

COM210 Fundamentals of Public Speaking, Spring 2018

Instructor Contact:

Name: Dr. Knopf [pronounced "nope"] (she/her/hers)

Office: Cornish D109

Office Hours: M/W/F 10-11:30, M/F 12-12:30

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Class Meetings:

Section 001: M/W/F 8-8:50

Section 002: M/W/F 9:10-10

Course Description:

Oral communication: selection, organization, presentation of ideas. Study of principles, application through oral practice.

Course Topics:

- Delivery: Verbal, nonverbal, and presentation aids
- Communication Apprehension: What it is and how to manage it
- Research: Finding and using supporting materials
- Organization: Organizational strategies and transition use
- Language Use: Clarity and interest
- Introductions and Conclusions: Functions and content
- Speech Genres: Special occasion, informative, & persuasive
- Persuasive strategies: Rhetorical theories and proofs

Learning Outcomes:

- Fulfills LASR & PRES
- Gain confidence with non-mediated communication/learn to manage communication anxiety
- Know how to and develop audience-centered messages with regards to content, organization, and presentation
- Differentiate between written and oral style, including language use, organization, and source citations, and use oral style effectively
- Improve speech delivery skills
- Better evaluate messages received

Required Text(s):

Sheldon Metcalfe, *Building a Speech*, 8th edition. Boston, MA: Wadsworth/Cengage, 2013. ISBN 978-1-111-34837-3.

Assignments/Grade Distribution:

SPEECHES (45 points)

10 points- Demonstration Speech
10 points – Special Occasion Speech
10 points - Informative Speech
10 points - Persuasive Speech
5 points - Impromptu Speech

HOMEWORK (20 points)

4 points – book selection
4 points- Demonstration Speech preparation outline
4 points – Special Occasion Speech preparation outline
4 points – Informative Speech preparation outline
4 points – Persuasive Speech preparation outline

QUIZZES (15 points)

3 points each

EXAMS (20 points)

10 points – midterm
10 points - final

PARTICIPATION (extra credit)

Attendance on speech days
Activity involvement (mandatory)

Late work is not acceptable. If you cannot physically be in class when written work is due, it should be submitted to the instructor via email by the time class starts (if you do not have a copy of the work on computer file, send a photograph or scan of it). Late work will be docked 5% for being turned in after the class in which it is due, and 10% per full day it is late.

Grading Breakdown:

98-105 pts = A+ 92-97 pts = A 90-91 pts = A-
88-89 pts = B+ 82-87 pts = B 80-81 pts = B-
78-79 pts = C+ 72-77 pts = C 70-71 pts = C-
68-69 pts = D+ 62-67 pts = D 60-61 pts = D- 0-59 pts = E

Bonus Points:

+5 points for perfect attendance
+5 points for no missed or late work
+5 points for 75+% on each quiz
+2 points for each item of written work submitted early

Grade Questions & Grievances:

If you find an error in grading, bring it to the instructor's attention immediately so it can be corrected.

If you have a question about assignment feedback, exam answers, etcetera - ask. It will help you learn.

If you disagree with a grade you earn, you can file a request for reconsideration no sooner than 24 hours after receiving the grade and no later than 1 week after receiving the grade. The original work with all evaluation forms should be re-submitted to the instructor along with a 500-1500 word explanation (typed, double-spaced, serif-font) of why you believe your work warrants reconsideration and a higher grade; it should be specific with arguments well supported, using all you have learned in class relevant to making your case. The instructor will reconsider your work within 2 weeks; any grade change at that time, including a lower one, will remain final.

Attendance:

Roll will be called at the start of each class meeting; please inform the instructor of your preferred name and pronouns if needed.

"The world is run by those who show up." The focus of this course is on live, non-mediated, communication. Attendance is, therefore, expected, necessary, and required. Everyone, including the instructor, is expected to show up and be prepared for class on time. (Now and then, life intervenes and we all get held up; occasional late arrivals are allowed, but they should not become a habit and they should minimize disruption to the class.)

If you arrive after roll is taken, you are considered late. If you leave before class is dismissed, you are considered late. Attendance and timeliness will be considered as part of your participation grade.

Absences on exam or presentation days for religious observances or college-sanctioned events should be discussed in advance for accommodations to be made.

Emergency absences on exam or presentation days require notification to the instructor at the earliest possible time and documentation (such as appointment cards or admissions forms for medical treatment) with work being completed immediately upon return to classes.

Absences for any reason at any time are not excuses for missed or late work. Assignments are all scheduled on the included course calendar so you know what is due and when. Deadlines are a fact of all aspects of life, from careers to credit cards. Late work is not acceptable.

Academic Integrity:

It is expected that students will maintain the highest academic and ethical standards. The College is an academic community, which values academic integrity and takes seriously its responsibility for upholding academic honesty. All members of the academic community have an obligation to uphold high intellectual and ethical standards. The Academic Integrity Policy can be found in Chapter 340 of the College Handbook.

Accommodation of Disabilities:

If you are a student with a disability and wish to request accommodations, please contact Student Disability Services, located in Van Hoesen Hall, Room B-1, or call 607-753-2066 for an appointment. Information regarding your disability will be treated in a confidential manner. Because many accommodations require early planning, requests for accommodations should be made as early as possible.

Mental, Emotional, & Physical Wellbeing:

Diminished mental health, including significant stress, mood changes, excessive worry, alcohol and/or substance abuse, or problems with eating and/or sleeping can interfere with optimal academic performance.

If symptoms are related to your course work, please speak with the instructor. If you have communication apprehension (also known as "stage fright") to a degree that can interfere with your success in a communication course that depends on public speaking, speak to the instructor *immediately* to learn management techniques and to discuss possible options to ensure you can complete the course.

If problems with relationships, family worries, loss, or a personal struggle or crisis are negatively impacting your mental health and/or interfering with your academic success, SUNY Cortland offers the following resources to help you manage personal challenges that threaten your personal or academic well-being.

- Counseling Center: Van Hoesen Hall, Room B-44 * 607-753-4728
- Substance Abuse & Prevention Education Van Hoesen Hall, Room B-1 * 607-753-2066
- Active Minds student club

If challenges securing food or housing are affecting your academic performance, or your emotional wellbeing, you are urged to contact the Associate Vice President of Student Affairs for support (607-753-4721).

Etiquette:

Communication involves speaking *and* listening (sending & receiving messages). Good communication requires participants to consider various ideas and be willing to be persuaded by others. In this class, we will all practice good communication skills by speaking and listening with respect to those around us. We will be open to opposing viewpoints, even if we are not always persuaded by them. We will make an effort to contribute to discussions and to ensure that others have opportunities to contribute to discussions. We will not use ad-hominem attacks (name calling) when we engage in arguments, nor will we use straw-man fallacies (off topic arguments) just to advance our own viewpoints.

Recent research has suggested that we are not as good at multitasking as we think we are, so to succeed in this class and to help those around us succeed, we will minimize distractions by using technology only in ways that are directly related to coursework and goals. Devices will be silenced and put away when not being used for class purposes.

We will not attend class under the influence of alcohol or other recreational substances. We will also minimize distractions such as late arrivals, early departures, food, drink, bathroom breaks, extraneous conversation, and packing up early before class is over; these not only break our own concentration but also disrupt those around us.

We will come to class on time and prepared with whatever materials are expected of our roles. For the instructor that means, at minimum, lecture notes, related presentation aids, graded student work, the roster, and writing instruments. For the student, that means, at minimum, any relevant texts, work that needs to be submitted, paper (preferably in a dedicated notebook/folder/binder), and a writing instrument.

We will practice professional communication styles and habits. Emails will include formal salutations such as "Dear" or "Hello" and will be written in a way that are appropriate for acquiring and maintaining employment.

Coursework Explained:

Readings:

The textbook is a helpful guide and useful resources for structuring your speeches and crafting your preparation outlines – but only if you read it.

Chapters are marked in the calendar on the days you are expected to have read them. In-class discussions will correspond with, though not fully repeat or summarize, those chapters.

Lectures:

Course lectures are designed to reinforce and clarify the material in your text. You are encouraged to take notes.

Activities:

In addition to formal lectures, a number of class meeting times are reserved for application activities that are designed to help you improve your speech composition and/or presentation skills. These are learning experiences and are not graded – so you can make mistakes without stress.

Homework:

Besides doing the readings, the main homework you have is preparing your speeches. Good speech preparation takes time. Good speech presentation takes practice. To help you with both of those things, you are required to create full preparation outlines of your speeches before delivering them.

A **preparation outline** is a *detailed* outline developed during the process of speech preparation. The function of a preparation outline is to firm up your thesis statement, establish and organize your main points, and develop your supporting material. It should be revisited and revised throughout speech preparation. Note that

Your preparation outline should be typed, double-spaced, using 12-pt Times New Roman or another serif font, written in complete sentences, and include a separate references page (APA style is recommended, a guide can be found at <https://owl.english.purdue.edu/owl/resource/560/01/>).

Your textbook provides information on creating outlines (a description is on pages 32-33, a model is on pages 34-35, and the process is fully explained in chapter 10).

A preparation outline includes:

- The body should contain between 2 & 4 main points in a 5-7-minute speech
- Main points in the body should be structured in a deliberate organizational sequence that is logical, interesting, and appropriate (see sequence explanations in chapter 10)
- A system of Roman numerals, letters, and Arabic numbers (or consistent uses of bullet types, pagination, and spacing) should be combined with indentation to identify main points and their subordinate levels that provide the details and support for the main points
- The outline should include supporting materials that are coordinated and subordinated in a logical manner
- Every subdivision must contain at least two items (ie each main point should have at least 2 subpoints)
- Each main point should include only one idea
- The outline should be expressed in either complete sentences or topics, not a combination of both
- The outline should identify sources of the supporting material
- The outline should include external transitions between main points

★ Your preparation outline is NOT what you will use to deliver your speeches. Speeches will be delivered *extemporaneously*, using "speaking notes" or a "speaking outline" which is *not* written in complete sentences and which uses oral citations instead of a reference page.

Quizzes:

There are 5 multiple choice quizzes in this class to help reinforce important concepts you will need to create successful speeches. They will each be 5-15 questions long, based on the assigned readings and corresponding class discussions.

Exams:

There will be a midterm exam and a cumulative final exam, each composed primarily (but not entirely) of questions taken from the 5 quizzes. (So keep your quizzes to use as study guides!)

Why tests? Psychological research on the science of successful learning has demonstrated that the act of preparing for a test and actually taking the test and retrieving information is a great boost to memory. Exams are not just a measurement instrument, they are also an important learning instrument. Exams are a clinically proven way to help students keep up with classwork – they encourage attendance, preparation and review in ways that less traditional or structured means don't, and the use of frequent quizzes or tests is likely to promote regular, moderate, work, whereas a few larger assignments tend to produce short bursts of cramming, often at the last minute. Your speech compositions will be easier if you take the time to learn the basics in advance.

Speeches:

You will deliver 5 graded speeches this semester. Any scheduling conflicts with presentation days should be discussed in advance.

Because all students are expected to complete a full preparation outline of their speech prior to the beginning of presentations, it is expected that everyone will be prepared to speak on the first day of presentations. Names will be drawn randomly – unless other arrangements have been made in advance because of public speaking anxiety or scheduling conflicts.

Grading rubrics for all speech assignments are found below.

DEMONSTRATIVE SPEECH:

Your task is to teach something to your classmates. It should be something simple (something that can be clearly taught in 5 minutes or less) and that can be taught more effectively with a presentation aid.

Pick something that is of interest to you:

- If you like baking or cooking, you can't teach a whole recipe in a short time but you could teach a specific technique - like julienning vegetables, or kneading bread dough...
- If you are a musician, you can't probably teach a song in 5 minutes, but you could teach some basic element -like a common chord in pop music on the piano or guitar, or diaphragm breathing...
- If you're a crafty person, you might demonstrate an easy way to thread a needle, a chain stitch in crochet, a blanket stitch in sewing, an easy origami form...
- If you're into science, you could teach something chemical, biological, geological, or meteorological –like the distinction between a tropical storm and a hurricane, geological phenomena of Cortland County, or what's in food preservatives...
- If sports are your thing, you might be able to demonstrate a proper weight lifting technique, running form, or ideal batting stance...

Etcetera.

When you have selected your topic, you should also think about how to make your lesson stronger with the use of a presentation aid. As you'll learn, a good presentation aid enhances or clarifies your verbal message – but should not be absolutely necessary to giving your speech.

★ You are expected to use a MINIMUM of 1 outside source of research/information.

★ The speech needs to be 4-5 minutes long. For each minute under time, your grade will be reduced by 5%. If you go over time, you will be cut short.

SPECIAL OCCASION, INFORMATIVE, & PERSUASIVE SPEECHES:

Early in the semester, you will select any nonfiction book of your choosing, published on or after 2000. The content of this book will form the basis of, or inspire, three speeches (no exceptions, so choose carefully). This will allow you to learn a topic of interest in depth while also helping to reduce your research workload for the speeches.

To submit your book selection, **type** the following information:

- Title
- Author
- Date
- Publisher
- Topic

Choose something that interests you, something you're familiar with, something related to your major, or something that will connect to another class. For example:

If you want to use the textbook for your philosophy course, you might give...

- a special occasion speech celebrating the contributions of political theorist of Hannah Arendt as a great woman of modern philosophy,
- an informative speech explaining what the study of philosophy is,
- a persuasive speech encouraging your classmates to live according to the teachings of Emmanuel Kant.

If you choose *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*, you might give...

- a special occasion speech celebrating the accomplishments of Malala,
- an informative speech explaining the laws and customs surrounding education or gender under the Taliban,
- a persuasive speech asking your classmates to support access to education for all by donating their textbooks to an organization like Textbooks for Change, CoEd, or even Goodwill.

If you use a biography about former football Doug Flutie, you might give...

- a special occasion speech recognizing Flutie's football career or his charitable work
- an informative speech about Flutie's career or life, or an informative speech about what autism is
- a persuasive speech asking your classmates to donate to the Flutie Foundation, or one that argues against stereotypes and misconceptions of autism

If you select a book on grammar and writing style, such as *Woe is I*, you might give...

- a special occasion speech motivating your classmates to improve their vocabulary, or a humorous entertaining speech that makes fun of weird grammatical practices or that uses puns
- an informative speech about particular writing rules, such as how to use APA (American Psychological Association) or MLA (Modern Language Association) guidelines
- a persuasive speech convincing your classmates that the use of good grammar is an important, and desirable, skill in the professional world.

★For each one of these speeches, you are expected to use a MINIMUM of 3 sources of research/information. These 3 sources might include the book itself, or not, depending on your needs. You might use the same sources for all three speeches, or you might need to use different sources.

★Each of these speeches needs to be 4-5 minutes long. For each minute under time, your grade will be reduced by 5%. If you go over time, you will be cut short.

IMPROMPTU SPEECH:

At the end of the semester, you will put everything you've learned to practice with an impromptu – unplanned and unrehearsed – speaking exercise. The challenge will be to organize your thoughts with an introduction, body, and conclusion, speaking for 2-3 minutes, with only a few minutes to think it through beforehand.

Demonstrative Speech Rubric

	Element	%				
Intro	Attention Getter	5	Draws audience in with intrigue and/or relevance	Establishes a clear start to the speech, but doesn't quite draw audience in.	Vague, commonplace, or confusing	There is no clear attention getter.
	Screening <i>Summary of speech</i>	5	Appropriate specific purpose stated & audience relevant, Outlines main points; basic content & organization clear.	Specific purpose is stated, but without explicit connection to audience. And/or, preview of main points is unclear.	The general topic is established, but not the specific purpose.	It is unclear exactly what the speech is going to be about
	Credibility <i>About you, your expertise</i>	5	Introduces self to audience, explains personal interest/ knowledge in the topic, establishes good will.	Introduces self to audience, explains personal interest/ knowledge OR establishes good will.	Introduces self but does not establish any credibility	No personal information is provided.
Content	Research <i>Using & crediting outside sources</i>	10	Exceeded minimum expected sources, used oral citations throughout speech as needed.	Minimum expected sources used, with oral citations as needed.	Less than minimum expected sources used, with oral citations as needed	Research is not made apparent in the speech.
	Supporting Material <i>Stats, ex. testimony, etc.</i>	10	Each main point is explained with variety of supporting material.	Each main point is explained with supporting material.	Some supporting material used.	There is little/no use of supporting material.
	Audience Focus	10	Explicit consideration of audience interests or concerns. Talks to audience, not at or about them.	Implicit consideration of audience interests or concerns. Talks to audience, not at or about them.	There is at least one attempt to connect with the audience.	There is no effort to connect with the audience.
	Language <i>Accurate & interesting</i>	5	Uses oral style and rhetorical devices.	Uses oral style, but lacks rhetorical devices.	Grammar or accuracy problems.	Language is too complex, inaccurate, &/or inappropriate.
	Org. <i>Pattern & transitions</i>	15	2-4 main points, clear organizational strategy, & effective transitions.	2-4 main points, clear organizational strategy, lacks transitions.	2-4 main points, but not clearly organized	Main points are not distinguishable
Delivery	Verbal	5	Easily heard & understood, exhibits enthusiasm & variety. Delivered extemporaneously.	Exhibits many good qualities but with room for improvement, Delivered extemporaneously.	Reading from a manuscript detracts from overall delivery.	Shows no evidence of rehearsal or effort
	Nonverbal	5	Makes eye contact, uses gestures effectively, appears confident with appropriate demeanor.	Eye contact, demeanor. &/or gestures okay but can be improved.	Minimal eye contact established. Gestures absent	There is no eye contact or gestures; posture may be poor
★★★	Present Aid	15	Aid was useful & used effectively.	Any aids used were helpful, but could have been better utilized or executed	Any aids used needed work.	The speech did not benefit from the use of a presentation aid.
Concl.	Closing Signal & tone	5	Signals end of the speech, finishes in timely manner, & sets appropriate tone	Signals end of the speech, finishes in timely manner, but doesn't set tone	Indication of the end is vague, or misplaced.	There is no conclusion; the speech simply stops
	Recap <i>Summary of speech</i>	5	Restatement of specific purpose, with brief review of full content	Restatement of specific purpose, with partial review of content	Either a review of purpose or main points.	No summary statements &/or new information.

Special Occasion Speech Rubric

	Element	%				
Intro	Attention Getter	5	Draws audience in with intrigue and/or relevance	Establishes a clear start to the speech, but doesn't quite draw audience in.	Vague, commonplace, or confusing	There is no clear attention getter.
	Screening <i>Summary of speech</i>	5	Appropriate specific purpose stated & audience relevant, Outlines main points; basic content & organization clear.	Specific purpose is stated, but without explicit connection to audience. And/or, preview of main points is unclear.	The general topic is established, but not the specific purpose.	It is unclear exactly what the speech is going to be about
	Credibility <i>About you, your expertise</i>	5	Introduces self to audience, explains personal interest/ knowledge in the topic, establishes good will.	Introduces self to audience, explains personal interest/ knowledge OR establishes good will.	Introduces self but does not establish any credibility	No personal information is provided.
Content	Research <i>Using & crediting outside sources</i>	10	Exceeded minimum expected sources, used oral citations throughout speech as needed.	Minimum expected sources used, with oral citations as needed.	Less than minimum expected sources used, with oral citations as needed	Research is not made apparent in the speech.
	Supporting Material <i>Stats, ex. testimony, etc.</i>	15	Each main point is explained with variety of supporting material.	Each main point is explained with supporting material.	Some supporting material used.	There is little/no use of supporting material.
	Audience Focus	5	Explicit consideration of audience interests or concerns. Talks to audience, not at or about them.	Implicit consideration of audience interests or concerns. Talks to audience, not at or about them.	There is at least one attempt to connect with the audience.	There is no effort to connect with the audience.
★★★	Language <i>Accurate & interesting</i>	20	Uses oral style and rhetorical devices.	Uses oral style, but lacks rhetorical devices.	Grammar or accuracy problems.	Language is too complex, inaccurate, &/or inappropriate.
	Org. <i>Pattern & transitions</i>	15	2-4 main points, clear organizational strategy, & effective transitions.	2-4 main points, clear organizational strategy, lacks transitions.	2-4 main points, but not clearly organized	Main points are not distinguishable
Delivery	Verbal	5	Easily heard & understood, exhibits enthusiasm & variety. Delivered extemporaneously.	Exhibits many good qualities but with room for improvement, Delivered extemporaneously.	Reading from a manuscript detracts from overall delivery.	Shows no evidence of rehearsal or effort
	Nonverbal	5	Makes eye contact, uses gestures effectively, appears confident with appropriate demeanor.	Eye contact, demeanor. &/or gestures okay but can be improved.	Minimal eye contact established. Gestures absent	There is no eye contact or gestures; posture may be poor
Concl.	Closing <i>Signal & tone</i>	5	Signals end of the speech, finishes in timely manner, & sets appropriate tone	Signals end of the speech, finishes in timely manner, but doesn't set tone	Indication of the end is vague, or misplaced.	There is no conclusion; the speech simply stops
	Recap <i>Summary of speech</i>	5	Restatement of specific purpose, with brief review of full content	Restatement of specific purpose, with partial review of content	Either a review of purpose or main points.	No summary statements &/or new information.

Informative Speech Rubric

	Element	%				
Intro	Attention Getter	5	Draws audience in with intrigue and/or relevance	Establishes a clear start to the speech, but doesn't quite draw audience in.	Vague, commonplace, or confusing	There is no clear attention getter.
	Screening <i>Summary of speech</i>	5	Appropriate specific purpose stated & audience relevant, Outlines main points; basic content & organization clear.	Specific purpose is stated, but without explicit connection to audience. And/or, preview of main points is unclear.	The general topic is established, but not the specific purpose.	It is unclear exactly what the speech is going to be about
	Credibility <i>About you, your expertise</i>	5	Introduces self to audience, explains personal interest/ knowledge in the topic, establishes good will.	Introduces self to audience, explains personal interest/ knowledge OR establishes good will.	Introduces self but does not establish any credibility	No personal information is provided.
Content	Research <i>Using & crediting outside sources</i>	15	Exceeded minimum expected sources, used oral citations throughout speech as needed.	Minimum expected sources used, with oral citations as needed.	Less than minimum expected sources used, with oral citations as needed	Research is not made apparent in the speech.
	Supporting Material <i>Stats, ex. testimony, etc.</i>	15	Each main point is explained with variety of supporting material.	Each main point is explained with supporting material.	Some supporting material used.	There is little/no use of supporting material.
	Audience Focus	10	Explicit consideration of audience interests or concerns. Talks to audience, not at or about them.	Implicit consideration of audience interests or concerns. Talks to audience, not at or about them.	There is at least one attempt to connect with the audience.	There is no effort to connect with the audience.
	Language <i>Accurate & interesting</i>	5	Uses oral style and rhetorical devices.	Uses oral style, but lacks rhetorical devices.	Grammar or accuracy problems.	Language is too complex, inaccurate, &/or inappropriate.
	Org. <i>Pattern & transitions</i>	15	2-4 main points, clear organizational strategy, & effective transitions.	2-4 main points, clear organizational strategy, lacks transitions.	2-4 main points, but not clearly organized	Main points are not distinguishable
Delivery	Verbal	5	Easily heard & understood, exhibits enthusiasm & variety. Delivered extemporaneously.	Exhibits many good qualities but with room for improvement, Delivered extemporaneously.	Reading from a manuscript detracts from overall delivery.	Shows no evidence of rehearsal or effort
	Nonverbal	5	Makes eye contact, uses gestures effectively, appears confident with appropriate demeanor.	Eye contact, demeanor. &/or gestures okay but can be improved.	Minimal eye contact established. Gestures absent	There is no eye contact or gestures; posture may be poor
★	Present Aid	5	No presentation aid needed & not used. OR Aid was useful & used effectively.	Any aids used were helpful, but could have been better utilized or executed	Any aids used needed work.	The speech did not benefit from use of a presentation aid.
Concl.	Closing Signal & tone	5	Signals end of the speech, finishes in timely manner, & sets appropriate tone	Signals end of the speech, finishes in timely manner, but doesn't set tone	Indication of the end is vague, or misplaced.	There is no conclusion; the speech simply stops
	Recap <i>Summary of speech</i>	5	Restatement of specific purpose, with brief review of full content	Restatement of specific purpose, with partial review of content	Either a review of purpose or main points.	No summary statements &/or new information.

Persuasive Speech Rubric

	Element	%				
Intro	Attention Getter	5	Draws audience in with intrigue and/or relevance	Establishes a clear start to the speech, but doesn't quite draw audience in.	Vague, commonplace, or confusing	There is no clear attention getter.
	Screening <i>Summary of speech</i>	5	Appropriate specific purpose stated & audience relevant, Outlines main points; basic content & organization clear.	Specific purpose is stated, but without explicit connection to audience. And/or, preview of main points is unclear.	The general topic is established, but not the specific purpose.	It is unclear exactly what the speech is going to be about
	Credibility <i>About you, your expertise</i>	5	Introduces self to audience, explains personal interest/ knowledge in the topic, establishes good will.	Introduces self to audience, explains personal interest/ knowledge OR establishes good will.	Introduces self but does not establish any credibility	No personal information is provided.
Content	Research <i>Using & crediting outside sources</i>	10	Exceeded minimum expected sources, used oral citations throughout speech as needed.	Minimum expected sources used, with oral citations as needed.	Less than minimum expected sources used, with oral citations as needed	Research is not made apparent in the speech.
	Supporting Material <i>Stats, examples, testimony, etc.</i>	15	Each main point is explained with variety of supporting material. Logical & appropriate arguments.	Each main point is explained with supporting material. Logical & appropriate arguments.	Some supporting material used. Arguments are flawed.	There is little/no use of supporting material. No arguments.
★★★	Audience Focus	15	Explicit consideration of audience interests or concerns. Talks to audience, not at or about them.	Implicit consideration of audience interests or concerns. Talks to audience, not at or about them.	There is at least one attempt to connect with the audience.	There is no effort to connect with the audience.
	Language <i>Accurate & interesting</i>	5	Uses oral style and rhetorical devices.	Uses oral style, but lacks rhetorical devices.	Grammar or accuracy problems.	Language is too complex, inaccurate, &/or inappropriate.
	Org. <i>Pattern & transitions</i>	15	2-4 main points, clear organizational strategy, & effective transitions.	2-4 main points, clear organizational strategy, lacks transitions.	2-4 main points, but not clearly organized	Main points are not distinguishable
Delivery	Verbal	5	Easily heard & understood, exhibits enthusiasm & variety. Delivered extemporaneously.	Exhibits many good qualities but with room for improvement, Delivered extemporaneously.	Reading from a manuscript detracts from overall delivery.	Shows no evidence of rehearsal or effort
	Nonverbal	5	Makes eye contact, uses gestures effectively, appears confident with appropriate demeanor.	Eye contact, demeanor. &/or gestures okay but can be improved.	Minimal eye contact established. Gestures absent	There is no eye contact or gestures; posture may be poor
	Present Aid	5	No presentation aid needed & not used. OR Aid was useful & used effectively.	Any aids used were helpful, but could have been better utilized or executed	Any aids used needed work.	The speech did not benefit from use of a presentation aid.
Concl.	Closing <i>Signal & tone</i>	5	Signals end of the speech, finishes in timely manner, & sets appropriate tone	Signals end of the speech, finishes in timely manner, but doesn't set tone	Indication of the end is vague, or misplaced.	There is no conclusion; the speech simply stops
	Recap <i>Summary of speech</i>	5	Restatement of specific purpose, with brief review of full content	Restatement of specific purpose, with partial review of content	Either a review of purpose or main points.	No summary statements &/or new information.

Impromptu Speech Rubric

	Element	%				
Intro	Attention Getter	10	Draws audience in with intrigue and/or relevance	Establishes a clear start to the speech, but doesn't quite draw audience in.	Vague, commonplace, or confusing	There is no clear attention getter.
	Screening <i>Summary of speech</i>	10	Appropriate specific purpose stated & audience relevant, Outlines main points; basic content & organization clear.	Specific purpose is stated, but without explicit connection to audience. And/or, preview of main points is unclear.	The general topic is established, but not the specific purpose.	It is unclear exactly what the speech is going to be about
	Credibility <i>About you, your expertise</i>	10	Introduces self to audience, explains personal interest/ knowledge in the topic, establishes good will.	Introduces self to audience, explains personal interest/ knowledge OR establishes good will.	Introduces self but does not establish any credibility	No personal information is provided.
Content	Supporting Material <i>Stats, ex, testimony, etc.</i>	10	Each main point is explained with variety of supporting material.	Each main point is explained with supporting material.	Some supporting material used.	There is little/no use of supporting material.
	Audience Focus	10	Explicit consideration of audience interests or concerns. Talks to audience, not at or about them.	Implicit consideration of audience interests or concerns. Talks to audience, not at or about them.	There is at least one attempt to connect with the audience.	There is no effort to connect with the audience.
	Org. <i>Pattern & transitions</i>	10	2-4 main points, clear organizational strategy, & effective transitions.	2-4 main points, clear organizational strategy, lacks transitions.	2-4 main points, but not clearly organized	Main points are not distinguishable
Delivery	Verbal	10	Easily heard & understood, exhibits enthusiasm & variety. Delivered extemporaneously.	Exhibits many good qualities but with room for improvement, Delivered extemporaneously.	Reading from a manuscript detracts from overall delivery.	Shows no evidence of rehearsal or effort
	Nonverbal	10	Makes eye contact, uses gestures effectively, appears confident with appropriate demeanor.	Eye contact, demeanor. &/or gestures okay but can be improved.	Minimal eye contact established. Gestures absent	There is no eye contact or gestures; posture may be poor
Concl.	Closing <i>Signal & tone</i>	10	Signals end of the speech, finishes in timely manner, & sets appropriate tone	Signals end of the speech, finishes in timely manner, but doesn't set tone	Indication of the end is vague, or misplaced.	There is no conclusion; the speech simply stops
	Recap <i>Summary of speech</i>	10	Restatement of specific purpose, with brief review of full content	Restatement of specific purpose, with partial review of content	Either a review of purpose or main points.	No summary statements &/or new information.

Extra Credit Opportunity:

Attend any live speech or presentation (outside of a class) on campus during the semester and write a 2-3 page analysis of it, applying what you have learned in class. This can be turned in any time before the last class meeting. It needs to answer the following questions and be written in narrative form with full sentences and paragraphs:

- What was the topic of the speech? How could you tell?
- What was the occasion for the speech, and who was the audience?
- Did the speaker relate the speech to the audience? How (be specific)?
- What were the main points of the speech?
- How did the speaker support those ideas - what evidence was used? Could you tell if the information was reliable, beyond the intrinsic credibility of the speaker?
- What were the speaker's strengths in delivery? What were the weaknesses?
- Was the language appropriate to the setting, occasion, and audience? How so?
- How did the setting (the location, audience size) on the speech presentation?

	MONDAYS	WEDNESDAYS	FRIDAYS
Wk1	1/22: course intro, syllabus review	1/24: public speaking basics <u>Read ch. 1 & 3 for today</u>	1/26: comm apprehension <u>Read ch. 2 for today</u>
Wk2	1/29: listening <u>Read ch. 5 for today</u>	1/31: delivery <u>Read ch. 14 for today</u>	2/2: <i>listening &/or delivery practice</i> (participation grade)
Wk3	2/5: audience <u>Read ch. 4 & 6 for today</u> <u>QUIZ 1 – ch. 1-3, 5, 14</u>	2/7: research <u>Read ch. 8-9 for today</u>	2/9: demonstration & visuals <u>Read ch. 12, p. 276-280 for today</u>
Wk4	2/12: assignment 1 with <i>live example</i> (participation grade) <u>Read ch. 7 for today</u> <u>QUIZ 2 – ch. 4, 6, 8-9, 12</u>	2/14: introductions, conclusions, & outlining <u>Read ch. 10 & 11 for today</u>	2/16: <i>extemporaneous practice</i> (participation grade) <u>demonstration speech outlines due</u> (homework grade)
Wk5	2/19: informative speaking, assignments 2-4 <u>Read ch. 15 for today</u> <u>QUIZ 3 – ch. 7, 10-11</u>	2/21: <u>Demo Speech Day 1</u> (speech + participation grades)	2/23: <u>Demo Speech Day 2</u> (speech + participation grades)
Wk6	2/26: <u>Demo Speech Day 3</u> (speech + participation grades)	2/28: <u>Demo Speech Day 4</u> (speech + participation grades)	3/2:
Wk7	3/5: <u>book selection due</u> (homework grade) <u>MIDTERM EXAM</u>	3/7: special occasion speaking <u>Read ch. 18 for today</u>	3/9: language use <u>Read ch. 13 for today</u>
Wk8	3/12: <i>Spring Break</i>	3/14: <i>Spring Break</i>	3/16: <i>Spring Break</i>
Wk9	3/19: <u>Special occasion outline due</u> (homework grade)	3/21: <u>Special Occasion Speech Day 1</u> (speech + participation grades)	3/23: <u>Special Occasion Speech Day 2</u> (speech + participation grades)
Wk10	3/26: <u>Special Occasion Speech Day 3</u> (speech + participation grades)	3/28: no class, prof @ conference	3/30: no class, prof @ conference
Wk11	4/2: <u>informative speech outline due</u> (homework grade) <u>QUIZ 4 – ch. 13, 15, 18</u>	4/4: <u>Informative Speech Day 1</u> (speech + participation grades)	4/6: <u>Informative Speech Day 2</u> (speech + participation grades)
Wk12	4/9: <u>Informative Speech Day 3</u> (speech + participation grades)	4/11: persuasive speaking <u>Read ch. 16 for today</u>	4/13: persuasive speaking <u>Read ch. 17 for today</u>
Wk13	4/16: <i>Monroe's Motivated Sequence practice</i> (participation grade)	4/18: <i>Argue! Practice</i> (participation grade) <u>QUIZ 5 – ch. 16, 17</u>	4/20: <u>persuasive outline due</u> (homework grade) <i>Impromptu speaking</i>
Wk14	4/23: <i>Impromptu speaking</i>	4/25: <u>Persuasive Speech Day 1</u>	4/27: <u>Persuasive Speech Day 2</u>
Wk15	4/30: <u>Persuasive Speech Day 3</u>	5/2: overflow day <i>in-class speech analysis</i> (extra credit assignment)	5/4: exam review
Finals Wk	COM210-001 (8-8:50) = Mon, 5/7, 8:30am-10:30am	COM210-002 (9:10-10) = Wed, 5/9, 8:30am-10:30am	

Spring break lasts only one week. You are responsible for *all* the classes in the week prior to and following the scheduled break.

Finals week is a mandatory part of the course. Final exam times are determined by the college according to a standard matrix, and are posted on the Cortland.edu website year-round (under Academic Calendars). Plan ahead and plan accordingly; travel arrangements need to accommodate, not conflict with, your finals week responsibilities.