

**CENTRAL TEXAS COLLEGE**  
**SYLLABUS FOR SPEECH 1315**  
**PUBLIC SPEAKING**  
**INSTRUCTOR: \_\_\_\_\_**

**I. INTRODUCTION**

- A. Course encompasses both theory and practice of communicating with others, and includes research, composition, organization, and delivery of speeches for various purposes and occasions.
- B. SPCH 1315, Public Speaking, satisfies the oral communication requirement in most curricula.
- C. This course is occupationally related and serves as preparation for careers in a variety of fields since most occupations require professional communication skills.

**II. LEARNING OUTCOMES**

Upon successful completion of the Public Speaking course, the student will be able to:

- A. Perform research, synthesis, organization, and documentation of materials for presentation in both written and oral formats using the Critical Thinking Skills Core Component **(C1, C3, C5, C6, C7, C8, C15, C18, F1, F2, F6, F7, F10, F11, F12, F13, F16, F17)**
- B. Analyze your audience and adapt to that audience by tailoring your presentation to their interests and preferences using the Social Responsibility Core Component. **(C3, C5, C6, C7, C13, C14, C16, C17, F5, F6, F7, F8, F9, F12, F13, F15, F16, F17)**
- C. Compose speech outlines in a variety of formats using the Communication Skills Core Component **(C1, C3, C5, C6, C7, C8, C9, C10, C11, C12, C13, C14, C15, C16, C18, C19, F1, F2, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16, F17)**
- D. Deliver speeches in a variety of formats using the Communication Skills Core Component. **(C1, C3, C5, C6, C7, C8, C9, C10, C11, C12, C12, C13, C14, C15, C16, C18, C19, F1, F2, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16, F17)**
- E. Demonstrate mastery of concepts on exams using the Personal Responsibility Core Component. **(C1, C3, C5, C6, C7, C8, C18, C19, F1, F2, F7, F8, F9, F10, F11, F12, F13, F16)**
- F. Participate in graded and/or non-graded group problem-solving activities using the Teamwork Core Component. **(C9, C12, C13, F5, F6, F8, F9, F10, F11, F12, F13, F15)**
- G. Show understanding of Models of Communication using the Critical Thinking Skills Core Component. **(C7, C15, C16, C17, F10, F11)**

- H. Display Ethical Speaking and Listening Skills using the Personal Responsibility Core Component. **(C7, F5, F6, F17)**
- I. Demonstrate effective usage of Technology while making oral presentations. **(C8, C15, C16, C17, C18, C19, C20, F5, F6)**
- J. Demonstrate understanding of Culture, Ethnicity, and Gender, and the Effects they have on our Communication with others using the Social Responsibility Core Component. **(C4, C14, F15, F16, F17)**

### III. INSTRUCTIONAL MATERIALS

- A. The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books).

### IV. COURSE REQUIREMENTS

#### A. Reading Assignments

##### TOPIC TEXT

The Basics of Public Speaking	Ch. 1
Audience Analysis and Listening	Ch. 2
Ethics in Public Speaking	Ch. 3
Developing Topics for Your Speech	Ch. 4
Researching Your Speeches	Ch. 5
Organizing and Outlining Your speech	Ch. 6
Supporting Your Speech Ideas	Ch. 7
Introductions and Conclusions	Ch. 8
Presentation Aids in Speaking	Ch. 9
Language	Ch.10
Delivery	Ch. 11
Informative Speaking	Ch. 12
Persuasive Speaking	Ch. 13
Logical Reasoning	Ch. 14
Special Occasion Speaking	Ch. 15
Cultural Diversity in Public Speaking	Appendix A
Public Speaking Online	Appendix C

#### B. Oral Reports:

Students will present a total of at least five in-class speeches, one of which must be an Informative Speech and one of which must be a Persuasive Speech. Each of these two speeches should include at least three academically-respectable scholarly references with at least three sources listed in MLA format. The following list is illustrative of the kinds of speeches that instructors may require, but should not be considered a comprehensive list: Self-Introduction Speech, Guest Speaker Introduction, Demonstration Speech, Informative Speech, Persuasive Speech, Sales Speech, Impromptu Speech, Oral Interpretation Speech, Vacation Destination Speech, Group Problem-Solving Speech

#### C. Class Performance:

General:

1. Attend class regularly.
2. Be in class on time and remain for the duration of the class period.
3. Participate constructively.
4. Complete all assignments on time.
5. Know and observe all college regulations.
6. Students who receive cellular calls (and pagers) during class disrupt the normal classroom learning environment. To avoid this disruption, **students must turn off all cellular phones, pagers, and beepers when entering the classroom.**
7. **Speaking Day Schedule:** Each student is expected to have his/her speech prepared on the assigned day.
8. **Videotaped Presentations:** Speeches will be given in front of the class and some speeches may be videotaped as a learning device. To give students clear, concrete examples of how to give each type of speech, the videotaped performances of excellent speakers from previous classes may be used as examples.
9. **Topic Approval:** Topics chosen by the student for each speech must be approved by the instructor, to avoid duplication of other speaker's topics, to avoid inappropriate topics, and to avoid offensive or profane material.
10. **Outline for Speeches:** Immediately before giving a speech, the student will provide the instructor with a neatly typed outline of what he or she is going to say employing a format designated by the instructor. The student will also have notes to use while speaking. Never read any speech word for word. Look at the audience 95% of the time, with only 5% devoted to occasional glances at notes.
11. **Audience Behavior/Civility:** While speeches are in progress, students should not talk to others, work on other subjects, sleep, or read, enter or leave the room, or engage in any other behavior which might distract the speaker. No smoking, eating or drinking is allowed in class, but food may be prepared (but not consumed) for Demonstration Speeches. No alcoholic beverages, explosive materials, cellular phones, pagers, beepers, or firearms are allowed in class. Students' guests are not permitted in class, except for someone assisting with a Demonstration Speech with prior permission of the instructor. Do not bring children to class
12. **Late Work:** Each instructor will specify his or her policy on late work in his or her syllabus.
13. **Academic Misconduct:** Academic misconduct consists of plagiarism, cheating and/or using someone else's work as if it were his/her own. Proof of Academic Misconduct will result in the student's receiving a failing grade in the course.
14. **Rule Interpretation:** All class rules are subject to the instructor's discretion.

## V. EXAMINATIONS

- A. Midterm Exam: Will consist of the material covered in the first half of the semester.
- B. Final Exam: Will consist of the material covered after the Mid-Term Exam.
- C. There will be two examinations given in the Public Speaking course. Oral reviews will be conducted only if time permits and at the discretion of the instructor. Tests are taken from class lecture/discussions and/or from

reading assignments. Class attendance and good note-taking are encouraged.

#### **VI. SEMESTER GRADE COMPUTATIONS Percentage of Total Grade**

From 60% to 80% of the student's final grade will be performance-oriented (speeches, group activities, participation, discussion and other activities.)

20% to 40% of the student's final grade will be exam-oriented (quizzes and exams)

#### **Letter Grade Assignment**

89.5 – 100 = A

79.5 - 89.4 = B

69.5 – 79.4 = C

59.5 - 69.4 = D

0 - 59.4 = F

#### **VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR**

**A. Course Withdrawal:** It is the student's responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student. CTC Form 59 will be accepted at any time prior to Friday of the 12<sup>th</sup> week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

10-week session Friday of the 8<sup>th</sup> week

8-week session Friday of the 6<sup>th</sup> week

5-week session Friday of the 4<sup>th</sup> week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin. A student who officially withdraws will be awarded the grade of "W" provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal. A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

**B. Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet Central Texas College requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

**C. Incomplete Grade:** The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the coursework but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course. Prior approval from the instructor is required before the grade of "IP" for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.

**D Americans With Disabilities Act (ADA):** Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

**E. Instructor Discretion:** The instructor reserves the right of final decision in course requirements.

**F. Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

## **VIII. COURSE OUTLINE**

### **A. Unit One: Informative Speaking**

1. Unit Objectives: Upon successful completion of this unit, the student will be able to:

a. Compose and type outlines for various kinds of Informative Speeches (Self-Introduction, Demonstration, Informative, Guest Speaker Introduction and other Informative formats) and orally deliver that speech while standing in front of a live face-to-face audience of at least ten English-speaking adults who are at least eighteen years of age who are clearly visible during the speech and remain for the duration of the presentation. Speeches must be orally delivered in order for students to receive any credit for speech assignments; no points or partial credit will be awarded for speeches which are researched, outlined, and written but never presented aloud. In the case of a Face-to-Face Speech class and a Blended Speech class, the Instructor and the class will watch the speaker's presentation live in-person during the regularly scheduled room location and class-time. In the case of an Online Speech course, the student must procure an audience of at least ten English-speaking people who are at least eighteen years of age and make a video-recording (which includes audio) in which the camera-operator slowly pans the video-camera across the audience to prove that they are present and then—without stopping the camera-- zooms in to a head-and-torso-shot of the speaker as the speech begins and records the entire speech, including the audience applause at the end. After checking to be sure that the speech was successfully recorded, the student will then download the recording of the speech to one of two free sites (either You Tube or Vimeo) and give the instructor the information on how to access the recording. No credit will be given to speeches that do not meet the ten-audience member minimum, regardless of whether those students are enrolled in Face-to-Face, Blended, or Distance classes. High school students enrolled in Duel Credit to receive both high school and college credit would be considered adults by definition.

2. Learning Activities:

Students will take notes on instructor's lectures. (C5, C6, C7, F2, F5, F13)

A. Perform research, synthesis, organization, and documentation of materials for presentation in both written and oral formats using the Critical Thinking Skills Core Component (C1, C3, C5, C6, C7, C8, C15, C18, F1, F2, F6, F7, F10, F11, F12, F13, F16, F17)

B. Analyze your audience and adapt to that audience by tailoring your presentation to

their interests and preferences using the Social Responsibility Core Component. **(C3, C5, C6, C7, C13, C14, C16, C17, F5, F6, F7, F8, F9, F12, F13, F15, F16, F17)**

- C. Compose speech outlines in a variety of formats using the Communication Skills Core Component **(C1, C3, C5, C6, C7, C8, C9, C10, C11, C12, C13, C14, C15, C16, C18, C19, F1, F2, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16, F17)**
- D. Deliver speeches in a variety of formats using the Communication Skills Core Component. **(C1, C3, C5, C6, C7, C8, C9, C10, C11, C12, C12, C13, C14, C15, C16, C18, C19, F1, F2, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16, F17)**
- E. Demonstrate mastery of concepts on exams using the Personal Responsibility Core Component. **(C1, C3, C5, C6, C7, C8, C18, C19, F1, F2, F7, F8, F9, F10, F11, F12, F13, F16)**
- K. Participate in graded and/or non-graded group problem-solving activities using the Teamwork Core Component. **(C9, C12, C13, F5, F6, F8, F9, F10, F11, F12, F13, F15)**
- L. Show understanding of Models of Communication using the Critical Thinking Skills Core Component. **(C7, C15, C16, C17, F10, F11)**
- M. Display Ethical Speaking and Listening Skills using the Personal Responsibility Core Component. **(C7, F5, F6, F17)**
- N. Demonstrate effective usage of Technology while making oral presentations. **(C8, C15, C16, C17, C18, C19, C20, F5, F6)**
- O. Demonstrate understanding of Culture, Ethnicity, and Gender, and the Effects they have on our Communication with others using the Social Responsibility Core Component. **(C4, C14, F15, F16, F17)**

3. Unit Outline: (note: Each Instructor may choose which chapters to include in each unit according to his/her preference)

- a. The Basics of Public Speaking Ch. 1
  - (1) What is Public Speaking?
  - (2) Anxiety and Public Speaking
  - (3) Understanding the Process of Public Speaking
  - (4) The Value of Public Speaking in Your Life
  - (5) Getting Started in Public Speaking
- b. Audience Analysis and Listening Ch. 2
  - (1) The Importance of Audience Analysis

- (2) Demographic Characteristics
- (3) Psychographic Characteristics
- (4) Contextual Factors of Audience Analysis
- (5) Listening in Public Speaking Settings
- c. Ethics in Public Speaking Ch. 3
  - (1) Sources of Ethical Stances on Communication and Public Speaking
  - (2) Credibility and Ethics
  - (3) Plagiarism
- d. Developing Topics for Your Speech Ch. 4
  - (1) Getting Started with Your Topic and Purpose
  - (2) Formulating a Specific Purpose Statement
  - (3) Formulating a Central Idea Statement
  - (4) Problems to Avoid with Specific Purpose and Central Idea Statements
- e. Researching Your Speeches Ch. 5
  - (1) Primary and Secondary Research
  - (2) Research on the Internet
  - (3) Conducting Your Own Research
  - (4) Accessing Information Through a Library
- f. Organizing and Outlining Your Speech Ch. 6
  - (1) Why We Need Organization in Speeches
  - (2) Patterns of Organization
  - (3) Connecting Statements
  - (4) Outlining
- g. Supporting Your Speech Ideas Ch. 7
  - (1) Why Supporting Materials Are Needed
  - (2) Types of Supporting Material
    - (a) Illustrations
    - (b) Descriptions and Explanations
    - (c) Definitions
    - (d) Analogies
    - (e) Statistics
    - (f) Opinions
  - (4) Attention Factors and Supporting Material
- h. Introductions and Conclusions Ch 8
  - (1) General Guidelines for Introductions and Conclusions
  - (2) Structuring the Introduction
  - (3) Examples of Introductions
  - (4) Structuring the Conclusion
  - (5) Examples of Conclusion
- i. Presentation Aids in Speaking Ch. 9
  - (1) What Are Presentation Aids
  - (2) Functions of Presentation Aids
  - (3) Types of Presentation Aids
  - (4) Using Presentation Slides
  - (5) Low-Tech Presentation Aids
- j. Language Ch.10
  - (1) What Language Is and Does
  - (2) Standards for Language in Public Speaking
  - (3) Developing Your Ability to Use Effective Language in Public Speaking

- k. Delivery Ch. 11
  - (1) The Importance of Delivery
  - (2) Methods of Speech Delivery
    - (a) Manuscript Speaking
    - (b) Memorized Speaking
    - (c) Impromptu Speaking
    - (d) Extemporaneous Speaking
  - (3) Preparing For Your Delivery
  - (4) Practicing Your Delivery
  - (5) What to Do when Delivering Your Speech
- l. Informative Speaking Ch. 12
  - (1) What is an Informative Speech
  - (2) Types of Informative Speeches
  - (3) Guidelines for Selecting an Informative Speech Topic
  - (4) Guidelines for Preparing an Informative Speech
- m. Persuasive Speaking Ch. 13
  - (1) Why Persuade?
  - (2) A Definition of Persuasion
  - (3) Why is Persuasion Hard?
  - (4) Traditional Views of Persuasion
  - (5) Constructing a Persuasive Speech
- n. Logical Reasoning Ch. 14
  - (1) What is Correct Reasoning?
  - (2) Inductive Reasoning
  - (3) Deductive Reasoning
  - (4) Logical Fallacies
- o. Special Occasion Speaking Ch. 15
  - (1) Understanding Special Occasion Speeches
  - (2) Types of Special Occasion Speeches
  - (3) Special Occasion Language
  - (4) Special Occasion Delivery
- p. Cultural Diversity in Public Speaking Appendix A
  - (1) Benefits and Challenges
  - (2) Implications
- r. Public Speaking Online Appendix B
  - (1) Preparation for Online Speaking.
  - (2) During the Web Speech
  - (3) Ending
  - (4) Speaking for an Online Class

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**B. Unit Two: Persuasive Speaking**

1. Unit Objectives: Upon successful completion of this unit, the student will be able to:





a. Compose and type outlines for various kinds of Persuasive Speeches (Persuasive, Sales, Group Speech, Vacation Destination, Impromptu, and/or other format) and orally deliver that speech while standing in front of a live face-to-face audience of at least ten English-speaking adults who are at least eighteen years of age who are clearly visible during the speech and remain for the duration of the presentation. Speeches must be orally delivered in order for students to receive any credit for speech assignments; no points or partial credit will be awarded for speeches which are researched, outlined, and written but never presented aloud. In the case of a Face-to-Face Speech class and a Blended Speech class, the Instructor and the class will watch the speaker's presentation live in-person during the regularly scheduled room location and class-time. In the case of an Online Speech course, the student must procure an audience of at least ten English-speaking people who are at least eighteen years of age and make a video-recording (which includes audio) in which the camera-operator slowly pans the video-camera across the audience to prove that they are present and then—without stopping the camera-- zooms in to a head-and-torso-shot of the speaker as the speech begins and records the entire speech, including the audience applause at the end. After checking to be sure that the speech was successfully recorded, the student will then download the recording of the speech to one of two free sites (either You Tube or Vimeo) and give the instructor the information on how to access the recording. No credit will be given to speeches that do not meet the ten-audience member minimum, regardless of whether those students are enrolled in Face-to-Face, Blended, or Distance classes. High school students enrolled in Dual Credit to receive both high school and college credit would be considered adults by definition.

## 2. Learning Activities:

Students will take notes on instructor's lectures. **(C5, C6, C7, F2, F5, F13)**

- A. Perform research, synthesis, organization, and documentation of materials for presentation in both written and oral formats using the Critical Thinking Skills Core Component **(C1, C3, C5, C6, C7, C8, C15, C18, F1, F2, F6, F7, F10, F11, F12, F13, F16, F17)**
  
- B. Analyze your audience and adapt to that audience by tailoring your presentation to their interests and preferences using the Social Responsibility Core Component. **(C3, C5, C6, C7, C13, C14, C16, C17, F5, F6, F7, F8, F9, F12, F13, F15, F16, F17)**
  
- C. Compose speech outlines in a variety of formats using the Communication Skills Core Component. **(C1, C3, C5, C6, C7, C8, C9, C10, C11, C12, C13, C14, C15, C16, C18, C19, F1, F2, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16, F17)**
  
- D. Deliver speeches in a variety of formats using the Communication Skills Core Component. **(C1, C3, C5, C6, C7, C8, C9, C10, C11, C12, C12, C13, C14, C15, C16, C18, C19, F1, F2, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16, F17)**
  
- E. Demonstrate mastery of concepts on exams using the Personal Responsibility Core Component. **(C1, C3, C5, C6, C7, C8, C18, C19, F1, F2, F7, F8, F9, F10, F11, F12,**

**F13, F16)**

- F. Participate in graded and/or non-graded group problem-solving activities using the Teamwork Core Component. **(C9, C12, C13, F5, F6, F8, F9, F10, F11, F12, F13, F15)**
- G. Show understanding of Models of Communication using the Critical Thinking Skills Core Component. **(C7, C15, C16, C17, F10, F11)**
- H. Display Ethical Speaking and Listening Skills using the Personal Responsibility Core Component. **(C7, F5, F6, F17)**
- I. Demonstrate effective usage of Technology while making oral presentations. **(C8, C15, C16, C17, C18, C19, C20, F5, F6)**
- J. Demonstrate understanding of Culture, Ethnicity, and Gender, and the Effects they have on our Communication with others using the Social Responsibility Core Component. **(C4, C14, F15, F16, F17)**

3. Unit Outline: (note: Each Instructor may choose which chapters to include in each unit according to his/her preference)

- a. The Basics of Public Speaking Ch. 1
  - (1) What is Public Speaking?
  - (2) Anxiety and Public Speaking
  - (3) Understanding the Process of Public Speaking
  - (4) The Value of Public Speaking in Your Life
  - (5) Getting Started in Public Speaking
- b. Audience Analysis and Listening Ch. 2
  - (1) The Importance of Audience Analysis
  - (2) Demographic Characteristics
  - (3) Psychographic Characteristics
  - (4) Contextual Factors of Audience Analysis
  - (5) Listening in Public Speaking Settings
- c. Ethics in Public Speaking Ch. 3
  - (1) Sources of Ethical Stances on Communication and Public Speaking
  - (2) Credibility and Ethics
  - (3) Plagiarism
- d. Developing Topics for Your Speech Ch. 4
  - (1) Getting Started with Your Topic and Purpose
  - (2) Formulating a Specific Purpose Statement
  - (3) Formulating a Central Idea Statement
  - (4) Problems to Avoid with Specific Purpose and Central Idea Statements
- e. Researching Your Speeches Ch. 5
  - (1) Primary and Secondary Research
  - (2) Research on the Internet

- (3) Conducting Your Own Research
- (4) Accessing Information Through a Library
- f. Organizing and Outlining Your Speech Ch. 6
  - (1) Why We Need Organization in Speeches
  - (2) Patterns of Organization
  - (3) Connecting Statements
  - (4) Outlining
- g. Supporting Your Speech Ideas Ch. 7
  - (1) Why Supporting Materials Are Needed
  - (2) Types of Supporting Material
    - (a) Illustrations
    - (b) Descriptions and Explanations
    - (c) Definitions
    - (d) Analogies
    - (e) Statistics
    - (f) Opinions
  - (4) Attention Factors and Supporting Material
- h. Introductions and Conclusions Ch 8
  - (1) General Guidelines for Introductions and Conclusions
  - (2) Structuring the Introduction
  - (3) Examples of Introductions
  - (4) Structuring the Conclusion
  - (5) Examples of Conclusion
- i. Presentation Aids in Speaking Ch. 9
  - (1) What Are Presentation Aids
  - (2) Functions of Presentation Aids
  - (3) Types of Presentation Aids
  - (4) Using Presentation Slides
  - (5) Low-Tech Presentation Aids
- j. Language Ch.10
  - (1) What Language Is and Does
  - (2) Standards for Language in Public Speaking
  - (3) Developing Your Ability to Use Effective Language in Public Speaking
- k. Delivery Ch. 11
  - (1) The Importance of Delivery
  - (2) Methods of Speech Delivery
    - (a) Manuscript Speaking
    - (b) Memorized Speaking
    - (c) Impromptu Speaking
    - (d) Extemporaneous Speaking
  - (3) Preparing For Your Delivery
  - (4) Practicing Your Delivery
  - (5) What to Do when Delivering Your Speech
- l. Informative Speaking Ch. 12
  - (1) What is an Informative Speech
  - (2) Types of Informative Speeches
  - (3) Guidelines for Selecting an Informative Speech Topic
  - (4) Guidelines for Preparing an Informative Speech
- m. Persuasive Speaking Ch. 13

- (1) Why Persuade?
- (2) A Definition of Persuasion
- (3) Why is Persuasion Hard?
- (4) Traditional Views of Persuasion
- (5) Constructing a Persuasive Speech
- n. Logical Reasoning Ch. 14
  - (1) What is Correct Reasoning?
  - (2) Inductive Reasoning
  - (3) Deductive Reasoning
  - (4) Logical Fallacies
- o. Special Occasion Speaking Ch. 15
  - (1) Understanding Special Occasion Speeches
  - (2) Types of Special Occasion Speeches
  - (3) Special Occasion Language
  - (4) Special Occasion Delivery
- p. Cultural Diversity in Public Speaking Appendix A
  - (1) Benefits and Challenges
  - (2) Implications
- r. Public Speaking Online Appendix B
  - (1) Preparation for Online Speaking.
  - (2) During the Web Speech
  - (3) Ending
  - (4) Speaking for an Online Class
- r. Speeches for Analysis and Discussion
  - (1) *I Have a Dream* Martin Luther King Jr.
  - (2) *Second Inaugural Address* Barack Obama
  - (3) *Message, Messenger, Audience* Daniel Rose
  - (4) *Elvis* Angelita Armijo