Southeastern Louisiana University
COMM 211 – Introduction to Public Speaking Online, Dual Enrollment

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Office Hours: M: 12:30-3 p.m.; W: 12:30-3 p.m.
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REQUIRED TEXT: Lucas, S.E. (2019). *The Art of Public Speaking* 13th ed. New York: McGraw Hill.

COURSE DESCRIPTION: Training in the organization of materials and the oral and physical aspects of delivery in various speaking situations. Intended to give the beginning student an understanding of and practice in public speaking.

COURSE OBJECTIVES:
After completion of the course with a passing grade, the student should be able to:

- Articulate the benefits of improving public speaking skills
- Effectively use oral and physical aspects of delivery for extemporaneous speaking;
- Understand the need for effective and ethical oral communication in a democratic society
- Analyze and construct an appeal appropriate to an audience
- Critically evaluate source materials and oral presentations
- Engage in critical and constructive listening
- Conduct research for a speech using supporting materials and presentation aids
- Outline a speech for presentation and make effective arguments
- Give effective informative, persuasive, and ceremonial speeches.

Achievement of these objectives should improve students' public speaking skills. The student is expected to make a serious effort in the preparation and presentation of each speech.

Assessment of speeches: Your oral presentations in this class will be assessed according to your ability to :

1. Select a topic and develop a thesis appropriate to the audience, occasion, and speaking situation assigned.
2. Demonstrate awareness and effective use of the available types of support and supporting materials to develop the credibility of the speaker and speech content.
3. Demonstrate effective organizational skills using a preview, transitional sentences, logical arrangement of points, and oral cues when speaking to an audience.
4. Demonstrate clear articulation, suitable rate, appropriate volume, and freedom from excessive vocal fillers and pauses when speaking to an audience.
   Engage in effective non-verbal support using movement and gestures that enhance the message and support the verbal channel effectively.
5. Engage in effective non-verbal support using movement and gestures that enhance the message and support the verbal channel effectively.

METHODS OF INSTRUCTION:
Lectures, online presentations, discussion boards, class activities/projects, videos, exams, and student speeches with instructor's written critique.

EMAIL COMMUNICATION:
University e-mail policy reads (in part) as follows, "[Faculty] Uses of non-Southeastern e-mail addresses for communication with students regarding University business or educational matters are not acceptable. . . " In compliance with this policy, please use only your SLU e-mail address when contacting me about the course. I will not respond to non-SELU e-mail addresses. Recall, that your SELU e-mail accounts are accessible through the Internet via "Web-Mail" which can be reached from the SELU homepage: http://www.selu.edu."
When you email me, please always include what school you attend. Each school has slightly different due dates, so this ensures I get back with you more quickly.
TECH SUPPORT:

If you are experiencing a technical problem with Moodle, email, etc., it is your responsibility to contact the Southeastern Help Desk. Southeastern's Student Help Desk also provides around-the-clock technology support by telephone at 985-549-2700, by chat, or email at studenthelpdesk@southeastern.edu.

LIBRARY SERVICES:
Distance Learning Library Services are your immediate access to library resources. The goal of these services is to ensure complete and adequate access to information and research material without having to come to campus. Distance Learning Library Services are available to students who are taking compressed video courses, telecourses, Internet courses or courses at designated Southeastern remote campuses. To contact Distance Learning Library services, email askref@southeastern.edu or call 985-549-2027.

OTHER CAMPUS RESOURCES/CONTACT INFO:

Dr. Jeff Temple	jeffrey.temple@southeastern.edu	985-549-5650
Center for Student Excellence	Southeastern Hall 113	985-549-3981
Student Support Services	North Campus Main Building, Ste. 289	985-549-2122
Writing Center	210 D Vickers	985-549-2076
Veterans Upward Bound	North Campus Main Building, Ste. 171	985-549-3386
University Counseling Center	307 Virginia Avenue	985-549-3894

SYLLABUS REVISIONS:
The professor reserves the right to amend the syllabus at any time. The contents of this syllabus are subject to revision 24 hours a day, seven days a week throughout the entire semester. Students will be notified about any changes to the contents of this syllabus during the course of the semester.

NETIQUETTE:
Please see the classroom netiquette policy located on page 6 of this syllabus.

ACADEMIC INTEGRITY:
Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Cheating on examinations, plagiarism and improper acknowledgment of sources in speeches and/or essays and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue.

Students agree that by taking this course that all required papers/outlines may be subject to submission for textual similarity to Vericite which is integrated with Moodle. This is to detect plagiarism.

Classroom behavior that is deemed inappropriate and cannot be resolved by the student and the faculty member may be referred to the Office of Judicial Affairs for administrative or disciplinary review as per the Code of Student Conduct that may be found at http://www.selu.edu/admin/stu_affairs/handbook .

GRADING SCALE:

A range:	900-100 points (90%)
B range:	800-899 points (80%)
C range:	700-799 points (70%)
D range:	600-699 points (60%)
F range:	< 600 points

***Note:** I DO round if you are at a .5 or more. So, if your grade in Moodle shows as a 79.5 at the end of the semester, your grade in Leonet will be a B.

GRADES:

Personal Grade Recording Sheet

Assignment	Points Possible	My Points
Signed Contract	10	
Syllabus Quiz	20	
Outline/Topic Submissions (4)	4 due, 15 points each = 60	
Digital Presentation Visual Aids (2)	2 due, 25 points each = 50	
Introduction Adobe Spark/Animoto Video	30	
Informative Speech	80	
Oral Interpretation Speech	60	
Persuasive Speech	125	
Special Occasion Speech	120	
Chapter quizzes	14 due, 13 @ 10 points each, 1 @ 15 points = 145	
Speech/Video Q&A Participation (posted to Moodle discussion board)	5 due, 10 points each = 50	
Midterm Exam	100	
Final Exam	150	
Total Points Possible	1000	

***Note**: There is one extra credit opportunity for this class. You can complete a film review over selected films for 25 bonus points. See calendar for due date and Moodle for instructions.

COURSE ASSESSMENT:

Students evaluate each course that is offered at Southeastern during the semester. The evaluation is anonymous, and its data is used to improve the quality of instruction at the college. Instructors complete an assessment at the end of each semester which reflects the outcomes of the course.

COURSE POLICIES:

There are certain basic standards of classroom civility that should be adhered to, particularly in a communications course. Civility does not eliminate humor, enjoyment or other features of a comfortable and pleasant classroom community; it does however, include the following:

- Displaying respect for all members of a classroom community, both your instructor and fellow students.
- Attentiveness to and participation in discussions, group activities, workshops and other exercises.
- Avoidance of racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom community.
    - Any offensive or exclusionist language that is posted online will immediately be reported to campus administration.

COMM DEPARTMENT SPEECH DAY DRESS ATTIRE:

Appropriate professional attire is required for all speeches. For men, dressing professionally generally means dress pants, shirt and tie. Jackets are encouraged but not required. For women professional dress may mean a suit, pantsuit, skirt and blouse, or dress with dress shoes. Each speaker should avoid any clothing that could detract from credibility or pull attention away from the content of the speech. Such garments include high cut skirts, low cut blouses, too tight or too loose clothing, midriff revealing shirts, see through clothing, jeans, t-shirts, or any attire that suggests you are engaged in something other than professional work. Informing and persuading the public is serious business. Failure to dress appropriately for a speech will result in a letter grade deduction. A couple of absolutes: No hats or gum.

Here is a handy dandy guide on how to dress for speeches, job interviews, etc. This is very important once you enter the workforce, whether as a student in college or a post-grad (Source: University of Memphis' *Life After School, Explained*.)

WORK ATTIRE: BUSINESS PROFES-SIONAL

BUSINESS PROFESSIONAL FOR MEN

BUSINESS SUITS

BUY WOOL. Wool suits last longer, breathe better, and wrinkle less than any other type of suit.

If you have to wear suits, buy at least two and keep them basic. You may think you look good in the olive green, but after a few weeks you'll be known as "Olive Green Suit Boy."

At lunch, your co-workers will huddle up at their table and cackle, "Did you see Olive Green Suit Boy today? Today he's wearing a *blue* tie ... like that makes it a new outfit."

They're not laughing *with* you, they're laughing *at* you. Blue and gray suits might seem boring, but boring doesn't get noticed or ridiculed.

SHIRTS

You'll want at least seven shirts. We know shirts aren't cheap, but if you have fewer than seven shirts, you'll visit your dry cleaner so often that he'll think you're sweet on him.

Expect to pay $1.50 for each shirt to be dry-cleaned. You can resort to the ol' washer and dryer to save yourself a few bucks, but prepare to become an ironing expert.

STIFFENERS

Dress shirts usually come in two main styles: the traditional **BUTTON-DOWN** with button holes on the collar and the **SPREAD-STYLE** with no buttons.

MEN (CONT.)

Spread-style collars come with something called collar stays or **COLLAR STIFFENERS.**

THEY FIT IN A LITTLE POCKET IN YOUR COLLAR.

These are used to keep your collar from curling up, and they usually come with the shirt. Remember to *take them out when you wash* your shirt. Otherwise, you'll have collar stay marks that never go away.

BUSINESS PROFESSIONAL FOR WOMEN

Relative to business casual, you'll want to buy less and pay more (yes!). Go with clothes that have a classic look, are well made, and can be worn the majority of the year.

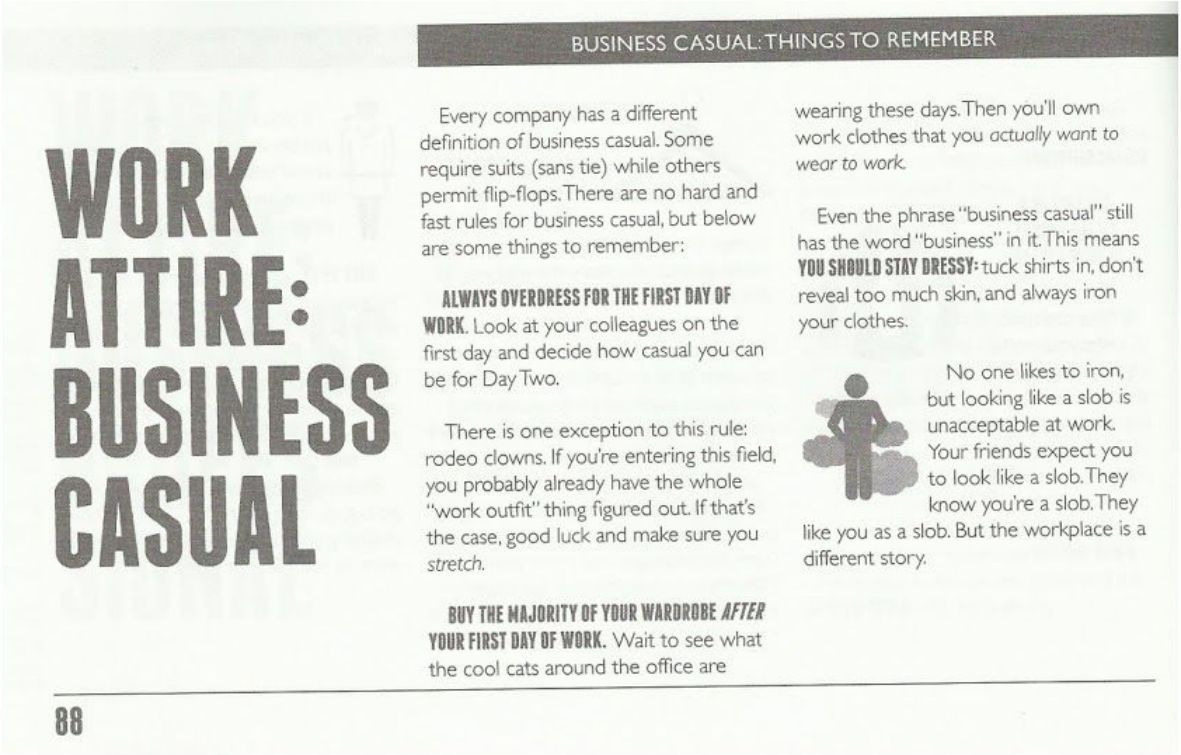
Some companies require that a suit be worn at all times. In less conservative companies, business professional dress can mean a blazer and coordinating skirt or slacks.

A good first investment is a navy, gray, or black blazer and skirt/slacks. Stay away from floral designs and other prints. (The same rule holds true for men.)

If you have brighter colored jackets and skirts in your business casual wardrobe, you can blend those items into your business professional wardrobe.

RULE OF 13. Wear a maximum of 13 accessories. Accessories include glasses, earrings, necklaces, watches, bracelets, rings (one on each hand, but never in the nose), a belt, scarf, ornate buttons, and buckles. If you wear more than 13, you're over-accessorized.

Basically, if you think that you could go out dancing right after work without changing your clothes, you probably want to rethink your outfit.



BUSINESS CASUAL: THINGS TO REMEMBER

WORK ATTIRE: BUSINESS CASUAL

Every company has a different definition of business casual. Some require suits (sans tie) while others permit flip-flops. There are no hard and fast rules for business casual, but below are some things to remember:

ALWAYS OVERDRESS FOR THE FIRST DAY OF WORK. Look at your colleagues on the first day and decide how casual you can be for Day Two.

There is one exception to this rule: rodeo clowns. If you're entering this field, you probably already have the whole "work outfit" thing figured out. If that's the case, good luck and make sure you *stretch*.

BUY THE MAJORITY OF YOUR WARDROBE *AFTER* YOUR FIRST DAY OF WORK. Wait to see what the cool cats around the office are wearing these days. Then you'll own work clothes that you *actually want to wear to work*.

Even the phrase "business casual" still has the word "business" in it. This means **YOU SHOULD STAY DRESSY:** tuck shirts in, don't reveal too much skin, and always iron your clothes.

No one likes to iron, but looking like a slob is unacceptable at work. Your friends expect you to look like a slob. They know you're a slob. They like you as a slob. But the workplace is a different story.

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ATTENDANCE POLICY

Students are expected to attend all classes regularly and punctually. Only absences for University-sponsored events are universally excused. Students must inform their instructors of such absences prior to the absence. **It is the student's responsibility to know and comply with the Southeastern attendance policy and to contact the instructor to make up missed work.**

Prior to the official drop date, when students exceed the maximum allowable absences, the instructor may drop the student from the course. After the official drop date, it is up to the instructor's discretion.

You are required to log on several times per week and review the week's course material. Individual assignments are due on different days throughout the week - if you fail to submit the assignments for a given week, you will be marked absent. If you miss more than two weeks' worth of due dates (approximately 6 assignments), not only will you receive zeroes for the work missed, you will also be dropped from the course.

*Note about online class attendance: Online classes are meant to be more convenient for students because you can work on assignments (at least theoretically) anytime, anywhere. If you know you are going to be unavailable on the day an assignment is due (out of town for a school trip, doctor's appointment, on a family vacation, etc.) you are expected to **work ahead.** I understand catastrophic instances occur - **missing a speech deadline for a teeth cleaning is not a catastrophic instance**. Being in a car accident, on the other hand, is (although as a student I have actually written a term paper from my hospital bed). Be adults, plan ahead, and handle your business. :)

POLICY ON MISSED OR LATE ASSIGNMENTS AND EXAMS:

In the event of an unexpected and unavoidable circumstance, it is your responsibility to make prior arrangements with me to resolve the problem. No late assignment without an excuse will be accepted. Exceptions: late work due to excused absences will be accepted. Excused absences are defined as illness, family death, school-sponsored activity, or approved religious holiday. However, appropriate documentation (i.e. a physician's return to school/work form, obituary, official documentation from your high school about school trip, etc.) must be provided. *Note: A verbal explanation is appreciated, but will not suffice as documentation. Furthermore, a note from your parent, spouse, partner, significant other, roommate or boss does not constitute proper documentation.*

SPEECHES: Speeches must be submitted to Moodle by the due date. **I WILL NOT ACCEPT LATE SPEECHES.** If you miss the deadline, you get a zero. Grading speeches is the most labor intensive part of my work as an instructor. I have approximately 125 online students and some speeches are required to be 7-8 minutes, which equates to around 15 hours of grading just for one round of speeches - and we have four speeches in this class. Get them in on time. I have no problem with you working ahead.

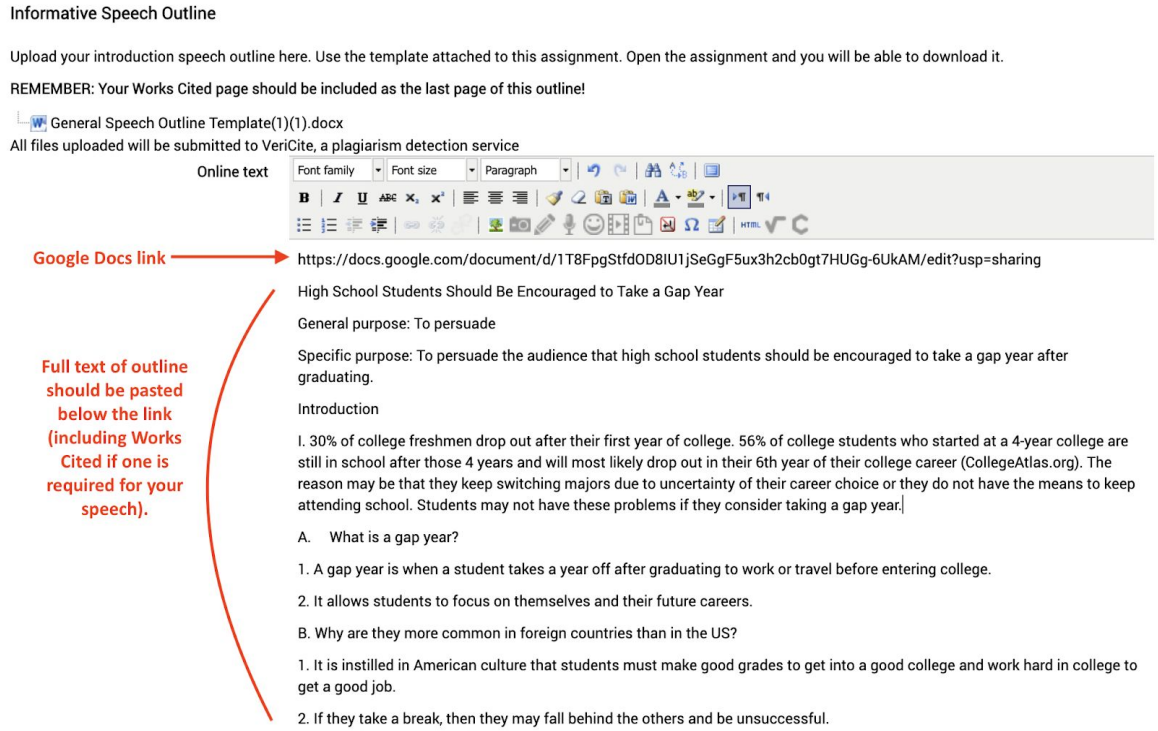
OUTLINES/VISUAL AIDS: It goes without saying that all outlines and visual aids must be submitted to Moodle by the due date, which will always fall before the speech itself is due.

OUTLINES:

- All outlines should be completed in Google Docs* and then submitted to Moodle. To submit your outline, you will use the text submission box in Moodle. At the very top of the box, paste in the Google Docs link to your outline
- **Be sure you have your sharing settings set to where I can comment.** The instructions for how to set up your sharing settings in Google Docs/Drive are included in the speech submission guidelines on pages 17-18 of the syllabus. **The only difference for outlines is that you must select "Anyone with the link can comment" rather than just view.**
- Below the link, you will paste in the text of your outline so it can be run through Vericite, which is a University requirement. The formatting of the outline will look strange when it is pasted into Moodle, but don't worry - I will be checking the formatting on the Google Doc. There is no need for you to try and make the formatting look correct in the text box in Moodle.
- If you only paste in the link to your outline and do not paste in the full text below the link, 50% will automatically be deducted from your outline grade.

***Note: If you complete your outline in Word on your computer, you must create a new Google Doc and then paste it in using the key commands listed in the course in Moodle. Simply uploading your Word Document to Google Drive will not allow me to comment, meaning you will lose 50% from your grade.**

This is what your outline submission will wind up looking like if you have followed the correct procedures:



VISUAL AIDS: Visual aids must be submitted by pasting the link into text submission. Again, your sharing settings must be set to where I can view your slideshow.

SPEECH SUBMISSION GUIDELINES:
We will prepare and present four formal speeches in the class, which will be uploaded to Google Drive and then submitted to Moodle via the discussion board. **Please see the speech submission guidelines on the last couple pages of the syllabus.** If you do not STRICTLY adhere to the speech submission guidelines (i.e. fail to have enough high school age/adult audience members), 50% will automatically be deducted from your speech grade. Speech descriptions, materials needed, time length and dress for each speech are included in each unit folder on Moodle.

STUDENT RESPONSIBILITIES:
It is the student's responsibility to know and comply with the instructor's policy and to contact the instructor to make up missed work**.**

Netiquette Policy:
Netiquette, simply defined, is the manner in which one behaves in an online environment. Just as social norms exist in traditional face-to-face interactions, there are similar standards of acceptable behavior in the online environment. The following guidelines are recommended in an effort to achieve effective communication in a positive distance learning environment.

Netiquette Guidelines

- Professionalism and courtesy - Adhere to the same standards of behavior online that you follow professionally and/or in the face-to-face classroom environment.
- Non-verbal communication online - When communicating online (discussions, email etc.), be mindful that readers do not receive the verbal or visual cues common to face-to-face interactions, and these non-verbal gestures are usually lost in translation.
- Read first, write later - Don't add your comments to a discussion before reading the comments of other students unless the assignment specifies otherwise.
- Use effective communication - Say what you mean to say. Try to speak and write clearly at all times.
- Be brief and respectful of the time of others - Be as concise as possible when contributing to a discussion.
- Think before you send - Before you submit an email, discussion post, or assignment, proofread your work.
- Avoid flaming - If you disagree with another person's posting, provide alternate references to support your view and be constructive in your responses.
- Use appropriate language - Always refrain from using inappropriate, and/or offensive language.
- Always cite your sources - Plagiarism, cheating and other violations of ethical student behavior are grounds for serious action.

Best Practices

- Avoid sending an email to the entire class or selecting reply all, unless you feel that everyone must read it.
- Use a descriptive subject line for email messages and discussion board postings
- TYPING IN ALL CAPS is considered shouting in an online environment.
- Be mindful that once something is sent, it cannot be taken back.

<u>An online classroom is still a classroom.</u>
It is important to recognize that the online classroom is still a classroom and you should always exhibit the same professionalism and respect in the online classroom as you would in the real world.
Always abide by the Golden Rule of Netiquette in an online class or environment: Treat others as you would want to be treated.

Week 1: Aug. 24-28	**Due:** 1. Signed Contract, Friday 8/28 by 11:55 p.m.* 2. Syllabus Quiz, Friday 8/28 by 11:55 p.m.* *Note: I will accept these assignments late since all students may not be enrolled yet.

Week 2: Aug. 31- Sept. 4	**Due:** 1. Ch. 1 Quiz, Tuesday 9/1 by 11:55 p.m. 2. Introduction Spark/Animoto Videos, **Thursday**, 9/3 by 11:55 p.m.
Week 3: Sept. 8-11	**Due:** 1. Responses to Classmates' Spark Video Discussion Board Posts, **Tuesday**, 9/8 by 11:55 p.m. 2. Ch. 4 & 19 Quiz (combined), Wednesday 9/9 by 11:55 p.m. 3. Ch. 2 Quiz, Friday, 9/11 by 11:55 p.m.
Week 4: Sept. 14-18	**Due:** 1. Ch. 3 Quiz, Monday, 9/14 by 11:55 p.m. 2. Ch. 5 & 6 Quiz (combined), Wednesday 9/16 by 11:55 p.m. 3. Ch. 15 Quiz, **Thursday**, 9/17 by 11:55 p.m.
Week 5: Sept. 21-25	**Due:** 1. Ch. 7 & 8 Quiz (combined), Monday 9/21 by 11:55 p.m. 2. Informative Speech topic, submitted to Discussion Board, Wednesday 9/23 by 11:55 p.m. 3. Ch. 14 Quiz, Friday 9/25 by 11:55 p.m.
Week 6: Sept. 28 - Oct. 2	**Due:** 1. Ch. 9, 10, & 11 Quiz (combined), Monday, 9/28 by 11:55 p.m. 2. Informative Speech Outline, Friday, 10/2 by 11:55 p.m.
Week 7: Oct. 5-9	**Due:** 1. Ch. 13 Quiz, Monday 10/5 by 11:55 p.m. 2. Informative Visual Aid, Friday 10/9 by 11:55 p.m.
Week 8: Oct. 14-16	**Due:** 1. Informative Speech, Friday 10/16 by 11:55 p.m.
Week 9: Oct. 19-23	**Due:** 1. Oral Interpretation Topic Submission, Monday 10/19 by 11:55 p.m. 2. Informative Speech Discussion Board Responses, Wednesday 10/21 by 11:55 p.m. 3. Ch. 18 Quiz, Friday 10/23 by 11:55 p.m.
Week 10: Oct. 26-30	**Due:** 1. Ch. 12 Quiz, Monday 10/26 by 11:55 p.m. 2. Oral Interpretation Speech, Friday 10/30 by 11:55 p.m. 3. Midterm Exam Study Guide (not graded but highly recommended)
Week 11: Nov. 2-6	**Due:** 1. Midterm exam, open from Monday 11/2- Thursday 11/5 → must be proctored by facilitator 2. Oral Interpretation Discussion Board Responses, Friday, 11/6 by 11:55 p.m.

Week 12: Nov. 9-13	**Due:** 1. Persuasive Speech topic, submitted to Discussion Board, Monday 11/9 by 11:55 p.m. 2. Chapter 16 Quiz, Wednesday 11/11 by 11:55 p.m. 3. Chapter 17 Quiz, Friday 11/13 by 11:55 p.m.
Week 13: Nov. 16-20	**Due:** 1. Persuasive Speech Outline, Monday 11/16 by 11:55 p.m. 2. Persuasive Visual Aid, Friday 11/20 by 11:55 p.m.
Week 14: Nov. 23-27	**Due:** 1. Thanksgiving - Have a safe and fun break!
Week 15: Nov. 30 - Dec. 4	**Due:** 1. Persuasive Speech, Wednesday 12/2 by 11:55 p.m. 2. Special Occasion Speech topic, submitted to Discussion Board, **Thursday** 12/3 by 11:55 p.m. 3. Persuasive Speech Discussion Board Responses, Friday 12/4 by 11:55 p.m.
Week 16: Dec. 7-11	**Due:** 1. Special Occasion Speech Outline, Monday 12/7 by 11:55 p.m. 2. Special Occasion Speech, **Thursday** 12/10 by 11:55 p.m. 3. Special Occasion Speech Discussion Board Responses, Friday 12/11 by 11:55 p.m. 4. Final Exam Study Guide (not graded but highly recommended)
Week 17: Dec. 14-17	1. Final exam **opens**, Monday 12/14 at 7 a.m. 2. Final exam **closes** 12/17 at 4 p.m. → must be proctored by facilitator

Technical Speech Requirements for Public Speaking Online

FAILURE TO ADHERE TO THE FOLLOWING POLICIES WILL RESULT IN AN AUTOMATIC 50% DEDUCTION IN YOUR SPEECH GRADE.

In order to be successful in the online speech course, you will be required to own/purchase video recording equipment and have appropriate technical skills. You will need the following:

1. Digital video recording equipment capable of recording up to 10 minutes of video footage.
    a. A video camera OR up to date smartphone/tablet should work fine. Please note that all smartphone cameras are not created equal – iPhones generally have stellar video capabilities, as do **some** Androids. Several students have struggled with using lower-quality Straight Talk phones, so beware!
    b. You will also need a tripod for the most effective recording. They are available on Amazon for as low as $5.
        i. Simply leaning your phone against something is not a good idea – if the phone loses its balance and falls over, you have to start over.
        ii. Having someone hold the camera with their hand IS ABSOLUTELY NOT ACCEPTABLE. If the video is shaky, the 50% penalty will apply.
    c. IMPORTANT: An integrated or external web camera attached to a computer will not be sufficient for recording speeches in this class;
2. Ability to record a video from a distance, to transfer it to the computer, compress it if necessary, upload it to a video

sharing site [Google Drive] and then post a link to the video via Southeastern Moodle.

3. A functioning computer with consistent access to high speed internet. Note: problems with internet access or technical issues will not be accepted as excuses for not submitting assignments before their deadlines.

Additionally, you should be aware that you will be required to present your speeches in front of an audience of at least 5 adults/ students that are at least high school age or older. The age requirement for the recordings matches the college's requirement for dual-credit high school students that are able to register for college classes. Your videographer will be required to pan the camera to show the audience members right before your speech and again, at the end of your speech in order to earn credit. Edited speech videos will not be accepted for credit.

IF YOU ARE UNABLE TO PURCHASE THE REQUIRED EQUIPMENT OR PERFORM THE TECHNICAL TASKS REQUIRED FOR PARTICIPATION, YOU WILL NOT BE SUCCESSFUL IN THIS COURSE.

On the pages that follow, there is additional information on the technical and electronic procedures students are required to use to record and upload speeches in the course.

- Every student must arrange to have all speeches recorded before a live audience of at least five people. Recording should begin with the camera showing the audience, followed by the speech, and concluding with showing the audience once again. This recording must be continuous from start to finish; any recording with pauses or edits, or one that fails to show the required audience will receive an automatic 50% deduction from the speech score.
- The integrity of our course depends on being certain that you are fulfilling the requirements for delivering your speeches under appropriate conditions.
- About the audience: It is the student's responsibility to arrange for at least 5 adults/high school students to serve as an audience, as well as a presentation space with adequate lighting. Some possible audience participants might include coworkers/supervisors, friends, or members of volunteer/church organizations to which you belong. If you have any questions about the appropriateness of your audience, please contact your instructor for guidance before recording your speech.

Before the speech:

- Check the audio to be sure the speaker is audible and clear.
- Make sure the speaker will be visible against the background and that the background and environment are as distraction free as possible.
- The speaker must be visibly clear from the waist up.
- Make a simple test recording for 20-30 seconds to see how things work.
- Upload the test recording to the Google Drive (see instructions below) to see how everything works before recording your first speech.

At the beginning of the speech:

- Have the camera operator pan the audience so all audience members are shown on the recording.
- If using a regular camera to film, zoom in on the speaker so that he/she is shown from the waist to just a couple of inches above their head. This tight shot ensures the speaker is close enough for their arm movements and facial expressions to be clearly seen on screen. If you are using an iPad, phone, etc., you will need to position the device close enough to the speaker for me to be able to see them at least from the waist up. Zooming in on a phone camera is NOT RECOMMENDED. It will come out looking pixelated.
- DO NOT rotate the camera (or phone) while recording. Students sometimes want to pan to show the audience in landscape, and then rotate the phone to portrait while filming the speech. DO NOT DO THIS. I require that you use landscape (holding the phone sideways) because using portrait will frequently cut some things off like audience members, arm movements and gestures, etc. I cannot grade gestures I cannot see.

During the speech:

- Keep the camera steady and focused on the speaker, not on the audience. The audience should only be shown immediately before and immediately after the speech.

After the speech:

- Review the recording closely. If there is no audio or if the audio is not understandable, I will have no choice but to fail the speech.
- Re-record speeches that are inaudible or where the speaker is not clearly visible.

Remember, the assessment of each presentation depends on what the evaluator is able to view on the recording, not what the speaker may have intended. Even if your speech is wonderful, you will not earn a good grade if the speaker cannot be seen or heard clearly.

RECORDING TIPS:

- When recording the speech, the speaker should be STANDING (no sitting or leaning) and visible from the waist up.
- You must speak loudly enough for the video camera microphone to pick up your voice. The clearer your recording is, in audio and video, the better your evaluation can be.
- DO NOT ZOOM OUT FOR A FULL-LENGTH SHOT. DO NOT ZOOM IN TOO CLOSE FOR A FACE ONLY SHOT.
- Again, use a tripod for better camera stability.
- Good lighting focused on you from the front against a non-reflective background usually gives the best video picture. Unreasonably dark videos = 50% off.
- If at all possible, make a backup copy of your speech. Save in multiple places!
- The speaker should be dressed appropriately for the presentation. Dress as if you were teaching a college course for the day. This means: no hats, no shorts, a solid shirt (no writing on the shirt), no sunglasses, no ripped jeans. Your eyes must be visible. Pull back your hair if necessary.
- Podiums/lecterns are not allowed. In modern public speaking, audiences prefer speakers who can move around in the speaking space naturally without being glued to a podium. Students in my on-campus speech classes don't get to use them, so neither do you.

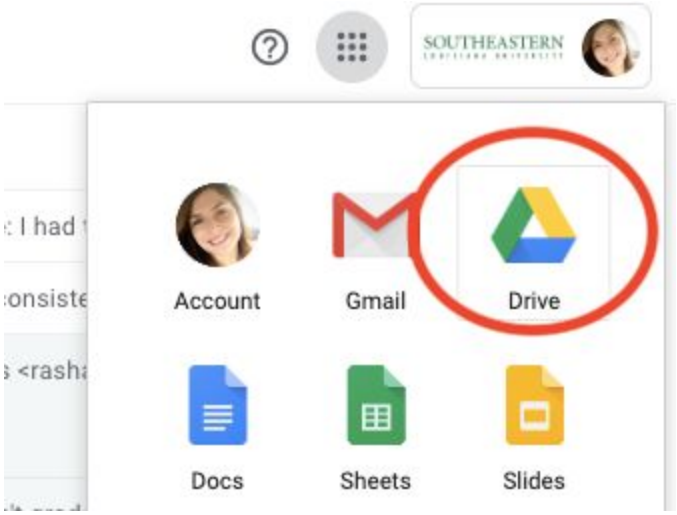
- Do NOT overuse cue cards or read excessively from notes when delivering your speech. If this is obvious, you will be penalized on your scoring sheet. I can tell when you are reading off of cue cards or a laptop that is being used as a "teleprompter," even if I cannot see the cue cards or laptop on screen. It is very obvious if you are staring off screen and reading the whole time.
- For your digital visual aids, you will have to have your laptop/computer screen turned toward the audience. Some other good options are connecting your laptop to your TV or using the browser on your smart TV, xBox, Playstation, etc. (this allows your remote/controller to be used as a clicker). We will cover how to use the browser on your TV later in the course, as this is probably the easiest and most effective option for displaying your visual aids unless you have access to a projector and screen at school. If you do, use the projector.
- If you do not have a clicker/remote and someone else is controlling the visual aid, simply point at them to let them know to change the slide. It is far better to have a presentation remote and control the slides yourself. Either way, when you practice, it is important to practice with the remote or practice with the same person who will control the slides while you are recording. There is no need to say "next slide."
- Speeches should NOT be edited. Do not stop the tape to re-record a portion of the speech. You can re-tape the ENTIRE SPEECH as often as you want and submit the complete, unedited product to your instructor. Edited videos = 50% off.

- Practice with the camera, so that you know how it looks, and you are able to predict technical glitches.
- Rotate your video if needed before uploading to Google Drive. If your video is turned the wrong way and you turn it in without rotating it, again, you face the 50% penalty.

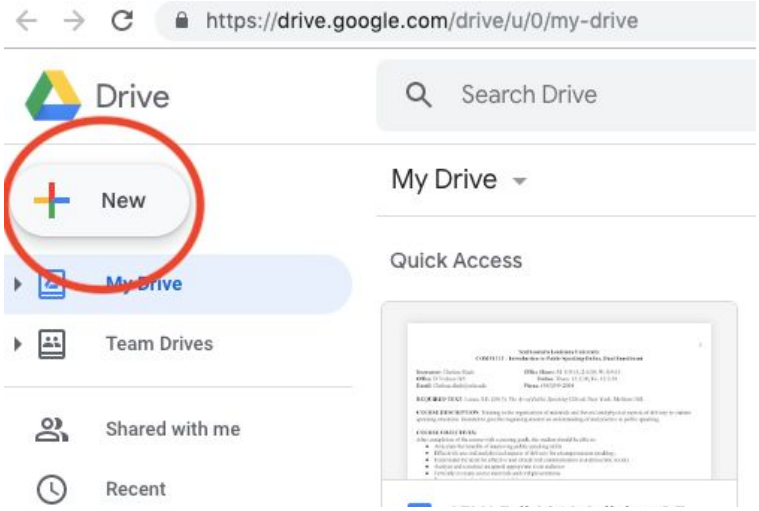
HOW TO UPLOAD YOUR SPEECH VIDEO INTO GOOGLE DRIVE*

1. Log in to your Southeastern student email account and then click the tic-tac-toe board in the upper right hand corner. Click on the Google Drive icon (there are many apps included with your student email). Google Drive is an online, cloud-based drive where you can save all of your files and access them from any computer.

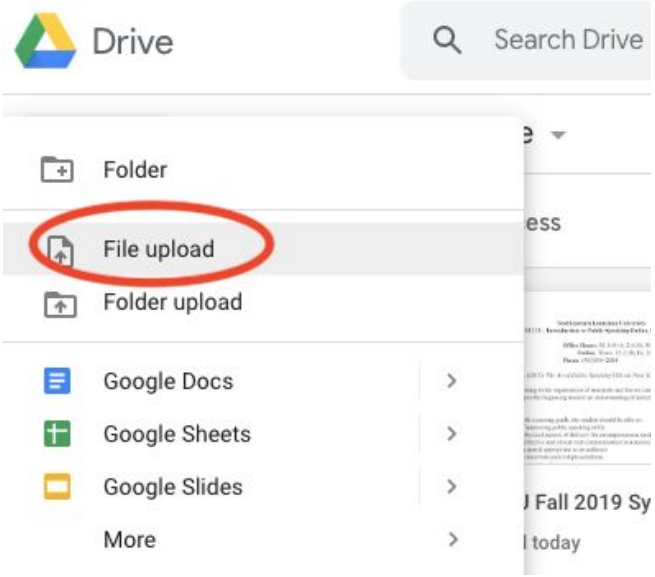
**The instructions for uploading using the app will begin on page 18 of the syllabus.*



2. Once the Google Drive tab opens, click the button that says “New.”

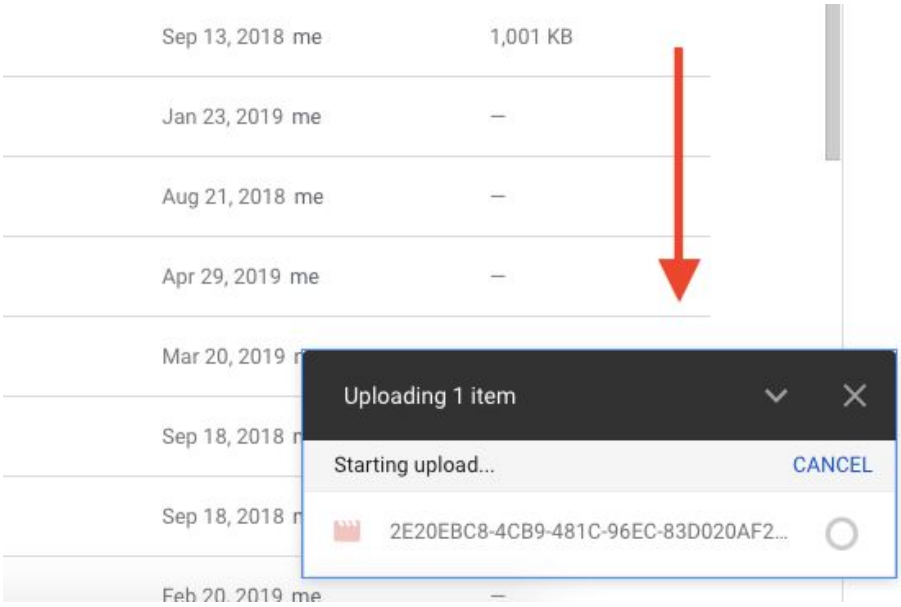


a. Click the button that says “file upload.”

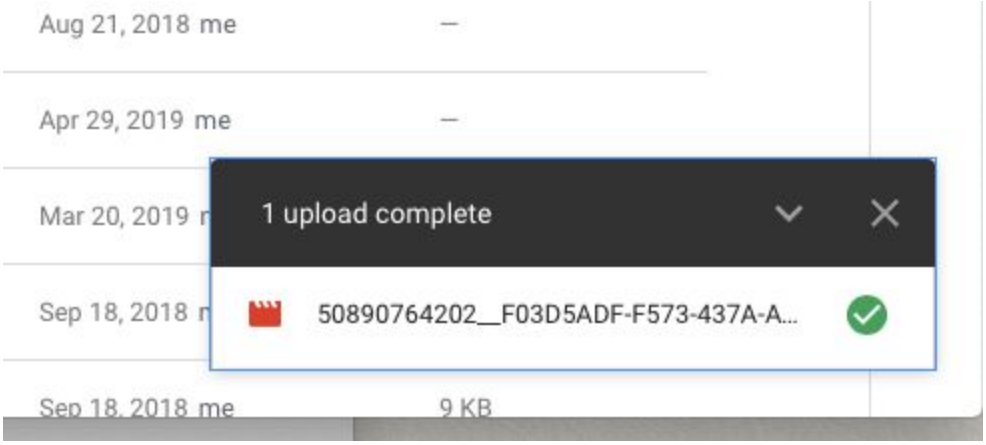


b. Browse for your video file, select it, and then click “Open.”

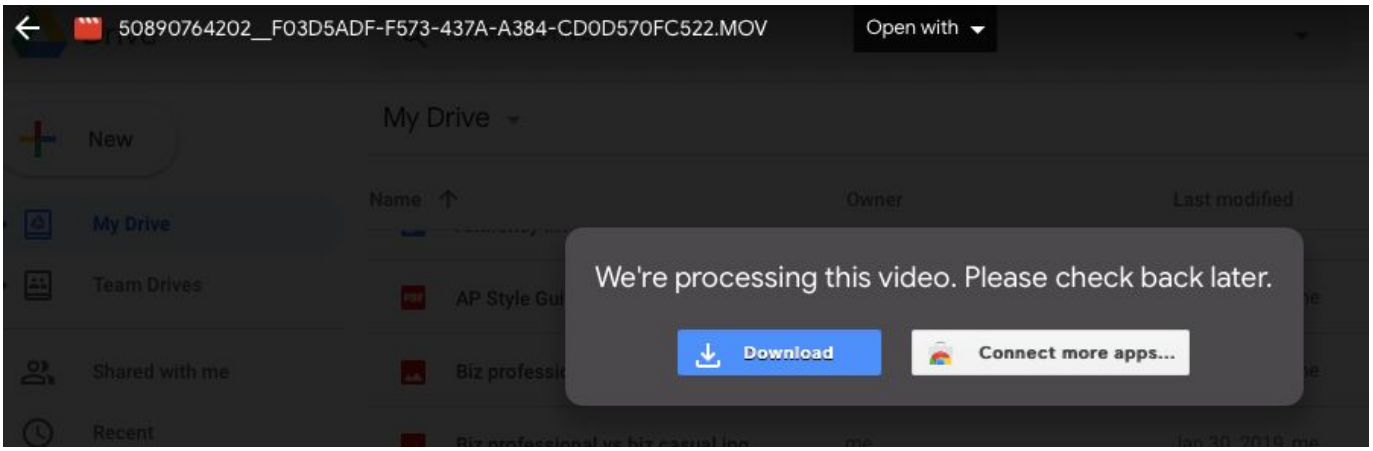
c. Once you’ve clicked “Open,” this is what you should see in the lower right hand corner of the screen:



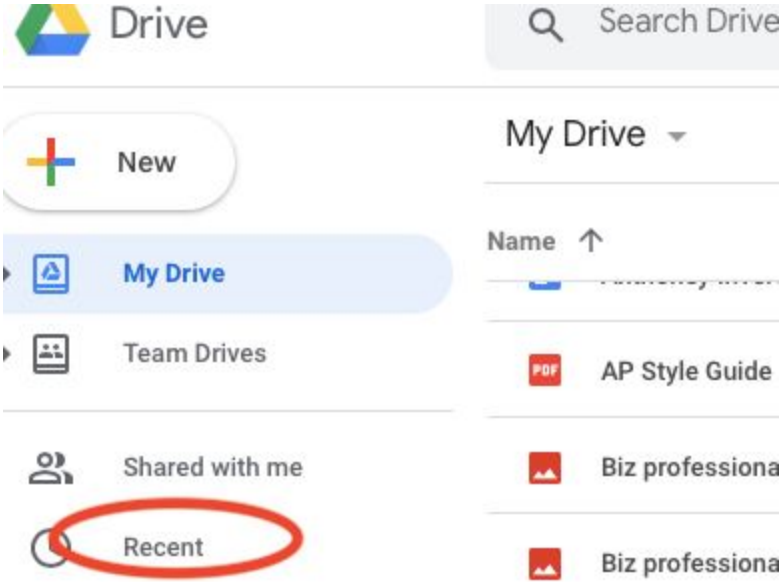
d. Once you see a check mark next to your file name, your file is uploaded.



e. Click on the file name located next to the green check mark. You should see a screen that looks like this:

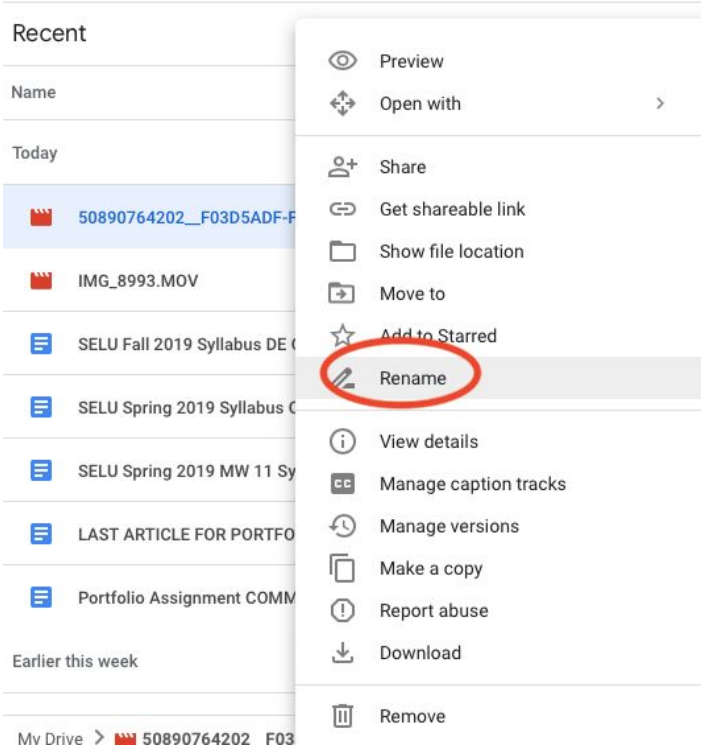


It will take a few minutes for your video to process. The longer your speech is, the larger your video file is and the longer it will take to process. Click the refresh button periodically, or if you need to leave and come back, the easiest way to find your video file is to click "Recent" when you log back in to Google Drive.

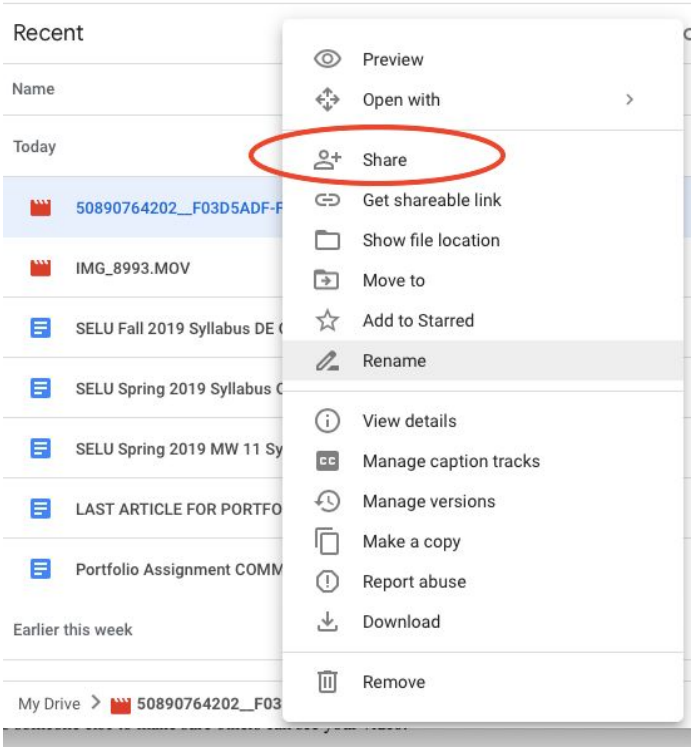


f. Once your video is processed, follow the next steps to submit your video to the discussion board:

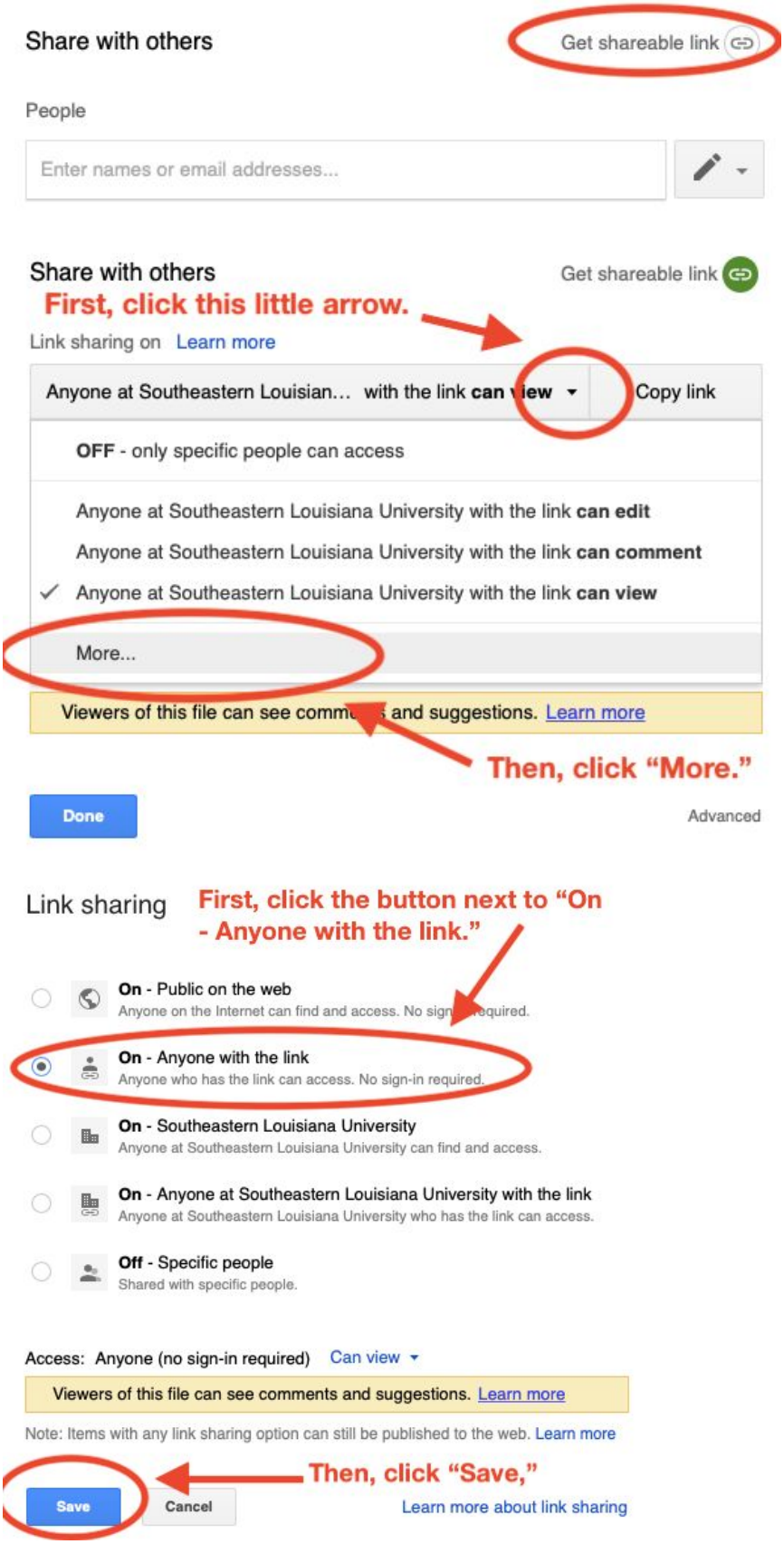
- You are required to rename your file. To rename it, right click and select "Rename."



- Rename your video using the following naming pattern:
  - Last name First name Speech type Speech
  - Ex: Slack Chelsea Informative Speech
  - Ex: Slack Chelsea Oral Interpretation Speech
  - Ex: Slack Chelsea Persuasive Speech
  - Ex: Slack Chelsea Special Occasion Speech
- Once your video is renamed, right click it again and select "Share."



- Click "Get shareable link."

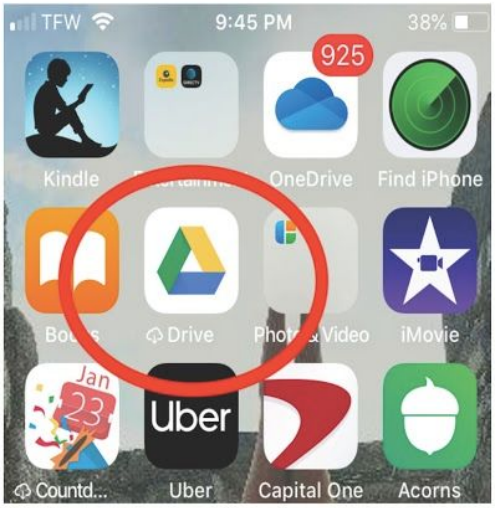

Share with others
Get shareable link
People
Enter names or email addresses...
Share with others
Get shareable link
First, click this little arrow.
Link sharing on Learn more
Anyone at Southeastern Louisian... with the link can view
Copy link
OFF - only specific people can access
Anyone at Southeastern Louisiana University with the link can edit
Anyone at Southeastern Louisiana University with the link can comment
Anyone at Southeastern Louisiana University with the link can view
More...
Viewers of this file can see comments and suggestions. Learn more
Then, click "More."
Done
Advanced
Link sharing
First, click the button next to "On - Anyone with the link."
On - Public on the web
Anyone on the Internet can find and access. No sign-in required.
On - Anyone with the link
Anyone who has the link can access. No sign-in required.
On - Southeastern Louisiana University
Anyone at Southeastern Louisiana University can find and access.
On - Anyone at Southeastern Louisiana University with the link
Anyone at Southeastern Louisiana University who has the link can access.
Off - Specific people
Shared with specific people.
Access: Anyone (no sign-in required) Can view
Viewers of this file can see comments and suggestions. Learn more
Note: Items with any link sharing option can still be published to the web. Learn more
Then, click "Save,"
Save
Cancel
Learn more about link sharing

- This is the link you will paste in to the discussion board on Moodle. To paste it in, you may need to use the key command to paste, which is by holding down CTRL and pressing V on the keyboard. If you are using a Mac, hold down Command and press V.

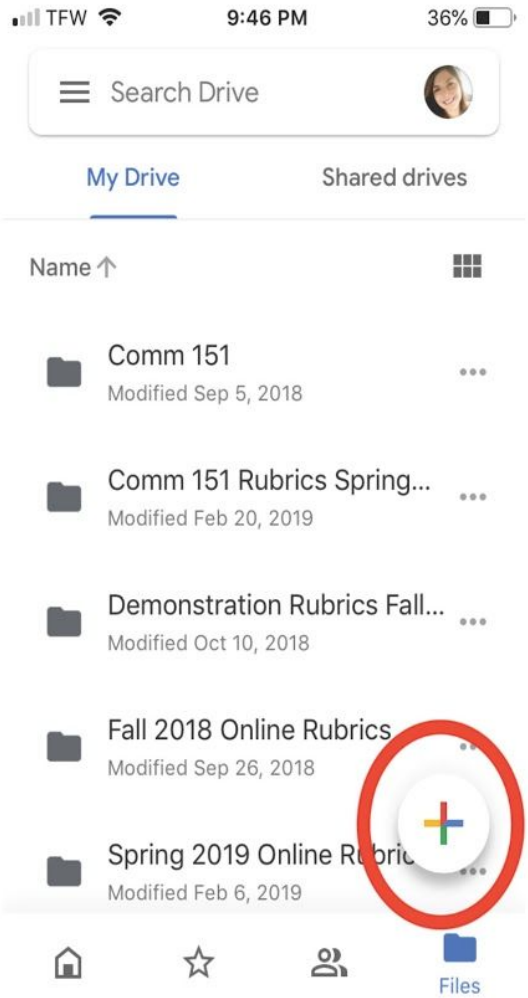
*Note about your Google Drive links - if you submit a link that does not work, I will have no choice but to enter a grade of zero for the assignment. MAKE SURE THE LINK WORKS BEFORE YOU SUBMIT IT! Try it on multiple devices/text or email the link to someone else to make sure others can see your video.

How to upload to Google Drive using the Google Drive App

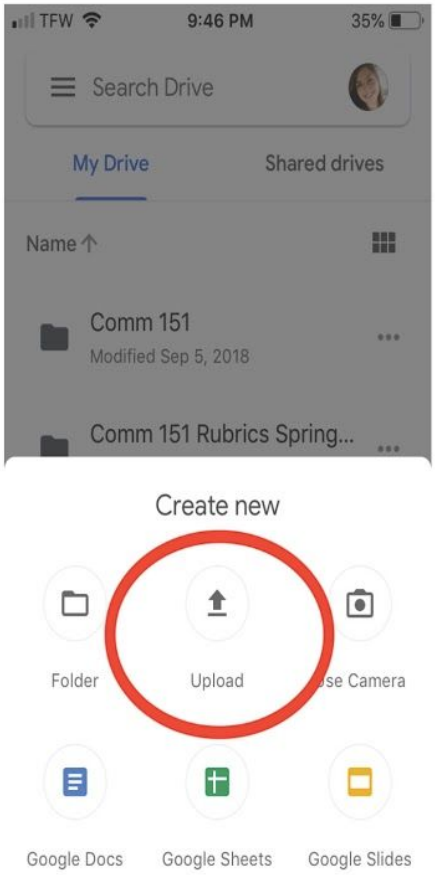
Step 1: Once the video is saved to your phone, go to the Google Drive app.



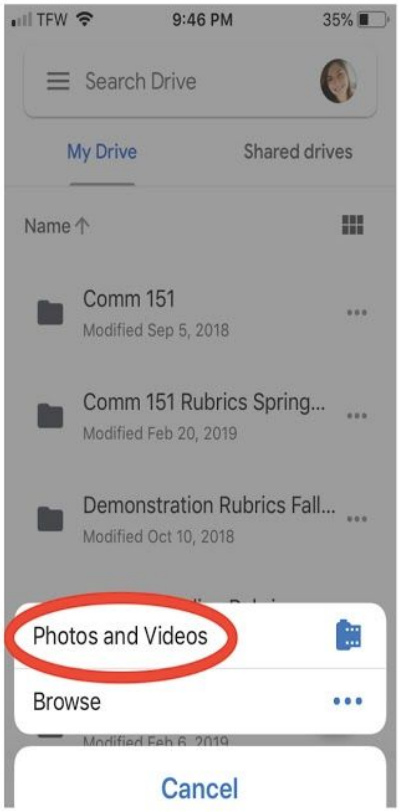
Step 2: When you open the app you will have to log in to your **Southeastern** email account. Then click the plus sign.



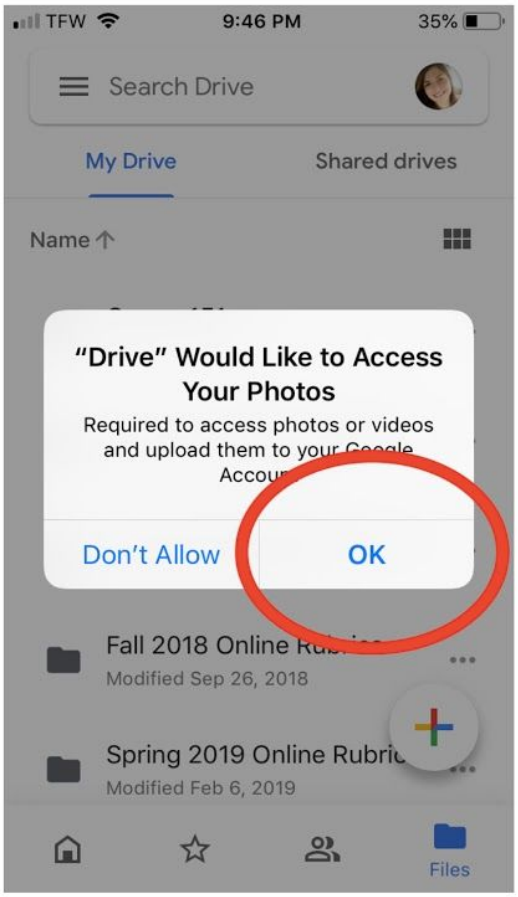
Step 3: Click "Upload."



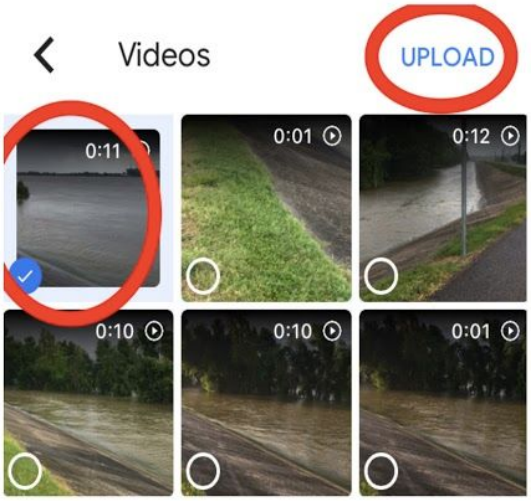
Step 4: Select photos and videos



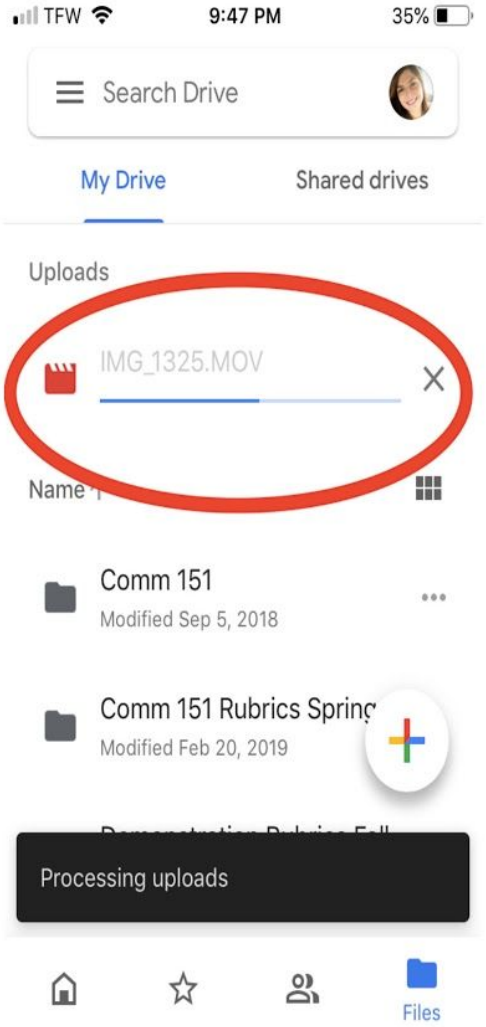
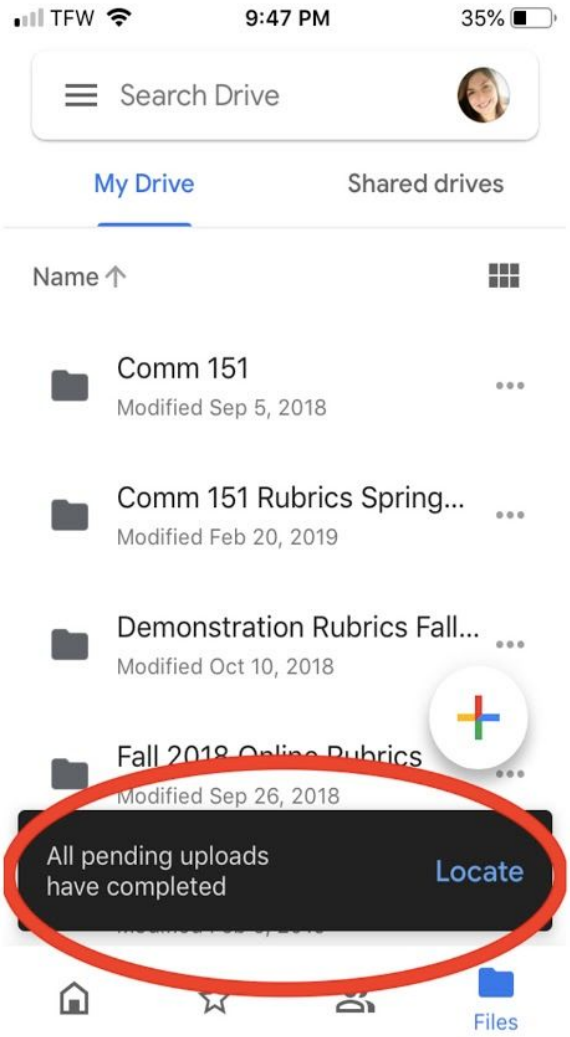
Step 5: Click OK to allow Drive to access your photos



Step 6: Choose the correct video. It will display a blue check mark next to it.



Step 7: You should see the progress of your video uploading. Please note that if you have several other apps open, or go to a different app, your upload could time out. It is best to close all other apps and keep the single Google Drive app open (this is especially important if you are uploading on cellular data and not wifi.)



Step 8: Once the upload is completed, you need to rename the file according to the file naming rules in the syllabus. You will click share and submit the link to the video to Moodle. Make sure you at least have "Anyone at Southeastern Louisiana University can view." If you want to share the file with your high school teacher, you will need to click more, and then select "Anyone with link can view." I recommend changing the file name and generating the link from a computer if possible.