persuasive Unit: 255 points (25.5%)
Commemorative Unit: 110 points (11%)
Exams: 250 points (25%)
Participation: 65 points (6.5%)

1000-930 points: A
920-880 points: AB
870-830 points: B
820-780 points: BC
770-700 points: C
690-600 points D
590 points and below: F

Portfolios

At the end of the course, each student in Communication Arts 100 will submit a digital portfolio of her or his work across the entire semester. The following items are to be included in the portfolio:

Introductory Speech (initial version and revised manuscript)
Informative Speech (preparation outline and final outline)
Persuasive Speech (preparation outline and final outline)
Commemorative Speech (initial version and final manuscript)
Peer Speech Assessments and Self-Assessments

Failure to turn in a complete portfolio will result in a penalty on your final grade.

Attendance

Because participation is a central aspect of Communication Arts 100, regular and punctual attendance is vital. Therefore, for each absence beyond three (two for classes that meet twice a week) you will incur a significant penalty on your final grade. You are expected to attend class without exception on those days when assignments are due. If you fail to show up on a day when you are assigned to speak without contacting your instructor, you will receive an "F" on that assignment.

You are responsible for all assignments given or due on a day you are absent. If you miss class, contact your instructor or a classmate as soon as possible to find out what you have missed. Any absences that are excused by the University (for example, religious holidays or varsity sports events) must be reported to your instructor in writing during the first two weeks of class in order to be recognized as excused.

Your instructor may provide additional information about attendance requirements. We will NEVER penalize a CA100 student who misses class because of illness. Well-being both mental

and physical is a top priority.

Academic Misconduct and Plagiarism

Plagiarism is a grave offense with serious consequences. *Webster's New Collegiate Dictionary* defines “plagiarize” as to steal and pass off as one's own the ideas or words of another or to present as new and original an idea or product derived from an existing source.

The following are some of the scenarios in which a student might be charged with academic misconduct in Communication Arts 100:

- Delivering all or a portion of another student's speech as if it were your own.
- Failing to cite sources of ideas, paraphrases, or quotations on your speech outline or during your oral presentation.
- Working with someone else in the course to produce one speech that is delivered by both you and that other person in different sections.
- Providing another student with a copy of a speech to deliver.
- Using ChatGPT or other forms of artificial intelligence to write your speech.

Students found guilty of academic misconduct will receive an “F” on the assignment and a letter concerning the affair will be forwarded to the Dean of Students for placement in the student's University file. More than one episode of academic misconduct during a student’s career can result in expulsion from the University.

If academic misconduct in Communication Arts 100 is discovered after a student has completed the course, the penalties may be levied retroactively, in which case the reason for the penalty will become part of the student’s permanent transcript.

Accessibility

We are deeply committed to providing an accessible and welcoming learning environment for all students. Please let us know if we need to make any changes to our records. We will gladly use your preferred name and pronouns and ask that your classmates do the same. If you have formal disability accommodations through the McBurney center, please meet with your instructor at the beginning of the semester.

Daily Schedule

1 – W, Jan 24	Course Overview
2 – F, Jan 26	Basic Principles of Rhetoric and Speech Communication (APS Ch.1)
3 – M, Jan 29	Elements of Public Speaking (APS Ch. 4)
4 – W, Jan 31	Writing Workshop (APS Ch 12)
5 – F, Feb 2	Ethics and Public Speaking /Listening (APS Ch. 2 and 3)
6 – M, Feb 5	Introductory Speeches
7 –W, Feb 7	Speaking to Inform (APS Ch. 15)
8 –F, Feb 9	Library Day (between 2/9 and)
9 – M, Feb 12	Choosing Topics and Purposes (APS Ch. 5)
10 – W, Feb 14	Gathering Materials (APS Ch. 7)
11 – F, Feb 16	Organizing the Body of the Speech (APS Ch. 9)

12 –M, Feb 19	Outlining the Speech (APS Ch. 11)
13 –W, Feb 21	Introductions and Conclusions (APS Ch. 10)
14 –F, Feb 23	Using Visual Aids (APS Ch. 14)
15 –M, Feb 26	Delivering the Speech (APS Ch. 13);
16 –W, Feb 28	Informative Speech Writing Workshop
17 –F, Mar 1	Informative Speeches
18 –M, Mar 4	Informative Speeches
19 –W, Mar 6	Informative Speeches
20 –F, Mar 8	Introduction to Persuasion (APS Ch. 16)
21 –M, Mar 11	Exam 1
22 –W, Mar 13	Organizing the Persuasive Speech
23 –F, Mar 15	Persuasive Speech Analysis (APS A7-A11)
24 –M, Mar 18	Audience Analysis and Adaptation (APS Ch. 6)
25 –W, Mar 20	Using Supporting Materials, (APS Ch. 8)
26 –F, Mar 22	Methods of Persuasion, I (APS Ch. 17)
27 –M, Apr 1	Methods of Persuasion, II (APS Ch. 17)
28 –W, Apr 3	Preparation for Persuasive Speeches
29 –F, Apr 5	Delivery Practice
30 –M, Apr 8	Persuasive Speeches
31 –W, Apr 10	Persuasive Speeches
32 –F, Apr 12	Persuasive Speeches
33 –M, Apr 15	Persuasive Speeches
34 –W, Apr 17	Introduction to Commemorative Speaking (APS Ch. 18)
35 –F, Apr 19	Using Language Effectively (APS Ch. 12)
36 –M, Apr 22	Martin Luther King’s “I Have a Dream” (APS A2-A5)
37 –W, Apr 24	JFK’s Inaugural Address
38 –F, Apr 26	Writing Workshop
39 –M, Apr 29	Commemorative Speeches
40 –W, May 1	Commemorative Speeches
41 –F, May 3	Exam 2