For my upcoming Speech Communication course 212, I will adopt the Team Based Learning (TBL) teaching style promoted by Larry K. Michaelsen. This teaching style divides students into collaborative learning groups that are stable the entire semester.

Students read the text and study at home, then in class take brief personal assessments. After grading the personal assessment, groups take the same assessment as a group. Group learning research shows that group results are nearly always higher than individual scores. Then the next instructional days are spent in application exercises completed by the learning groups. Activities are carefully structured to involve all group members, discourage free-loading group members.

Following the TBL pattern, this is the outline for the first week of my informational speaking section of my public speaking course. Although it is not listed in the outline, each day begins with a “Seventeen Second Stand-Up” mini-speech. Each student responds for no more than 17 seconds to a prompt on the board such as “What is the most embarrassing moment you remember,” “Is love a choice? Why or why not?” or “What’s your beef? (something that is annoying you right now)” They first respond in their small groups, then each group chooses one person to speak to the class. This gets students used to being in front of the class and speaking to their peers.

I. Students read chapters on Informational Speaking as homework

II. Students watch podcast of my elaboration on the topics of most importance
   a. Choosing a topic, including developing a Specific Purpose and Central Idea
   b. Patterns of organization
   c. Outlining

III. First Day of Class
   a. Readiness Assurance Test (RAT) individual
   b. Readiness Assurance Test (RAT) group
   c. Topic brainstorming exercise:
      i. Students respond to prompts that help come up with topic ideas such as careers, classes, people, hobbies, games, etc.
      ii. Students then choose the group's top five topics
         1. Students narrow the topics
         2. Students develop specific purpose and central idea statements for each of the five topics
IV. Second Day of Class - Exploring patterns of organization
   a. Each group chooses one of their five central idea statements they created the last class period.
   b. Working together, they develop an outline of the body of a speech for that central idea using four different patterns of organization.
      i. Topical
      ii. Chronological
      iii. Spatial
      iv. Cause-Effect
   c. Groups then evaluate the outlines for correct numeration, strong main points, appropriate sub points, and the rule of division in preparation for outlining.

V. Third Day of Class
   a. Groups are given a series of scrambled outlines with three main points. Each outline has at the top the specific purpose, central idea and pattern of organization for the speech. They order the main points correctly.
   b. In the next application exercise, groups are given three main points for some speeches and then are asked to write a specific purpose, central idea and pattern of organization for each. Other outlines give the specific purpose, central idea and pattern of organization and they write suggested main points for each speech.